

Dr. Faye Halpern
Winter 2017
Thursdays 10-12:45; SS1015
Office: SS 1108

Office Hours: Mon. 10-11:00 or
by appointment
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better to e-mail)

English 605.24-01: American Literary Realism

This class will follow critic Amy Kaplan's lead in seeing American literary realism not as a reflection of a social reality but as a means of constructing new ideas about such historical developments as urbanization, the rise of the New Woman, and changing conceptions of race in the postbellum period. We will begin the course by examining the origins of the genre, its response to sentimentalism and romance. As well as examining its active relationship to American history, we will discuss its complex place in American literary history: the way that its initial devaluation and subsequent rise in fortune gives us insight into how American literary criticism has viewed the relationship between literature and social activism and the proper relationship of the reader to what s/he reads. Assignments will include blog posts, a teaching essay, and a seminar paper as well as the opportunity to lead class discussion.

Required Primary Texts* (Available at the bookstore)

- Rebecca Harding Davis, *Life in the Iron Mills* (1861)
- Elizabeth Stoddard, *The Morgesons* (1862)
- William Dean Howells, *The Rise of Silas Lapham* (1885)
- Theodore Dreiser, *Sister Carrie* (1900)
- Charles Chesnutt, *The Conjure Woman* (1899)
- Kate Chopin, *The Awakening* (1899)

*If possible, please buy the particular editions that are available at the bookstore, especially the Norton Critical editions, from which we will also be reading critical articles.

Shorter Literary Works, Critical Articles, and Blog Posts

These will be available on D2L:

Nathaniel Hawthorne, "Young Goodman Brown" (1835)
Harriet Beecher Stowe, Excerpt from *Uncle Tom's Cabin* (1852)
Frances Harper, "The Two Offers" (1859)
Constance Fenimore Woolson, "Miss Grief" (1880)
Henry James "In the Cage" (1898)
Various Critical Articles
Blog Posts by your Peers

Course Requirements

Percentage of Final Grade

Blog Posts	15%
Class Facilitation and Participation (including the seminar paper workshop)	15%

Teaching Essay (5-7 pp.).....	30%
Seminar Paper, including proposal (17-20 pp.)	40%

There is no final exam in this course.

Grading System

- You must complete both the draft and revision of the essay as well as the teaching essay to qualify for a passing grade.
- In computing your grades, I convert any letter grades to percentages and then, to compute your final grade, I change the final percentage to its equivalent letter grade.
- Sometimes I'll assign a split grade (e.g., B-/C+). To find the numerical equivalent, I average the two grades (e.g., a B-/C+=70%)
- Please note that, according to the University Calendar (F.1), instructors may use their discretion when rounding upwards or downwards when the average of term work and exams is between two letter grades.
- Although the A+ is solely an honorific that entails no additional points in the four-point system, I will employ this mark to distinguish superlative work that exceeds expectations in insightfulness, sophistication, and originality.

Grading system:

Grades are calculated according to the 4 point scale used in the *Graduate Calendar*:

<https://www.ucalgary.ca/pubs/calendar/grad/current/gs-g-1.html>

Grade	Grade Point Value	Graduate Description
A+	4.00	Outstanding
A	4.00	Excellent-superior performance showing comprehensive understanding of the subject matter
A-	3.70	Very good performance
B+	3.30	Good performance
B	3.00	Satisfactory performance
B-	2.70	Minimum pass for students in Faculty of Graduate Studies
C+	2.30	All grades below B- are indicative of failure at the graduate level and cannot be counted towards Faculty of Graduate Studies course requirements.
C	2.00	
C-	1.70	
D+	1.30	
D	1.00	
F	0.00	

Please note: A B- is considered a minimum pass for students in the Faculty of Graduate Studies.

In the case of Instructors using numerical marks in the grading of term work, the departmental conversion chart applies.

90 + %	A+	4.0
85 – 89 %	A	4.0
80 – 84 %	A–	3.7
77 – 79 %	B+	3.3
74 – 76 %	B	3.0
70 – 73 %	B–	2.7
67 – 69 %	C+	2.3
64 – 66 %	C	2.0
60 – 63 %	C–	1.7
55 – 59 %	D+	1.3
50 – 54 %	D	1.0
0 – 49 %	F	0

Teaching Essay & Seminar Paper

The teaching essay, modeled after the ones contained in the MLA collections of teaching essays, will ask you to think about how you would open up one of the texts to your students. It is also tied to your facilitation: after you lead the class on a discussion on one of the primary texts, the teaching essay, on the same text, will be due a week and a half later. The seminar paper, which caps the course, asks you to enter the critical conversation around one of the texts or topics we've addressed.

This seminar will emphasize scholarly writing: we'll discuss the critical articles not just for their content but for the moves they make, and we'll also spend time in class further articulating the elements of scholarly writing. To that end, we'll be workshopping the drafts of each others' seminar papers towards the end of the semester.

Class Facilitation

Working in teams, everyone will participate in facilitating class discussion on one of the primary texts. More details on a separate handout.

Blog Posts

Over the course of the semester, I'll ask you to write at least five blog posts, at least two of which should be on critical articles. They should be between 400-700 words; however, you are welcome to write shorter posts, too, although they will not count toward your official total. They are due any time before we discuss the text in class and up to five days afterwards. You are welcome to either start a blog discussion or respond to someone else's post. I will not grade these posts individually, but I will be reading them with great interest. If they appear probing and thoughtful, you'll get an "A" for that portion of the grade. If I detect a problem, I'll let you know so you can either revise or take less than full credit. More details on a separate handout.

Class Participation/Peer Feedback

We will really try to make our class into a community, and much of that depends on our listening carefully to each other and building on what each other has been saying. Everyone has different preferences about how much they contribute, but I ask each of you to perform some self-surveillance to avoid the poles of anxiety-producing silent judger on one hand and dominating holder-forth on the other.

As mentioned above, you will be workshopping your seminar paper with one or two of your classmates. I will ask you to send a draft of your essay to your workshop group and then to write letters to the other people in your group commenting on their drafts. You'll then meet, in person, with them within the week. By 5 p.m. on the day you meet, please send me a copy of the letters you wrote and a paragraph or two describing the workshop. Failure to do any of these components will result in a lowering of your class participation grade.

Late Papers

You have the option of turning in one assignment up to three calendar days late without penalty, except for the seminar paper. If you turn in an assignment more than three calendar 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). If you would like to take this extension, you should let me know at least 24 hours before the assignment is due.

Note: I am very serious about deadlines: if you have trouble meeting them, this might not be the class for you since there are significant penalties for getting work in late.

Turning in Assignments

All of the assignments will be submitted to D2L. I will also request hard copies of your teaching essay, and seminar paper. You can submit your hard copies to me or to the English Dept. drop box in SS 1152.

Plagiarism:

Using any source whatsoever without clearly documenting it is a serious academic offense. Consequences include failure on the assignment, failure in the course and possible suspension or expulsion from the university. Please refer to the following information and make sure you are familiar with the statement below on plagiarism.

<http://www.ucalgary.ca/pubs/calendar/current/k-2-1.html>

English Department Website:

For more information about courses, programs, policies, events and contacts in the Department of English, please go to our website at <http://english.ucalgary.ca/graduate>. Please note that the course outlines posted on the English Department website constitute the official course outline for purposes of appeals. Students should verify any hard copies against this posted version. For courses which employ numerical grades, the official departmental percentage to letter grade conversion scale is also posted on the department website.

Writing support:

The Student Success Centre offers both online and workshop writing support for U of C students.
<http://www.ucalgary.ca/ssc/writing-support>

Library and Research Support:

Christie Hurrell, Interim Librarian for English, offers research support to students, including strategies for finding articles, books, and other library materials. Contact:
christie.hurrell@ucalgary.ca.

Find The English Pages research guide here: <http://libguides.ucalgary.ca/english>

Follow the Department of English on Facebook & Twitter:



Academic regulations and schedules:

Consult the Department of English's graduate website for courses, departmental deadlines, and other related program information at <http://english.ucalgary.ca/node/245>. Consult the Faculty of Graduate Studies Calendar for university and faculty regulations, dates, deadline, fees, and schedules, student, faculty and university rights and responsibilities. The homepage for the Faculty of Graduate Studies Calendar is <http://grad.ucalgary.ca>.

For registration (add/drop/swap), paying fees and assistance with your Student Centre, contact the Graduate Office at 403 220 5484 or visit us in Social Sciences Tower 1148 in the first instance.

For program planning and advice, contact the Graduate Program Administrator at enggrad@ucalgary.ca to make an appointment with Dr. Aruna Srivastava, Graduate Program Director.

Grade appeals:

Consult the following University Calendar link and request advice from the English Department office, SS 1152. Please note that "mere dissatisfaction with a decision is not sufficient grounds for the appeal of a grade or other academic decision."
<http://www.ucalgary.ca/pubs/calendar/current/i.html>

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 form must be completed. The University also has regulations governing the deferral of final examinations. See Calendar: <http://www.ucalgary.ca/pubs/calendar/current/g-6.html>,
<http://www.ucalgary.ca/pubs/calendar/current/g-7.html>.

Student Accommodations:

Students seeking an accommodation based on disability or medical concerns should contact Student Accessibility Services; SAS will process the request and issue letters of accommodation

to instructors. For additional information on support services and accommodations for students with disabilities, visit www.ucalgary.ca/access/.

Students who require an accommodation in relation to their coursework based on a protected ground other than disability should communicate this need in writing to their Instructor.

The full policy on Student Accommodations is available at http://www.ucalgary.ca/policies/files/policies/student-accommodation-policy_0.pdf.

Emergency Evacuation/Assembly Points:
<http://www.ucalgary.ca/emergencyplan/assemblypoints>;

Freedom of Information and Protection of Privacy Act:
<http://www.ucalgary.ca/legalservices/foip/>

“Safewalk” Program:
Campus Security will escort individuals day or night: call 220-5333 for assistance. Use any campus phone, emergency phone or the yellow phone located at most parking lot pay booths.
<http://www.ucalgary.ca/security/safewalk/>

Contact for the Graduate Student Association: <http://gsa.ucalgary.ca/>

Contact for Students Ombudsman’s Office: <http://www.ucalgary.ca/provost/students/ombuds>

Universal Student Ratings of Instruction (USRI):
"At the University of Calgary, feedback provided by students through the Universal Student Ratings of Instruction (USRI) survey provides valuable information to help with evaluating instruction, enhancing learning and teaching, and selecting courses (www.ucalgary.ca/usri). Your responses make a difference - please participate in USRI Surveys."

PLAGIARISM

Plagiarism is an extremely serious offence. Please read the following information carefully. The penalty routinely recommended by the English Department for documented plagiarism is failure of the course in which the offence occurred; academic probation is also routinely applied at the Faculty level. Suspension or expulsion can result from severe or repeated plagiarism.

The University Calendar states:

1. Plagiarism - Essentially plagiarism involves submitting or presenting work in a course as if it were the student's own work done expressly for that particular course when, in fact, it is not. Most commonly plagiarism exists when:

- (a) the work submitted or presented was done, in whole or in part, by an individual other than the one submitting or presenting the work (this includes having another impersonate the student or otherwise substituting the work of another for one's own in an examination or test),
- (b) parts of the work are taken from another source without reference to the original author,
- (c) the whole work (e.g., an essay) is copied from another source, and/or,
- (d) a student submits or presents work in one course which has also been submitted in another course (although it may be completely original with that student) without the knowledge of or prior agreement of the instructor involved.

While it is recognized that scholarly work often involves reference to the ideas, data and conclusions of other scholars, intellectual honesty requires that such references be explicitly and clearly noted.

Plagiarism occurs when direct quotations are taken from a source without specific acknowledgement, or when original ideas or data from the source are not acknowledged. Citing your sources in a bibliography is not enough, because a bibliography does not establish which parts of a student's work are taken from other sources. MLA (Modern Language Association) documentation or other recognized forms of citation must be used for this purpose. Advice on adequate documentation can be found at the following web sites:

<http://www.dianahacker.com/resdoc/>

<http://owl.english.purdue.edu/owl/resource/747/01/>

DEPARTMENT OF ENGLISH STATEMENT ON PRINCIPLES OF CONDUCT

According to the University Calendar, (<http://www.ucalgary.ca/pubs/calendar/current/j.html>) "The University of Calgary community has undertaken to be guided by the following statements of purpose and values: to promote free inquiry and debate, to act as a community of scholars, ..., to respect, appreciate, and encourage diversity, [and] to display care and concern for community". The Department of English, like the university as a whole, is committed to a "positive and productive learning and working environment." This environment is characterized by appreciation and encouragement of diversity and respect for the dignity of all persons: students, support staff, and faculty. The department will not tolerate unacceptable behaviour, such as threatening gestures, threatening or abusive verbal or written communication (including e-mails), or any conduct that "seriously disrupts the lawful education and related activities of students and/or university staff". Any cases of such misconduct should be reported immediately to the department Head, who, depending on the nature and severity of the incident, may then take further appropriate action.