

**Carleton University  
Fall 2019-Winter 2020  
Department of English**

**ENGL 2701A: American Literatures II**  
**Prerequisite(s): second-year standing or**  
**permission from the department**  
**Precludes additional credit for ENGL 2702 (no longer offered).**

**Time: Tues. & Thurs. 14:30-16:00**  
**Location: 214 CO Residence Commons**

**Instructor: Chris Jenkins**  
**Email: christopherjenkins@cunet.carleton.ca**  
**Office: DT 1915**  
**Phone:**  
**Office Hours: TBA**

**DESCRIPTION/LEARNING OUTCOMES:**

This course will focus on the development of American literary consciousness from the wake of the Civil War (1865) to the present. Students will critically engage with a variety literary forms, including prose fiction, poetry and drama, that address themes relevant to American identity throughout this time period. Such themes include race, nature, sectionalism, exceptionalism, and others. Students taking this course will become familiar with a wide range of American authors. They will also gain knowledge of the major literary movements to have occurred throughout this period to which American authors contributed their own unique voices. These include literary realism, naturalism, modernism and postmodernism.

**REQUIRED TEXTS:** Nina Baym, *The Norton Anthology of American Literature*, 9<sup>th</sup> ed, vols. C, D, and E. (W. W. Norton)  
Thompson, Hunter S., *Fear and Loathing in Las Vegas* (Random House)  
\*Texts will be available at the Carleton University Bookstore

**EVALUATION:** Critical Analysis Papers: 40% (2 x 20%)  
Research Paper: 30%  
Final Exam: 30%

**Make note of the following course regulations:**

1) **Submissions:** Assignments should be submitted at the beginning of the class on the assigned due date or dropped off at the English Department office located at 1812 Dunton Tower. When the office is closed, use the drop slot beside the office counter. Those assignments are date-stamp and placed in the professor's mailbox the next day. Assignments should not be slipped under the professor's office door. Emailed assignments will not be accepted without prior agreement from the professor. If one of

your assignments is lost, misplaced, or not received by the instructor, you are responsible for having a backup copy that can be submitted immediately upon request.

2) **Late papers:** Critical Analysis papers are due in class on the assigned date and MAY NOT be submitted after this. Research essays submitted after the due date without accompanying medical or other appropriate documentation will be deducted 5% PER DAY beginning 8:30am the day after the due date to a maximum of 5 days (weekends counting as one day). After that, no undocumented late papers will be accepted. There will be no individual exemptions from or exceptions to this rule. If non-emergency situations develop, familiarize the instructor with them BEFORE they occur whenever possible.

3) **Posted Grades:** All assignment grades will be posted on the course's cuLearn site. Standing in a course is determined by the course instructor subject to the approval of the Faculty Dean. This means that grades submitted by the instructor may be subject to revision. No grades are final until they have been approved by the Dean.

4) **Plagiarism:** The University Senate defines plagiarism as presenting, whether intentionally or not, the ideas, expression of ideas, or the work of others as one's own. This can include:

- reproducing or paraphrasing portions of someone else's published or unpublished material, regardless of the source, and presenting these as one's own without proper citation or reference to the original source
- submitting a take-home examination, essay, laboratory report or other assignment written, in whole or in part, by someone else
- using ideas, quotations, or paraphrased material, concepts or ideas without appropriate acknowledgement in an essay or assignment
- failing to acknowledge sources through the use of proper citations when using another's works, and/or failing to use quotation marks
- handing in substantially the same piece of work for academic credit more than once without prior written permission of the course instructor in which the submission occurs

Plagiarism is a serious offence that cannot be resolved directly by the course's instructor. The Associate Dean of the Faculty conducts a rigorous investigation, including an interview with the student, when an instructor suspects a piece of work has been plagiarized. Penalties are not trivial. They can include a final grade of "F" for the course.

More information on the university's Academic Integrity Policy can be found here:

<https://carleton.ca/secretariat/wp-content/uploads/Academic-Integrity-Policy.pdf>

5) **Preparation & Attendance:** While attendance will not be actively monitored, regular attendance at lectures is expected. Lecture notes or synopses will not be provided to students missing class—it is your responsibility to make up for missed work (optimally through note-sharing via cuLearn). Please note that lecture material will comprise the information students will be expected to know for exam purposes. Finally, active participation is expected; this means coming to class having read that day's text(s) and being prepared to discuss it/them (*i.e.* to ask and answer questions as well as to listen and take notes).

6) **Communication:** Communication between the instructor and students will occur through email and the cuLearn course site; you are advised to check both regularly. You are encouraged to contact the instructor through email using your cmail accounts. Please indicate your concern in the subject line (*e.g.* "research question"). Excessive informality is discouraged. I check email at least once daily Monday to Friday but not always on weekends.

7) **Classroom Etiquette:** Students are expected to be on time for each class so as not to disrupt the lecture for other class members. Also any electronic activity is expected to be for note-taking purposes only; texting, surfing, “facebooking,” “tweeting,” etc. are rude and disruptive for all others in the classroom. Non-academically oriented electronics—cell-phones, i-pods, i-pads, tablets, etc—should be turned off for the duration of lecture. Additionally, while discussion is encouraged, private conversations between students are distracting to those not involved; any comments should be made openly or not at all.

8) **Requests for Academic Accommodation:**

You may need special arrangements to meet your academic obligations during the term. For an accommodation request, the processes are as follows:

**Pregnancy obligation**

Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details, visit the Equity Services website: [carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf](http://carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf)

**Religious obligation**

Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details, visit the Equity Services website: [carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf](http://carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf)

**Academic Accommodations for Students with Disabilities**

If you have a documented disability requiring academic accommodations in this course, please contact the Paul Menton Centre for Students with Disabilities (PMC) at 613-520-6608 or [pmc@carleton.ca](mailto:pmc@carleton.ca) for a formal evaluation or contact your PMC coordinator to send your instructor your Letter of Accommodation at the beginning of the term. You must also contact the PMC no later than two weeks before the first in-class scheduled test or exam requiring accommodation (if applicable). After requesting accommodation from PMC, meet with your instructor as soon as possible to ensure accommodation arrangements are made. [carleton.ca/pmc](http://carleton.ca/pmc)

**Survivors of Sexual Violence**

As a community, Carleton University is committed to maintaining a positive learning, working and living environment where sexual violence will not be tolerated, and its survivors are supported through academic accommodations as per Carleton's Sexual Violence Policy. For more information about the services available at the university and to obtain information about sexual violence and/or support, visit: [carleton.ca/sexual-violence-support](http://carleton.ca/sexual-violence-support)

**Accommodation for Student Activities**

Carleton University recognizes the substantial benefits, both to the individual student and for the university, that result from a student participating in activities beyond the classroom experience. Reasonable accommodation must be provided to students who compete or perform at the national or international level. Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist.

<https://carleton.ca/senate/wp-content/uploads/Accommodation-for-Student-Activities-1.pdf>

### **General Explanation of Grading Criteria:**

Below is a general summary of elements that will factor into the grade for each of the essays you submit. The list for each grade provides an idea of the “do’s and don’t’s” associated with that letter grade; students should assume that they must meet all the positive expectations and avoid all the negative ones to achieve the mark in question.

#### A-range Grades

(Paper exceeds standard expectations for second-year essays):

- Arguments are always clear, fully explained and completely proven
- Ideas are original and imaginative, not derivative
- Style and language are sophisticated
- Grammar is free of any flaws
- Documentation is correct throughout
- Technical expectations (length etc.) are completely met

#### B-range Grades

(Paper meets standard expectations for second-year essays):

- Arguments are generally clear, fairly well explained & proven for the most part
- Ideas are not totally original/imaginative but derivative ideas are handled well
- Style and language are handled fairly well but with some flaws
- Some grammar errors are evident
- Documentation is almost always correct
- Technical expectations are completely met

#### C-range Grades

(Paper meets some but not all standard expectations for second-year essays):

- Some aspects of argument are left unclear, unexplained and/or unproven
- Ideas are usually derivative and not always handled well
- Flaws are evident in style and language use
- Many grammar errors are noticeable
- Some technical expectations are not met

#### D-range Grades

(Paper only meets a few of the standard expectations for second-year essays):

- Arguments are generally unclear, largely unexplained, and mostly unproven
- Ideas, if present, are generally derivative and ill-handled
- Significant flaws in style and language use exist
- Problems with grammar are evident throughout
- Many technical expectations are not met

#### F-range Grades

(Paper fails to meet the standard expectations for second-year essays):

- Arguments, if present, are confused and unproven
- General lack of ideas driving the paper to conclusion
- Major flaws exist in style and language use
- Systematic grammar errors are present throughout
- Majority of technical expectations are not met

## SCHEDULE OF CLASSES AND READINGS

(Subject to change via cuLearn or in-class announcement)

- Sep. 5<sup>th</sup> - Introduction
- Sep. 10<sup>th</sup> - Dickinson: 225, 409, 519, 598, 620, 764, 1263  
Sep. 12<sup>th</sup> - Twain: *Adventures of Huckleberry Finn*
- Sep. 17<sup>th</sup> - *Huck Finn* cont'd.  
Sep. 19<sup>th</sup> - *Huck Finn* cont'd.
- Sep. 24<sup>th</sup> - Crane: "The Open Boat"  
Sep. 26<sup>th</sup> - Chopin: "The Storm"
- Oct. 1<sup>st</sup> - Frost: "The Pasture," "Stopping by Woods," "Desert Places," "Design"  
Oct. 3<sup>rd</sup> - Stevens: "The Snow Man," "Anecdote of the Jar," "Sunday Morning"  
**FIRST CRITICAL RESPONSE DUE**
- Oct. 8<sup>th</sup> - Williams: "Spring and All," "To Elsie," "The Red Wheelbarrow"  
Oct. 10<sup>th</sup> - Hughes: "The Negro Speaks of Rivers," "Mother to Son," "I, Too," "Mullato"
- Oct. 15<sup>th</sup> - Faulkner: *As I Lay Dying*  
Oct. 17<sup>th</sup> - *As I Lay Dying* cont'd.
- Oct. 22<sup>nd</sup> READING  
Oct. 24<sup>th</sup> WEEK
- Oct. 29<sup>th</sup> - Williams: *A Streetcar Named Desire*  
Oct. 31<sup>st</sup> - *Streetcar* cont'd.
- Nov. 5<sup>th</sup> - O'Connor: "A Good Man Is Hard to Find"  
Nov. 7<sup>th</sup> - Baldwin: "Sonny's Blues"
- Nov. 12<sup>th</sup> - Lowell: "The Quaker Graveyard," "Skunk Hour"  
Nov. 14<sup>th</sup> - Ginsberg: "Howl," "Footnote to Howl"
- Nov. 19<sup>th</sup> - Plath: "Morning Song," "Daddy," "Lady Lazarus"  
Nov. 21<sup>st</sup> - Thompson: *Fear and Loathing in Las Vegas* **RESEARCH ESSAY DUE**
- Nov. 26<sup>th</sup> - *Fear and Loathing* cont'd.  
Nov. 28<sup>th</sup> - Pynchon: "Entropy"
- Dec. 3<sup>rd</sup> - Brewer: "Oxyana, West Virginia," "Daedalus in Oxyana,"  
"The Messenger of Oxyana"
- Dec. 5<sup>th</sup> - Review