

English 2308E (001)
Fall 2015 - Spring 2016

Wednesday, 6:00-9:00 pm, AHB 2R21
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In this survey of American literature we will read personal narratives, essays, poems, speeches, and novels that span various genres, perspectives, and styles from the colonial period to the contemporary. Particular emphasis will be given to emerging languages of spiritual, psychological, national, and racial identity.

At the same time, we will develop four skills essential to literary scholarship:

Close Reading: relating form to content; noticing how a given writer evokes a particular feeling, tone, and achieves other literary effects; examining how a work is structured and how the narrative voice positions itself in relation to its subject and its audience.

Engaged Discussion: remaining attentive and responsive to the work we are reading and the conversation it sparks; expressing ideas and questions to classmates (even when our thoughts or questions might still be in process).

Clear and Persuasive Writing: composing ideas into lucid prose that makes a cogent argument supported by textual evidence.

Scholarly Research: engaging with critical scholarship and exploring strategies for entering into ongoing critical discussions and debates around American literature.

Upon successful completion of the course, students will be able to:

1. describe major movements in the development of American literature from Plymouth Rock to the present day;
2. discuss and contextualize the key concerns, themes, and formal features of an array representative works of American literature;
3. develop adept close readings into persuasive arguments;
4. write a well-researched essay, which engages with literary critical sources in the service of an original thesis.

ENGLISH 2308E Course Reader

The Norton Anthology of American Literature, Vols. I and II (shorter 8th ed), eds. Nina Baym et al.

Nathaniel Hawthorne, *The Scarlet Letter* (Bantam)

Henry James, *Washington Square* (Oxford)

Mark Twain, *Pudd'nhead Wilson and Those Extraordinary Twins* (Modern Library Classics)

Nella Larsen, *Quicksand and Passing* (Rutgers UP)

Claudia Rankine, *Citizen: An American Lyric*

Grades are assigned on a scale of 1-100. At the end of term letter grades are assigned according to the following scale:

A+	90-100	Outstanding, original work that exceeds expectations in both style and content, not only fulfilling the assignment but also expanding on it in a new way.
A	86-89	Superior work which is clearly above average, developing nuanced and complex ideas in graceful, clear prose.
A-	80-85	Excellent work displaying

25 Nov	Walt Whitman, from "Song of Myself," "Crossing Brooklyn Ferry," from "Democratic Vistas" (hand-out) Ralph Waldo Emerson, letter to Whitman (1098)	
2 Dec	Emily Dickinson, 259 [287] [A Clock stopped -], 260 [288] [I'm Nobody! Who are you?], 269 [249] [Wild Nights - Wild Nights!], 320 [258] [There's a certain Slant of light], 339 [241] [I like a look of Agony], 479 [712] [Because I could not stop for Death -], 519 [441] [This is my letter to the World], 591 [465] [I heard a Fly buzz - when I died -], 598 [632] [The Brain - is wider than the Sky -], 760 [650] [Pain - has	

24 Feb	<p>Ezra Pound, "Portrait d'une Femme" (789), "In a Station of the Metro," from "A Retrospect" (800), "Imagisme" (R) H.D., "Oread," "Mid-Day," "Sea Rose," (R), "Garden" (R) William Carlos Williams, "Portrait of a Lady," "Spring and All," "The Red Wheelbarrow," "Landscape with the Fall of Icarus," "This Is Just to Say," from <i>Spring and All</i> (804) Flossie Williams's reply to "This Is Just to Say" (R), "The rose is obsolete" (R) T.S. Eliot, "The Waste Land" "Tradition and the Individual Talent" (R)</p>	<p>ANNOTATED BIBLIOGRAPHY + PROSPECTUS</p>
3 Mar	<p>Modernist Poetry cont. Hart Crane, "Chaplinsque" (hand-out) Charlie Chaplin, <i>Modern Times</i></p>	
10 Mar	<p>Nella Larsen, <i>Quicksand</i> Langston Hughes, "The Negro Speaks of Rivers" (1038), "I, Too," "The Weary Blman"</p>	