



Faculty of Arts
& Social Sciences

School of the Arts and Media

ARTS2035

American Literature: Past and Present

Session 2, 2014

UNSW Course Outline

Location of the course

Please note: lectures begin the first week of classes. Tutorials begin in the second week.

Lectures: Thursdays 12-2pm Electrical Eng G25 (**Weeks: 1-12**)

Tutorials (Weeks: 2-13)

Fridays 12-1pm Electrical Eng 221

Fridays 1-2pm Electrical Eng 221

Fridays 3-4pm Electrical Eng 221

Online Learning Environment: Moodle

<https://moodle.telt.unsw.edu.au/login/index.php>

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ARTS2035

Session 2, 2014

CRICOS Provider Code: 00098G

Staff Contact Details

Position	Name	Email	Availability; times and location	Phone
Course Convener	Dr Sigi Jottkandt	s.jottkandt@unsw.edu.au	Webster 311J Consultation times: 11am Fridays	9385 6813

School of the Arts and Media Contact Information

Room 312, level 3 Robert Webster Building

Phone: 9385 4856

Email: sam@unsw.edu.au

1. Attendance Requirements

- A student is expected to attend all class contact hours.
- A student who attends less than 80% of class contact hours without justification may be awarded a final grade of UF (Unsatisfactory Fail).
- A student who arrives more than 15 minutes late may be penalised for non-attendance.
- If a student experiences illness, misadventure or other occurrence that makes absence from a class/activity unavoidable, they should seek permission from the Course Authority. The application should be accompanied by an original or certified copy of a medical certificate or other form of appropriate evidence.
- A Course Authority may excuse a student from classes for up to one month. A student seeking approval to be absent for more than one month must apply in writing to the Dean.
- A student who has submitted the appropriate documentation but attends less than 66% of the classes/activities will be asked by the Course Authority to apply to discontinue the course without failure.
- For more information about the FASS attendance protocols, see the SAM policies and guidelines webpage: <https://sam.arts.unsw.edu.au/students/resources/policies-guidelines/>

Essential Information For FASS/SAM Students

For essential student information relating to: attendance requirements; requests for extension; review of marks; occupational health and safety; examination procedures; special consideration in the event of illness or misadventure; student equity and disability; and other essential matters, see the SAM Policies and Guidelines webpage: <https://sam.arts.unsw.edu.au/students/resources/policies-guidelines/>

Course details

Credit Points:

This course is worth 6 units of credit

Summary of the Course

This course provides a survey of important movements and dynamics of American literature, situating some of the most significant works of American poetry and prose within clear thematic frameworks. Focused on

representations of the past, present and future American city and its spatial imaginary, our readings will ask us to consider contemporary and historical texts in a changing geopolitical world. Our readings, together with your research-based group projects, will construct a multi-dimensional literary and critical portrait of “America” and the United States.

Aims of the Course

This course will:

- examine the evolution of literary themes and forms from the period of European exploration of the Americas through to the present
- explore different notions of national and individual identity as they evolved and changed in “America” and the United States
- discuss the deep economic, political, and cultural changes that were occurring in 19th and 20th century America and consider the ways writers responded to these events

Student learning outcomes

On successful completion of this course, students will be able to:

1. Identify, describe and critically evaluate major developments in American literature
2. Gain insight into the concept of “America” in a variety of its applications
3. Develop an awareness of the relationship between American literature and other dynamics in 19th and 20th century American society, including racial, sexual and class inequality
4. Explain key themes in American literary studies
5. Write and speak about American literature in a way that is appropriate to the academic discipline of English

Level of progression within the English major

As a Level 2 course within the English major, ARTS2035 builds on the foundations in critical reading of literary texts laid in Introductory Level 1 courses. At the same time, it allows students an in-depth engagement with a more specialised field of study. At the completion of the course, students should have improved their skills in the analysis of literary texts and their ability to construct an effective critical argument. This Level 2 course also develops students’ abilities to use critical and historical material to support and contextualise their readings of texts; in doing so, it introduces them to discipline-based research, which is developed further in Level 3 courses.

Graduate Attributes

ARTS2035 fosters the development of graduate attributes associated with the English major at UNSW:

1. Skills in literary analysis through close reading of texts in English.
2. Knowledge of the main periods and branches of English literature.
3. Ability to relate literary texts to the contexts in which they were produced.
4. Ability to reflect upon his/her own practice as a literary critic within the discipline of English.
5. Ability to make and justify aesthetic judgments about texts.
6. Understanding of how texts are produced.

Rationale for the inclusion of content and teaching approach

This course introduces students to some of the major works of the American canon - as well as some less respectable and more challenging texts - from the period of early European exploration to the later half of the 20th century. We have chosen texts that seem exemplarily to promote an understanding of key social and political trends in American cultural life. The course uses the theme of a road-trip as an organizing point to explore topics such as the Puritan experience, American exceptionalism, revolution and the Civil War, the philosophy and

aesthetics of American transcendentalism, the Gilded Age, industrialism and the rise of consumerism, suburbia, multiculturalism and other issues. Particular attention will be paid to questions of race and gender as well as authorship and representation. The idea of the course is that by examining the literary record through the lens of American “place” in different historical periods, we can note the persistence, mutation and transformation of genres, styles and forms.

Teaching strategies

The teaching methods used and the assessment components you are required to complete have been developed to reflect a philosophy of learning and teaching which

- fosters an engaging and inclusive learning experience
- promotes dialogical teaching through tutorial discussions
- seeks to give every student a stake in, and an opportunity to contribute to, the course as a forum for learning

Lectures, tutorials and assessment in this course should give you the skills necessary to perform intelligent, independent readings of American literary texts and to communicate those readings in cogent speech and prose. (available from the UNSW Bookshop or, in many cases, from Project Gutenberg - where available the links are on Moodle)

Text List

Nathaniel Hawthorne, *The Scarlet Letter* (1850)
 Emily Dickinson, selected poems
 Frederick Douglass, *The Narrative of the Life of Frederick Douglas* (1845)
 Edith Wharton, *The Age of Innocence* (1920)
 Flannery O’Connor, *Wise Blood* (1952)
 William Faulkner, *The Sound and the Fury* (1929)
 Herman Melville, *The Piazza Tales* (1853-55)
 Walt Whitman, “Song of Myself” and other poems from *Leaves of Grass* (1855-1881)
 Edgar Allan Poe, *Collected Tales*
 Philip Roth, *American Pastoral* (1997)
 Other texts as indicated in class

Assessment

Extended writing (Major essay)	40%
Portfolio (Group Digital Project)	40%
Informal writing (Blog, peer review, and reflection)	20%

In order to pass this course, you must make a serious attempt at ALL assessment tasks. If you do not complete all assessment tasks, you will fail the course even if your cumulative mark is over 50%. If you are having any trouble completing any of the assessment, please do contact me.

Assessment task	Length	Weight	Learning outcomes assessed	Graduate attributes assessed	Due date
Extended writing (Major essay)	2,500-3000 words	40%	1, 2, 3, 4, 5	1, 2, 3, 5	28/10 4pm, week 13
Portfolio (Group)	Equivalent of				23/9 4pm, week 9

Digital Project)	2000 words	40%	1, 2, 3, 4	2, 3, 4, 6	
Informal writing (Blog and peer assessment)	Equivalent of 2000 words	20%	1, 2, 3, 4	2, 3, 4, 5, 6	Across the semester, final submission 31/10 4pm, week 13

I. Extended Writing: Major Essay

(Essay questions will be posted on Moodle from Week 1) 40%

2500-3000 words

Due: Week 13: Tuesday, 28 October 4 pm

The essay will test your knowledge and critical understanding of TWO of the texts/authors set for the course.

Your research for this assignment should include some reading of criticism and other secondary material.

Rationale for essay writing assessment type

- fosters higher order thinking and reasoning skills
- fosters the development of a personal writing style
- encourages formation of independent points of view on the texts covered in the lectures
- encourages creative and independent thinking, engagement in deep learning
- tests your familiarity with texts/films and your ability to call on this knowledge to argue a case

English graduate attributes: 1, 2, 3, 5. Learning outcomes: 1, 2, 3, 4, 5

Marking criteria:

- presence of a coherent thesis throughout
- clarity and correctness of expression
- textual knowledge demonstrated by close reference to the texts
- balance between the two texts
- organisation of ideas in the essay format, in which each paragraph (excluding the introduction and conclusion) presents a unified stage in your argument
- use of criticism and other secondary reading to support, offset or otherwise enrich your own original argument
- quality of format (referencing)

For information on writing, presentation and documentation of sources, please consult the English essay handbook, available at: http://sam.arts.unsw.edu.au/media/File/ENGL_essay_handbook10.pdf

II. Portfolio: Digital Group Project 40%

Due: Week 9, Tuesday 23 September, 4pm

Equivalent of 2000 words

You will work in groups to create an interactive “intertext” designed to illuminate some aspect of your chosen text. This requires you to perform both primary and secondary research, and re-present this information in an interactive way.

Students will work in groups of 3-4 members to research, explore, illustrate and develop an in-depth understanding of the cultural/geographical/political/critical background of one text, either from the syllabus or

your on choice of American literature. Your final project may take the form of a website, a video, a wiki, a design for a mobile phone app, an interactive game, a powerpoint presentation – **anything but a page on Facebook!**. *Please don't worry: you will **not** be assessed on your digital skills. See below for the group work marking criteria.* You'll find more detailed information about this assessment component on Moodle along with a list of resources and digital tools to help you get started.

Digital Project due dates:

- Draft proposal for peer review: Week 5: Monday 25 August, 4pm (800 words per group member).
- Proposal due: Week 7: Tuesday 9 September, 4pm. Your group will receive an indicative mark.
- Final project due: Week 9: Tuesday 23 September, 4pm (equivalent of 2000 words).

Proposal marking criteria:

Each group will be given a group mark based on the lecturer's assessment of the project's

- Creative conceptualization of the project
- Evidence of research effort
- Collaboration and good teamwork (e.g. defined roles and responsibilities for each member)
- Workplan feasibility (explanation of timelines and deliverables)
- Written presentation and expression

Final Project marking criteria:

Your final grade will be a group mark assessing the overall intellectual value of the group project including its creative conceptualization, research effort, collaboration, presentation and expression.

Rationale for Group work assessment type

- allows students to become active participants in their learning
- develops skills such as problem solving, negotiation, conflict resolution, leadership, critical thinking and time management
- acknowledges and utilises individual students' strengths and expertise
- helps students articulate their ideas, refine concepts and develop interpersonal and communication skills
- facilitates a deeper understanding of course content by fostering the formation of independent points of view on the texts and concepts discussed in lectures

English graduate attributes: 1, 4 and 5. Learning outcomes: 1, 4.

III. Informal writing 20%

Equivalent of 2000 words

Due: across the semester, with final submission due on Friday 31 October, Week 13.

1. Peer review: You will be asked to comment constructively on one Group work project proposal during the peer review period in Week 5.
2. Blog: You're also asked to contribute regularly to the American Literature Road Trip blog. Students are expected to comment **6 times** over the semester with thoughtful commentary, research, personal reflections and links to resources that are relevant to the city or areas we are passing through each week.
3. Reflective summary due Friday, Week 13: a statement of at least 300 words reflecting on your engagement with the Group Digital Project assessment. This should comprise a thoughtful articulation of your learning experience, your evaluation of digital project's success and evaluative comments on your group members' contributions.

Submission of Assessment Tasks

Formatting: Your written assignments must be typed, double-spaced in 12-point font.

Submission: You will be required to submit your written assessment tasks by hard copy to the SAM office and via the Turnitin link in the ARTS2035 Moodle course by date and time indicated in this course guide. Please ensure your assignment contains a cover page clearly stating: your name, student number, course code, assessment task and question if relevant.

For the Group projects, you will be required to upload your digital files to Moodle via the relevant assessment link (or for externally hosted projects, post a link to it).

About Turnitin

All written assignments are to be submitted to Turnitin on the course Moodle site. You must submit written work in 12-point font, double spaced and paginated. Do keep an electronic and hard copy yourself.

If you have any problems submitting via Turnitin, send your Convener a word.doc version of your assignment immediately, together with an explanation of the problem you are encountering. You should then follow the protocol outlined at the following site:

<http://teaching.unsw.edu.au/moodle-students-help>

Advice about whom to contact is given when you log in to Moodle. Such advice includes the following:

If you have trouble logging in, or you cannot see your course once you log in, please contact the IT Service Centre for assistance.

For enrolment and login issues contact:
IT Service Centre Email: itservicecentre@unsw.edu.au
Internal: x51333
External: (02) 9385-1333
International: +61 2 9385 1333

If you have difficulty using the Moodle environment or tools, please contact External TELT support. Moodle Mobile is now supported on this version of Moodle.

External TELT Support
Email: externalteltsupport@unsw.edu.au
Internal: 53331
External: (02) 9385 3331
International: +61 2 9385 3331

Please do not send your Course Conveners a copy of your assignment unless you are unable to submit via Turnitin. Once you have submitted you will receive a receipt to confirm that you have successfully submitted. Keep this receipt as proof of the date and time that you lodged your assignment. If you do not receive such notification, you must ask your Convener, by email, to check whether your upload was successful.

Please be aware that when you submit a UNSW course assignment online, through a facility such as Turnitin etc., you are automatically acknowledging that you have understood and abided by the University requirements in respect of student academic misconduct outlined in the Student Code Policy and Student

Misconduct Procedures, both of which are available
at: <https://my.unsw.edu.au/student/academiclife/assessment/StudentMisconduct.html>

You are also declaring that the assessment item is your own work, except where acknowledged, and has not been submitted for academic credit previously in whole or in part. In addition, you are declaring that the assessor of this item may, for assessment purposes:

- * provide a copy to another staff member of the University
- * communicate a copy of this assessment item to a plagiarism checking service (such as Turnitin) which may then retain a copy of the assessment item on its database for the purpose of future plagiarism checking.

Late Submission

PLEASE NOTE THAT THESE RULES APPLY FOR ALL COURSES IN SAM.

If your assignment is submitted after the due date, a penalty of 3% per day (including Saturday, Sunday and public holidays) will be imposed for up to 2 weeks. For example, if you are given a mark of 72 out of 100 for an essay, and your essay were handed in two days late, it would attract a penalty of 6% and the mark would be reduced to 66%. If the same essay were handed in seven days late (i.e. a penalty of 21%) it would receive a mark of 51%. If your assignment is not submitted within 2 weeks of its due date, it will receive a mark of 0. For more information on submission of late work, consult the FASS assessment protocols at <https://sam.arts.unsw.edu.au/students/resources/policies-guidelines/>.

Extension Procedure

- A student seeking an extension should apply through the Faculty's online extension tool available in LMS before the due time/date for the assessment task.
- The Course Authority should respond to the request within two working days.
- The Course Authority can only approve an extension of up to five days. A student requesting an extension of more than five days should complete an application for Special Consideration.
- The Course Authority advises their decision through the online extension tool.
- If a student is granted an extension, failure to comply will result in a penalty. The penalty will be invoked one minute past the approved extension time.
- A student who missed an assessed activity held within class contact hours should apply for Special Consideration via myUNSW.
- This procedure does not apply to assessment tasks that take place during regular class hours or any task specifically identified by the Course Authority as not subject to extension requests.
- For more information, see the FASS extension protocols on the SAM policies and guidelines webpage: <https://sam.arts.unsw.edu.au/students/resources/policies-guidelines/>

Special Consideration

In the case of more serious or ongoing illness or misadventure, you will need to apply for Special Consideration. For information on Special Consideration please go to this URL:

<https://my.unsw.edu.au/student/atoz/SpecialConsideration.html>

Students who are prevented from attending a substantial amount of the course may be advised to apply to withdraw without penalty. This will only be approved in the most extreme and properly documented cases.

Academic honesty and plagiarism

Plagiarism is using the words or ideas of others and presenting them as your own. It can take many forms, from deliberate cheating to accidentally copying from a source without acknowledgement.

UNSW groups plagiarism into the following categories:

- **Copying:** using the same or very similar words to the original text or idea without acknowledging the source or using quotation marks. This also applies to images, art and design projects, as well as presentations where someone presents another's ideas or words without credit.
- **Inappropriate paraphrasing:** changing a few words and phrases while mostly retaining the original structure and information without acknowledgement. This also applies in presentations where someone paraphrases another's ideas or words without credit. It also applies to piecing together quotes and paraphrases into a new whole, without referencing and a student's own analysis to bring the material together.
- **Collusion:** working with others but passing off the work as a person's individual work. Collusion also includes providing your work to another student before the due date, or for the purpose of them plagiarising at any time, paying another person to perform an academic task, stealing or acquiring another person's academic work and copying it, offering to complete another person's work or seeking payment for completing academic work.
- **Duplication:** submitting your own work, in whole or in part, where it has previously been prepared or submitted for another assessment or course at UNSW or another university.

Details of what plagiarism is can be found on the Learning Centre's Website [Plagiarism & Academic Integrity website](http://www.lc.unsw.edu.au/plagiarism) (<http://www.lc.unsw.edu.au/plagiarism>), in the myUNSW student A-Z: Guide <https://my.unsw.edu.au/student/atoz/Plagiarism.html> and in Appendix A of the [Student Misconduct Procedure](https://www.gs.unsw.edu.au/policy/documents/studentmisconductprocedures.pdf) (pdf- <https://www.gs.unsw.edu.au/policy/documents/studentmisconductprocedures.pdf>).

The Learning Centre also provides substantial education written materials, workshops, and tutorials to aid students, for example:

- Correct referencing practices;
- Paraphrasing, summarising, essay writing and time management
- Appropriate use of and attribution for a range of materials including text, images, formulae and concepts.

Individual assistance is available on request from The Learning Centre.

Students are also reminded that careful time management is an important part of study and one of the identified causes of plagiarism is poor time management. Students should allow sufficient time for research, drafting and proper referencing of sources in preparing all assessment items.

It is also recommended that you include a statement about Turnitin. Eg UNSW makes use of the similarity detection tool Turnitin. For this course you are required to submit an electronic version of your written assignments so they may be reviewed using this procedure.

Course schedule

Week	Date	Lecture topic	Tutorial	Assessment
1	28/7	Introduction	(no tute)	
2	4/8	Whitman	Whitman	
3	11/8	Melville and Poe	Melville and Poe	
4	18/8	Hawthorne	Hawthorne	
5	25/8	Hawthorne	Hawthorne	Peer review period
6	1/9	Douglass	Douglass	
7	8/9	Dickinson	Dickinson	Proposal due, Tuesday, 4pm
8	15/9	O'Connor	O'Connor	
9	22/9	Faulkner	Faulkner	Final Project due, Tuesday 4pm
Mid-semester break 29 September-6 October				
10	6/10	Wharton	Wharton	
11	13/10	Wharton	Wharton	
12	20/10	Roth	Roth	
13	27/10	no lecture	Wrap-up	Major Essay due, Tuesday 4pm

Expected Resources for students

Moodle

This course will make use of UNSW's e-learning tool Moodle as a supplement to the face-to-face learning and teaching activities. The weekly PowerPoint slides used in lectures will be made available online as well as the link to the Echo recording.

<https://moodle.telt.unsw.edu.au/login/index.php>

UNSW Library

Please also visit the UNSW Library website to search and access research materials

<http://www.info.library.unsw.edu.au/web/services/services.html>

ELISE

All students taking *American Literature* are expected to have completed ELISE, the quick online tutorial that gives a basic introduction to matters associated with literacy skills and ethical use of information in assignments and presentations. If you have not completed ELISE, go to the following URL:

<http://elise.library.unsw.edu.au/home/welcome.html>

Please contact the Library if you have difficulties.

Occupational Health and Safety policies may be found at the following link:

http://www.hr.unsw.edu.au/ohswc/ohs/ohs_policies.htmlhttp://www.hr.unsw.edu.au/ohswc/ohs/ohs_policies.html

Student equity and disability: note that students who have a disability that requires some adjustment in their learning and teaching environment are encouraged to discuss their study needs with the course convener prior to, or at the commencement of the course, or with the Student Equity Officers (Disability) in the Student Equity and Disability Unit (SEDU) (9385 4734). Information for students with disabilities is available at:

<http://www.studentequity.unsw.edu.au/disabil.html><http://www.studentequity.unsw.edu.au/disabil.html>

Issues to be discussed may include access to materials, signers or note-takers, the provision of services and additional examination and assessment arrangements. Early notification is essential to enable any necessary adjustments to be made.

UNSW Counselling Service

UNSW provides a free counselling service for students. Information may be found at the following website. All consultations remain confidential.

<http://www.counselling.unsw.edu.au/><http://www.counselling.unsw.edu.au/>

Course evaluation and development

Student feedback on the course is gathered periodically, using various means, including the Course and Teaching Evaluation and Improvement (CATEI) system. It would help us greatly when revising the course if you would take a minute to complete this at the end of semester.