

Carleton University
Winter 2020
Department of English

ENGL 4607 A: *Studies in 20th and 21st Century Literature*
Topic: Childhood and Time in 20th Century Ghost Stories
Prerequisites: fourth-year standing or permission of the department
Preclusions: none

Friday 2:35 pm-5:25 pm
Location: *Please confirm location on Carleton Central*

Instructor: Adam Barrows
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Office: DT 1901
Phone: 613-520-2600 x4093
Office Hours: Fridays 11:30 am – 2:30 pm

Course description: Children and young adults have been so often situated at the core of stories of supernatural haunting and possession over the course of the twentieth-century that the child as ghost, the possessed child, and the child communing with spectral figures have become clichés of film and television horror. A rich critical literature both within English literary studies and within child studies has explored the ways in which ghost stories about children and childhood touch upon changing social conceptions of childhood and innocence, anxieties about childhood agency and sexuality, and concerns over changing family structures. Less well explored, however, is what the haunting/haunted child trope reveals about changing socio-cultural conceptions of time and temporality in the twentieth-century. As inherently temporal figurations (childhood as a temporal stage of becoming or developing, the ghost as a return of the past or the repressed), the child and the ghost both reveal fault lines in modernity's temporal integrity, touching upon anxieties over the experience and expression of time and temporality as well as concerns about historical progression and human development. In this course, we will read a range of ghost stories featuring children by English and American authors. Students will produce a critical annotated bibliography and a critical essay.

Learning Outcomes: In this course students will learn to: identify and discuss key themes and formal features of representative works of fiction by a range of English language writers of ghost stories; independently research the work of one English language ghost story writer of their choice; as appropriate, place works by English language writers within their national, cultural, political and historical contexts; conduct secondary research in the service of original literary analysis and argumentation.

Required Texts: (Available at Octopus Books, 116 Third Ave. Ottawa, ON K1S 2K1)

James, Henry. *The Turn of the Screw*

King, Stephen. *The Shining*

Mitchell, David. *Slade House*

Morrison, Toni. *Beloved*

Course calendar: (This schedule is subject to change at my discretion. All reading assignments must be completed before the date they are listed. All written assignments are due on **CULearn** by **11:55 pm** on the date indicated).

- Jan 10** Introduction
- Jan 17** James, *The Turn of the Screw*
Phillips, “An Innocence Worse than Evil in *The Turn of the Screw*” (CULearn)
- Jan 24** Freeman, “The Wind in the Rosebush” and “The Lost Ghost” (CULearn)
James, “Lost Hearts” (CULearn)
Fisken, “The ‘Faces of Children That Had Never Been’: Ghost Stories by Mary Wilkins Freeman” (CULearn)
- Jan 31** Blackwood, “The Transfer” and “The Temptation of the Clay” (CULearn)
Gavin, “Unadulterated Childhood: The Child in Edwardian Fiction” (excerpts) (CULearn)
- Feb 7** Burrage, “Playmates” (CULearn)
Bowen, “The Apple Tree” (CULearn)
Grad Presentation: “The Gothic in Literary Studies”
- Feb 14** Timperley, “Harry” (CULearn)
Bradbury, “The Emissary” (CULearn)
Grad Presentation: “The Uncanny and the Abject”
- Feb 21** BREAK
- Feb 28** King, *The Shining* Parts One-Three
Grad Presentation: “Derrida and Hauntology”
- Mar 6** King, *The Shining* Parts Four and Five
Grad Presentation: “The Spectral Turn in Cultural Memory Studies”
ANNOTATED BIBLIOGRAPHY DUE
- Mar 13** Morrison, *Beloved* Part One
Goldner, “Other(ed) Ghosts: Gothicism and the Bonds of Reason in Melville, Chesnutt, and Morrison” (excerpts) (CULearn)
Optional Partial Essay Draft Due

- Mar 20** Morrison, *Beloved* Parts Two and Three
Handley, “The House a Ghost Built: ‘Nommo’, Allegory, and the Ethics of Reading in Toni Morrison’s *Beloved*” (CULearn)
- Mar 27** Mitchell, *Slade House*
Bayer, “The Right Sort of Form for ‘The Right Sort’: David Mitchell’s Tweet-Story” (CULearn)
Optional Complete Essay Draft Due
- Apr 3** Writing Workshop
- Apr 7** **FINAL ESSAY DUE**

Evaluation:

Attendance: 5%

Annotated Bibliography 35%

Final Essay: 60%

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.

Attendance: You are expected to attend every course on time and to bring a copy of the required text(s).

Annotated Bibliography: For this assignment, you will present 8-12 secondary critical sources which are likely to be cited in your final essay on the work of a twentieth or twenty-first century writer. For each bibliographical entry, you must provide a substantial paragraph in which you summarize the thesis and major evidence of the critic, suggesting ways in which the source affirms or challenges the claims made by other critics included in your bibliography. This assignment will require intensive reading in the critical literature on your chosen author. The source need not necessarily treat the author as its main subject. You may, for instance, find substantive but passing references to your subject in longer book-length studies. Thus, physical sources (such as book indices) may be as useful to you as electronic search engines like the MLA International Bibliography. The source may not explicitly deal with your author, but in such cases you must provide a clear rationale in the annotation as to why the source is relevant. **Due March 6th on CULearn by 11:55 pm.** Late assignments will be accepted with a 10 point deduction for each 24 hour period that they are late.

Final Essay: For this assignment, you will discuss childhood and/or temporality in the work of a twentieth or twenty-first century writer whose work engages with ghosts or haunting. The writer may or may not be represented on the syllabus. However, should you choose an author represented on the syllabus, the primary text you analyze should be different from the work listed

on the syllabus. Your essay should make an original argument about time and or childhood in the work you have chosen and draw substantive connections with the themes and issues discussed in class. You are expected to make meaningful connections between your chosen primary text and the works on the syllabus and to engage with relevant secondary criticism. Your essays will be evaluated on the basis of the following criteria: originality of thesis, creativity and relevance of primary literary analysis, engagement with relevant secondary sources, logic, organization, and mechanics. Essays should be 3,000 to 4,000 words long. **Due April 7th on CULearn by 11:55pm**

Early Submission Options: You have the option to submit early drafts for assessment. Participating in one of the early submission options reduces the grade percentage of the final draft, as explained below:

Option One: Submit Final Essay on **April 7th** (60%)

Option Two: Submit Partial Draft (at least five pages) on **March 13th** (10%) and Final Essay on **April 7th** (50%)

Option Three: Submit Partial Draft (at least five pages) on **March 13th** (10%), Complete Draft on **March 27th** (20%) and Final Paper on **April 7th** (30%)

PLAGIARISM

The University Senate defines plagiarism as “presenting, whether intentionally or not, the ideas, expression of ideas or 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 or direct, verbatim quotations, or paraphrased material, concepts or ideas without appropriate acknowledgment in any academic assignment;
- using another’s data or research findings;
- 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 form of intellectual theft. It is a serious offence that cannot be resolved directly with the course’s instructor. The Associate Deans of the Faculty conduct 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 failure of the assignment, failure of the entire course, or suspension from a program. For more information please go to:

<https://carleton.ca/registrar/academic-integrity/>

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: <https://carleton.ca/equity/contact/form-pregnancy-accommodation/>

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: <https://carleton.ca/equity/focus/discrimination-harassment/religious-spiritual-observances/>

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 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. For more details, visit the Paul Menton Centre Website: 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: <https://carleton.ca/equity/focus/sexual-violence-prevention-survivor-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>

For more information on academic accommodation, please contact the departmental administrator or visit: students.carleton.ca/course-outline