

Instructor: Michael Tavel Clarke
Winter 2022
TTh 2:00-3:15
SA 119
Course Web Page: <https://d2l.ualgary.ca>

Office: Social Sciences 1016
Office Phone: (403) 220-4677
Email: mcla@ucalgary.ca
Office Hours (Zoom): F 3-4
and by appointment

FACULTY OF ARTS
DEPARTMENT OF ENGLISH
COURSE SYLLABUS

ENGL 463: AMERICAN LITERATURE FROM THE LATE 1800S TO THE MID-1900s

Course Description

This course offers a broad survey of US literature and culture from the end of the Civil War to World War II. We will read both canonical and lesser-known works, remaining attentive to the historical contexts in which texts were written. Although this list is by no means exhaustive and will expand according to student interests, I expect some of the issues addressed in this course will include the following: the characteristics, development, and historical contexts of realism, naturalism, and modernism; changing and competing notions of individual and national identity in the United States; the relationships between the dominant national culture and minority cultures; the role of literature in negotiating cultural and social change; and the changing ideologies of gender, race, ethnicity, class, and sexuality in the US.

Prerequisites: 60 units including 3 units of courses labelled English at 300 level or above.

Required Texts

Mark Twain, *A Connecticut Yankee in King Arthur's Court*
Abraham Cahan, *Yekl*
Susan Glaspell, *Trifles*
Ernest Hemingway, *In Our Time*
Nella Larsen, *Passing*
D'Arcy McNickle, *The Surrounded*

Course Requirements

Percentage of Final Grade

Essay 1 (5 pages)	25%
Research Paper (8-10 pages).....	40%
Reading Responses	20%
Presentation/Discussion Facilitation.....	15%

There will be no registrar-scheduled exam for this course. There are no extra credit opportunities available in the course.

Learning Outcomes

- Students will learn about current scholarly debates surrounding the characteristics of turn-of-the-twentieth-century American literature, and they will learn about the historical, cultural, and economic forces influencing US literary production at the time. Students will also learn about artistic, social, and intellectual movements influencing US literature of the period, including realism, naturalism, modernism, the Harlem Renaissance, the drive for economic reform, the campaigns for women's rights, the movement for cultural pluralism, and other phenomena. Students will use this knowledge to analyze assigned texts.
- Students will practice close reading and literary analysis through essays, informal written reflections, and class discussions. They will utilize their training in literary theory to analyze texts.

- Working in groups to develop a presentation on a text of their choice, students will practice learning through teaching, leading literary discussions, managing collective labor, and developing presentations.
- Students will learn independently and generate original scholarship by preparing a research paper on a topic and text(s) of their choice.

Grading System

You must complete both essays to qualify for a passing grade. Explanations of the grading criteria are available on D2L and on assignments.

The University of Calgary's four-point Grading System, as described in the Calendar (<http://www.ucalgary.ca/pubs/calendar/current/f-2.html>), will be used in this course.

A+/A (4.0); A- (3.7); B+ (3.3); B (3.0); B- (2.7); C+ (2.3); C (2.0); C- (1.7); D+ (1.3); D (1.0); F (0)

Students must reach the minimum percentage threshold for the grade range to receive that letter grade (e.g., to receive an A- a student will have surpassed the minimum threshold of 80.00% in the course)

Although the A+ is solely an honorific that entails no additional points in the four-point system, the course instructor will employ this mark to distinguish superlative work that exceeds expectations in style, correctness, intellectual depth and breadth, sophistication, and originality.

About Reading Responses

You will contribute to an ongoing, online discussion of our readings for three of the assigned readings. Reading responses must be posted to the discussion board on D2L by noon the day before class discussion. You may choose which of the eligible readings you wish to respond to. Contributions may take several forms: 2-3 thought-provoking questions to spark discussion; a response to a posted question; a response to or elaboration on a previous response; an analysis of an assigned text; a summary and/or critique of a published analysis of an assigned text; a personal response; or some combination of the above. With the exception of the first kind (the questions), reading responses should be about 300 words in length. More information about reading responses is available on D2L.

About Class Presentations

Working in groups of five or six, you will be responsible for presenting on assigned readings or leading class discussion. Presentations or discussions may take many forms. You may present historical and contextual material on our readings, summarize published scholarship, offer your own analysis of a text(s), ask questions and lead discussion, design a group activity, or combine several of these things. Student-led presentations will last approximately 45 minutes. I will pass around a sign-up sheet on the first day of class so that you may choose the readings you wish to help facilitate. More information is available on D2L.

Turning in Assignments

Written assignments should be submitted on D2L—either the digital dropbox for essays, or the discussion board for reading responses. Essays may not be delivered by email without prior permission.

Late Papers

You have the option of turning in one written assignment up to a week late without penalty. This policy applies to the first essay and the reading responses. Class presentations may not be completed late, and the research paper may be turned in late only with permission. If you turn in an assignment more than a week late, or if you turn in a second assignment late, your grade on the work will be lowered by a third of

a grade for each late day (i.e., an A paper that is one day late will receive an A-, two days late a B+, and so on; weekend days and holidays are counted in this total).

Learning Technology Requirements

There is a D2L site for this course containing important class resources and materials (see d2L.ucalgary.ca).

Conduct

Students, employees, and academic staff are expected to demonstrate behaviour in class that promotes and maintains a positive and productive learning environment. As members of the University community, students, employees, and academic staff are expected to demonstrate conduct that is consistent with the University of Calgary Calendar, the Code of Conduct and Non-Academic Misconduct policy and procedures, which can be found at: <http://www.ucalgary.ca/pubs/calendar/current/k.html>

Policy on Use of Electronic Devices

The use of laptop and mobile devices in class is acceptable when used in a manner appropriate to the course and classroom activities. Please refrain from accessing websites and resources that may be distracting to you or for other learners during class time. Students are responsible for being aware of the University's [Internet and email use policy](#). Electronic devices are not permitted during the Final Examination.

Academic Integrity

This course, like all courses at the University of Calgary, holds students to high standards of honest and responsible scholarship. Please consult the [Academic Integrity website](#) for a detailed description of university policies, which will be enforced in this course. Cases of suspected academic misconduct will be referred to the Associate Dean of Arts for a ruling.

Plagiarism is a type of academic misconduct. Plagiarism occurs when a student presents the ideas, expression of ideas, or work of another person as their own. Another equally serious form of plagiarism occurs when a student submits something they have written themselves for credit in two or more courses without first securing written permission from all those course instructors. Consequences for plagiarism include failure on the assignment, failure in the course, and possible suspension or expulsion from the university. Using any source whatsoever without clearly documenting it is a serious academic offense.

Deferral of Term Work and Final Examinations

Should you require an extension for completion of term papers or assignments beyond the deadline of five days after the end of lectures, an [Application of Deferment of Term Work](#) must be completed. It is the student's responsibility to initiate this process with the instructor. The University also has regulations governing the [deferral of final examinations](#).

Grade Appeals

To pursue a Reassessment of Graded Term Work or a Reappraisal of an Academic Assessment, consult the [University Calendar](#) and request advice from the English Department at engl@ucalgary.ca. Please note that mere dissatisfaction with a grade is not sufficient grounds for an appeal.

English Department Website

For more information about courses, programs, policies, events and contacts in the Department of English.

Scribe and Muse Club for English Students

The [Scribe and Muse Reading and Writing Club](#) fosters and champions reading and writing through community service, leadership, and engagement. Our email address is smecuofc@gmail.com.

Writing Support

The [Student Success Centre](#) offers both online and workshop writing support for U of C students.

Academic Regulations and Schedules

Student Academic Accommodations

The Student Accessibility Services website is available [here](#). University accommodation policies can be found at the following links:

<https://www.ucalgary.ca/pubs/calendar/current/b-6-1.html>

<https://www.ucalgary.ca/pubs/calendar/current/b-6.html>

<https://www.ucalgary.ca/pubs/calendar/current/b-6-2.html>

Program Advising and Student Information Resources is done through the Faculty of Arts Students' Centre. Office location: SS102; phone: 403-220-3580; email: ascarts@ucalgary.ca; website: <http://arts.ucalgary.ca/undergraduate>.

Instructor's Intellectual Property

Course materials created by instructors, including presentations, posted notes, labs, case studies, assignments, and exams, remain the intellectual property of the instructor. These materials may not be reproduced, redistributed or copied without the explicit consent of the instructor. The posting of course materials to third party websites such as note-sharing sites without permission is prohibited. Sharing of extracts of these course materials with other students enrolled in the course at the same time may be allowed under fair dealing.

Freedom of Information and Protection of Privacy

Student information will be collected in accordance with usual classroom practice. Students' assignments will be accessible only by the authorized course faculty and teaching assistants. Private information related to the individual student is treated with the utmost regard by the faculty at the University of Calgary.

Sexual Violence Policy

<https://www.ucalgary.ca/policies/files/policies/sexual-violence-policy.pdf>

Other Important Information

- [Wellness and Mental Health Resources](#)
- [Student Success](#)
- [Student Ombuds Office](#)
- [Student Union \(SU\) Information](#)
- [Graduate Students' Association \(GSA\) Information](#)
- [Emergency Evacuation/Assembly Points](#)
- [Safewalk](#)

Universal Student Ratings of Instruction (USRI)

Please participate in [USRI Surveys](#) toward the end of the course. The feedback they provide helps us evaluate teaching, enhance student learning, and guide students as they select courses.