



UNIVERSITY OF
CALGARY
FACULTY OF ARTS
Department Of English

COURSE OUTLINE

ENGL 517.S02		Winter '23
Course Title	American Literary Realism and the Rise of Critical Distance	
Date & Time	Wed 9:00-11:45 am Room: SS1015 (This is an in-person class)	
Instructor	Dr. Faye Halpern	
Email	fhalpern@ucalgary.ca	
Web Page	D2L (access via MyUofC portal)	
Office Hours	Th, 3-4 pm, over Zoom https://ucalgary.zoom.us/j/94266368440?pwd=VFk1bHprd0tOU1RqY1VpU0NpaWx3Zz09 Passcode: 856377 Meeting ID: 942 6636 8440 If you can't make it then, please feel free to email Dr. Halpern to schedule an alternative time.	

Course Description

This class will resist understanding literary realism as simply a realistic way of depicting social reality. Instead, we'll examine how the practitioners of American literary realism tried to change what people understood realistic literary fiction to entail. We'll evaluate American literary realism's own claims as a new and improved way of depicting social issues like industrialization, the treatment of Black people in the wake of Reconstruction, and the New Woman. We'll also identify its formal innovations and examine how they shape the relationship between readers and what they read. Finally, we'll discuss the legacy of literary realism for both contemporary fiction and contemporary criticism. Assignments draw from the different genres of academic life: blog posts, a teaching essay or analysis of a scholarly journal, and a conference paper. We'll read fiction and manifestos by late nineteenth American authors like William Dean Howells, Mark Twain, Rebecca Harding Davis, Henry James, Charles Chesnutt, and Edith Wharton as well as fiction from the contemporary authors Thomas King, Colson Whitehead, and Claire Keegan. We'll also read literary criticism that examines American literary realism historically and formally as well as the effect it has had on contemporary literary criticism.

By the end of this course, you will be able to:

- ✓ Analyze American literary realist texts through three lenses: generic, literary historical, and formal/narratological.
- ✓ Assess the legacy of American literary realism for both contemporary fiction and criticism.
- ✓ Develop a mental map and strategies for entering a critical conversation;
- ✓ Gain practice writing a possible conference paper and abstract;

- ✓ Integrate feedback on a piece of writing to strengthen your revision as a way to develop the practice of successful literary scholars

Texts and readings:

The following texts are available at the University of Calgary Bookstore in print and (where available) e-book formats:

- Davis, *Life in the Iron Mills* (Feminist Press at CUNY)
- James, *What Maisie Knew* (Oxford UP)
- Howells, *The Rise of Silas Lapham* (Penguin)
- Wharton, *The House of Mirth* (Bedford/St. Martin’s)

Additional primary readings by such authors as Harriet Beecher Stowe, Charles Chesnutt, Constance Fenimore Woolson, Thomas King, Colson Whitehead, and Claire Keegan as well as critical readings are available on D2L.

Course Components

<u>Course Requirements</u>	<u>Percentage of Final Grade</u>
Class Participation (including class discussion, workshop letters, and participation in the workshop)	10%
Discussion Board Posts.....	15%
“Yes And” or “Yes But” Essay.....	25%
Conference Talk Analysis.....	10%
Conference Paper, Supplementary Material, and Draft	40%

Class Participation/Peer Feedback

The quality of this class depends on everyone’s participation and preparation. Please come to our class with all the readings assigned that day carefully read. Students are expected to contribute at least once/class, either orally or in writing (via Google Docs or Top Hat), and as an active participant in any small group work we do. Let’s try to make this as equitable a space as possible, where everyone contributes and no one to dominates. As described below, you’ll also participate in and contribute letters to the peer workshop that will take place at the end of the term. More details can be found on D2L.

Discussion Board Posts

These posts will reflect on the readings and/or questions that come up during class discussion and enable you to see how your classmates are responding to the readings. You have a choice of how many to submit: submit three that meet expectations, and you’ll receive an B+ for that portion of your grade; submit four discussion board posts and receive an A. You must put up two before term break begins (Feb. 19), and only one can be posted the last week of class. Your discussion board posts will not be individually graded, but I will be reading them with great interest, as will your classmates. If they meet the requirements for a good post, you’ll get full credit for them. If I detect a problem, I’ll let you know, and you’ll have the option either to revise or not receive credit for that post. More details can be found on D2L.

“Yes And” or “Yes But” Essay (1200-1400 words)

The short essay will ask you to offer a brief interpretive argument about a primary text that builds on or modifies an existing interpretive argument about it. The interpretation you grapple with can come from someone else's discussion board post, a scholarly article we've read for class, or a scholarly article you find on your own. This essay will prepare you for writing the conference paper, in which you will need to enter a critical conversation. More details and a rubric will be posted on D2L.

Conference Talk Analysis

You will analyze one of the conference talks posted on D2L, identifying its scholarly moves and assessing its character as an act of communication. You can turn it in any time before March 1. More details and a rubric will be posted on D2L.

Conference Paper, Including Supplementary Materials and Draft (2700-3000 words)

The final project in this class will be the production of a conference paper. You will also provide two pieces of supplementary material: an abstract and cover letter. Before your final submission of the paper, you'll submit a draft to a group of your classmates, and we'll have a peer workshop. To prepare for that peer workshop, you'll write letters to the members of your peer workshop group addressing their drafts. Along with the revision, you'll submit a cover letter in which you reflect on the process of writing the paper and what you've produced. More details and a rubric can be found in D2L.

Grading System

I convert letter grades to percentages to compute final grades. I do so using the departmental conversion chart, e.g., a B+ is 78%:

90 + %	A+
85 – 89 %	A
80 – 84 %	A–
77 – 79 %	B+
74 – 76 %	B
70 – 73 %	B–
67 – 69 %	C+
64 – 66 %	C
60 – 63 %	C–
55 – 59 %	D+
50 – 54 %	D
0 – 49 %	F

- You must complete all written work to qualify for a passing grade.
- Sometimes I assign split grades (e.g., A-/B+). To find the numerical equivalent, I use the percentage value in between the two grades, e.g., 79.5.
- Final grades are not rounded up.

- Although the A+ is solely an honorific that entails no additional points in the four-point system, Dr. Halpern will employ this mark to distinguish superlative work that exceeds expectations in style, correctness, intellectual depth and breadth, sophistication, and originality.
- The interpretation of the undergraduate university grading system can be found at <https://www.ucalgary.ca/pubs/calendar/current/f-1-1.html>

Late Assignments

You have the option of turning in one assignment up to three days late without penalty, except the draft of the conference paper. If you turn in an assignment more than three days 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 are counted in this total). Work that is handed in more than one week late cannot be accepted unless you received prior permission from Dr. Halpern.

In-Class Conduct

When participating in class, please keep in mind that we all bring a diversity of knowledge, lived experiences, and blind spots to the table. Engaging in lively discussion and debate is one of the most rewarding parts of the university experience; we’ll establish class norms together, but please remain collegial when interacting with your fellow students and instructor, even if you find yourselves disagreeing. That said, racist, sexist, homo/queer/transphobic, or otherwise inflammatory remarks will not be tolerated in the classroom even as it will not be assumed they were made knowingly or intentionally. See also 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 fine when used for note-taking or class activities. However, you need to refrain from accessing websites and resources that are distracting to you and other students during class time, however tempting. Students are responsible for being aware of and following the University’s Internet and email use policy, which can be found at <https://www.ucalgary.ca/policies/files/policies/electronic-communications-policy.pdf>

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.

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/legal-services/sites/default/files/teams/1/Policies-Sexual-and-Gender-Based-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.