



Mountains, Monkey Wrenches, and Barbed Wire



<http://sncmoodle.sierranevada.edu/course/view.php?id=387>

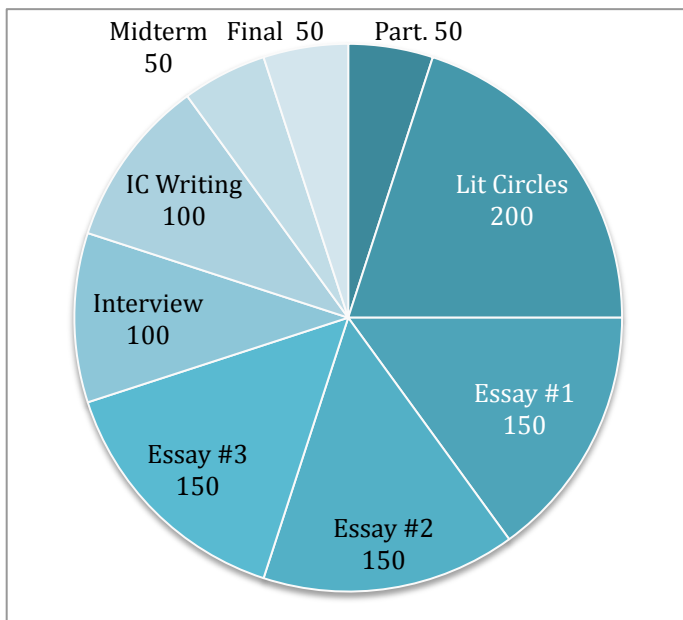
Moodle page



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Sierra Nevada College Library Guides

Course Grade



"Humanity has advanced, when it has advanced, not because it has been sober, responsible and cautious but because it has been playful, rebellious, and immature."

- Tom Robbins

"The almost endless variety of societies and territories in the American West speak to me in a single voice. Think of the layers of history, both hideous and sweet, which have been acted out on the enormous run of staging grounds between South Dakota and San Francisco Bay. How to name why I know when I am in the West?"

- William Kittredge

"Wilderness is not a luxury, but a necessity of the human spirit."

- Edward Abbey

Required Texts

Stegner, Wallace, *Angle of Respose* (Penguin Classics) / Abbey, Edward *The Monkey Wrench Gang* (Harper Perennial) / Fedarko, Kevin *Emerald Mile* (Scribner) / Pahmeier, Gailmarie, *The Rural Lives of Nice Girls* (Black Rock)

Course Information

English 380: American Literature

Spring 2015



Prim Library 320

Mark Maynard



Section 2 TR 11:30 – 12:45



mmaynard@sierranevada.edu



TCES 2nd Floor, R 10:15 – 11:15 and W/R 1:00 – 2:00

Course Description

This will satisfy the upper division American Literature requirement examining the themes, people and tropes of the American West, and will give students a great survey of contemporary American fiction, non-fiction and poetry. Various critical theories will be examined and students will be asked to respond to readings with various critical and interdisciplinary conversations and written responses.

Student Outcomes

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

- Critically analyze literature of various periods and come to understand each as a unique art form that reflects human life, culture, trends, and ideas of the time.
- Demonstrate critical thinking through the analysis of literary texts, applying their understanding of literary works to their own lives and contemporary issues.
- Evaluate and understand the complex ways in which genre, theme, structure, language and perspective can have an impact on understanding, meaning, and belief.
- Develop a vocabulary of critical theory terminology and concepts in order to discuss and evaluate literature.

Classroom Policies and Values

Inclusive Learning

People have different learning styles and needs. I have designed this course in consideration of

In accordance with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973, students with a documented disability are **eligible for support services and accommodations**. If a student wishes to request an accommodation, please contact the Director of Academic Support Services, Henry Conover (775) 831-1314 x7534 hconover@sierranevada.edu

diverse learners and will meet with you to discuss any challenges aspects of instruction or course design may present.

Freedom to Make Choices

I do not take it personally if you turn in an assignment late or miss a class. I understand that you may have to prioritize your responsibilities, which may affect your performance in class.

I have a responsibility to adhere to the policies on the syllabus, including those regarding late work and grades, so that I maintain academic consistency and treat students fairly. To maintain consistency and recognize that extenuating circumstances exist, everyone has **one** opportunity to use the "Excuse Pass" found on Moodle. Details are on the pass. It is your responsibility to take advantage of this opportunity wisely.

You have choices to make regarding coming to class and submitting assignments. You are

also responsible for reading the syllabus and assignment guidelines and knowing your options and the consequences for not attending a class or missing a due date. Make the best choices you can in a given situation, and graciously accept the consequences of your actions.

Learning and Risk

Learning often requires risk. Struggling with something is not a sign of failure; it is a sign that you are pushing yourself. You may feel uncomfortable with some assignments because they are unfamiliar or you are "not sure what I want." This is part of the process of learning. We learn by trial and error, not by repeating familiar tasks. You are always welcome to stop by my office during office hours to discuss an assignment with me, but I also encourage you to take a risk and attempt it first.

Self-Sufficiency

If you know how to locate information yourself, you won't have to rely on my answering a last minute email. Keep the syllabus where you can easily find it to easily locate the answers to many questions. Check the course schedule before every class. Become familiar with Moodle so you can find course material and resources. I will refer you to course handouts and other resources if you ask information that has been covered in class or is on the syllabus or handouts. I will work to keep grade information up to date on Moodle, however, you are responsible for keeping track of your running point total and keeping electronic copies of your work and contacting me if you have any questions regarding your assignments and course points.

Responsibility

Being responsible for actively reading the syllabus, handouts, and class notes will support your development as a reader. If you need to discuss assignments or course material, make an appointment to see me during my office hours. If you miss a class, ask a classmate what you missed or see me during office hours. You are responsible for using reading strategies to interpret course material. If you have a question about part of an assignment, be specific about what sentence/sentences you are having trouble understanding. You are responsible for asking a specific question, not generalizing that you "don't get it." I will work with you to develop the habits of closely reading and interpreting instructions/handouts and/or good note taking to further your academic success.

Classroom Community

To establish a strong classroom community and contribute to your mastery of learning outcomes, attendance is part of your participation grade. You may be absent twice without affecting participation. After two absences, each additional absence will lower the participation grade 10 points. Three tardies and/or missing more than 10 minutes of a class will count as an absence. There are no excused absences, so make the choice of when to miss class wisely.

I value having a positive, inclusive classroom community.

Demonstrating appropriate academic behavior such as arriving on time, being attentive during class, listening when others are talking, allowing other voices to be heard during discussions, being

respectful, and contributing meaningfully to class discussions will support this community and be reflected in your participation grade.

Grading Policy

This is a writing-intensive and discussion-based course and as such, a large part of your coursework will be fulfilled through writing. In addition, you are expected to actively participate in class discussions as well as complete in-class and out of-class readings and written assignments.

Your **ongoing and active participation** is essential and includes: coming to class with all assigned readings completed and ready to be discussed, and engaging in class discussion and small-group work. You will receive a participation grade worth a maximum of 50 points.

The final grade for the course is based on completion of all assignments. Assignments that are turned in past the due date will be lowered by 10 percent per class period. **Any assignment turned in more than two weeks past its due date will not be accepted for any reason.** All course work must be completed in order to pass the class, **no exceptions. All assignments must be turned in through Moodle unless otherwise noted. I will not accept assignments via email.**

Technology

Turn off, or put on vibrate ANY electronic devices, specifically cell phones. No headphones are to be worn during class unless they are

used as a reasonable accommodation related to a documented disability. Do not write or read wireless or text messages, or update social media during class time.

I reserve the right to ask you to leave the room if I deem you a disruption to me or to your colleagues.

Computers are susceptible to crashing and freezing; save your work frequently, always make backup copies, and allow for extra time. Moodle outages, printer malfunctions and inoperable disks **are not** acceptable reasons for missing class, being tardy or for turning in late work.

School Policies

Sierra Nevada College Mission

Statement: Sierra Nevada College graduates will be educated to be scholars of and contributors to a sustainable world. Sierra Nevada College combines the liberal arts and professional preparedness through an interdisciplinary curriculum that emphasizes entrepreneurial thinking and environmental, social, economic and educational sustainability.

Core Themes: Liberal Arts, Professional Preparedness, Entrepreneurial Thinking, Sustainability

The Honor Code: The faculty of SNC believes students must be held to high standards of integrity in all aspects of college life in order to promote the educational mission of the College and to encourage respect for the rights of others.

Each student brings to the SNC community unique skills, talents, values and experiences which, when expressed within the community, contribute to the quality of the educational environment and the growth and development of the individual. Students share with members of the faculty, administration and staff the responsibility for creating and maintaining an environment conducive to learning and personal development, where actions are guided by mutual respect, integrity, responsibility and trust.

The faculty and students alike must make diligent efforts to ensure high standards are upheld by their colleagues and peers as well as themselves. Therefore faculty and students accept responsibility for maintaining these standards at Sierra Nevada College and are obligated to comply with its regulations and procedures, which they are expected to read and understand.

Consequences of Violating the Student Honor Code

SNC students and faculty share the responsibility for maintaining an environment of academic honesty. Thus, all are responsible for knowing and abiding by the SNC Faculty/Student Honor Code published in the current SNC Catalog. Faculty are responsible for presenting the Honor Code and the consequences of violating it to students at the start of their classes AND for reporting all incidences of academic dishonesty to the

Provost. Students are responsible for knowing what constitutes CHEATING, PLAGIARISM and FABRICATION and for refraining from these and other forms of academic dishonesty. Violations of the Honor Code become part of a student's academic record.

1st Offense: Student receives a zero for assignment/exam and counseling with faculty on the honor code, consequences for violating the honor code, and the value of academic honesty in learning.

2nd Offense: Student fails course and receives counseling with faculty on the honor code, consequences for violating the honor code, and the value of academic honesty in learning.

3rd Offense: Student is expelled.

The SNC Email System

The SNC email system is the official communication vehicle among students, faculty members and administrative staff and is designed to protect the confidentiality of student information as required by the Family Educational Rights and Privacy Act of 1974 Act (FERPA). Students should check their college email

accounts daily during the school year.

Students have a right to forward their SNC e-mail to another e-mail account (for example, @hotmail or @gmail). However, confidentiality of student information protected by FERPA cannot be guaranteed for SNC e-mail forwarded to an outside vendor. Having email redirected does not absolve a student from the responsibilities associated with official communication sent to his or her SNC email account.

WRITING RESOURCES

The Prim Library

(<http://libguides.sierranevada.edu/library>) which, in addition to its book collection, houses:

Interlibrary Loan This service allows you to obtain articles or borrow books from other libraries. Some of the library's databases allow direct requests through the database interface. The online catalog allows holds to be placed using your library barcode number.

Scarsella-Bolekky Tutoring Center (3rd floor Prim Library) Tutoring is available at no charge, not only to SNC students, but also to members of the Incline Village community. We only provide tutoring when our fall and spring semesters are in session, and only if qualified tutors are available. You can also schedule one-on-one tutoring by filling out the Tutoring Request

Form on the SNC website. Please be considerate and cancel by 10 am on the day of your session. Repeated no-shows will be turned away for future appointments.

Incline Village Public Library

One of the privileges of being a Sierra Nevada College student, staff or faculty member is that you are eligible to be a member of the Washoe County Public Library system at the Incline Village Public Library.

This membership enables students to have easy access to the print, video, and other collections of the Washoe Library system. SNC students are encouraged to enroll and use the Washoe County Public Library system. Washoe County Public Library Cards can be obtained at the Incline Village Public Library, 845 Alder Ave., Incline Village, NV 89451

The Eagle's Eye Newspaper

The Eagle's Eye is a student-run publication which covers news of interest and importance to the greater Sierra Nevada College community.

Sierra Nevada Review

The Sierra Nevada Review is an annual literary magazine published in May featuring poetry and short fiction. Editors read manuscripts from September until March. Response time may vary up to several months.

The editorial staff changes on a yearly basis with the exception of advisory editor, June Sylvester Saraceno.

Writers in the Woods Reading

Series: The Creative Writing Department has organized a series of readings and workshops. The Friday night readings remain free and open to all. Workshops are open to the community for a \$50 registration fee, and may be taken for credit or non-credit. The eclectic group of writers offers something for a wide range of interests—from history to science, drama, politics, comedy and, of course, literature.

Grading Criteria

Participation – 50
Literature Circles (8 x 25pts) – 200
Essay #1 – 150
Essay #2 – 150
Essay #3 – 150
Poet Interview Questions – 100
In-class Writing - 100
Midterm – 50
Final - 50

course total = 1000 points

Grading Scale:

95-100 **A**
90-94 **A-**
87-89 **B+**
83-86 **B**
80-82 **B-**
77-79 **C+**
73-76 **C**
70-72 **C-**
60-69 **D**
0-59 **F**

Course Calendar

Attached is a list of course readings and due dates for paper assignments. This calendar may change to accommodate class projects as well as individual interests. Therefore, the calendar should be seen as advisory – intended to give you a rough idea of the assignments in our English 380 class. I reserve the right to make any changes to the calendar as I see fit, and, if possible, with your collaboration. Any changes to the calendar will be announced during class.

Week	DATE	TOPIC	ACTIVITY/READING	DUE
1	T 1/20	Review syllabus and Moodle		In-class Writing Assignment 1
	R 1/22	Novel: form, purpose and meaning; Formalism/New Criticism, Reader-Response and Intertextuality	Ben Percy's "The Dance of the Flaming Chain Saws" (Moodle Supplemental Reading #1); Class discussion of the novel: form, function and purpose	
2	T 1/27	Formalism/New Criticism;	NewCrit1, NewCrit2, New Crit3; "Close Reading Fiction" PDF (Moodle Supplemental Reading #2)	<u>Assign Essay 1: Formalism</u>
	R 1/29	Western myth and tale. East vs. West; Narrative	<i>Angle of Repose</i> 3-60.	DUE Literature Circle #1
3	T 2/3	Whose story is this? The question of appropriation in fiction.	<i>Angle of Repose</i> 61-148.	
	R 2/5	Unweaving a tangled web – visualizing the structure of the novel with <i>Angle of Repose</i>	<i>Angle of Repose</i> 151-223.	DUE Essay 1: Formalist read on <i>Angle of Repose</i>
4	T 2/10	History, legacy, myth, legend and sensationalism in Western fiction.	<i>Angle of Repose</i> 224-298.	DUE Literature Circle # 2
	R 2/12	Women in the West	<i>Angle of Repose</i> 301-382.	
5	T 2/17	Western Art	<i>Angle of Repose</i> 383-443.	
	R 2/19	Interdisciplinary Connections – <i>Angle of Repose</i>	<i>Angle of Repose</i> 447-528.	
6	T 2/24	Why is it a novel? Wrapping up <i>Angle of Repose</i>	<i>Angle of Repose</i> 531-557.	DUE Literature Circle # 3
	R 2/26	Environment; Landscape vs. People	<i>Monkey Wrench</i> 1-70.	

		Character		
7	T 3/3	Politics/environmentalism, Religion	<i>Monkey Wrench</i> 71-128.	In-class Writing Assignment 2
	R 3/5	Interdisciplinary Connections – <i>Monkey Wrench</i>	<i>Monkey Wrench</i> 129-237.	
8	T 3/10	Reader Response; Violence	<i>Monkey Wrench</i> 238-282. *Read-Resp1, Read-Resp2, Read-Resp3 (Moodle Supplemental Reading #3.) Midterm Review	DUE Literature Circle # 4; <u>Assign Essay 2 Paper: Reader-Response</u>
	R 3/12		<i>Monkey Wrench</i> 283-330. Midterm	
9	T 3/17	NO CLASS	Spring Break	
	R 3/19	NO CLASS	Spring Break	
10	T 3/24	Language, Point of View and Narration	<i>Monkey Wrench</i> 331-383.	
	R 3/26	The Trouble with <i>Monkey Wrench</i> ; hypocrisy, satire and fiction v. non-fiction	<i>Monkey Wrench</i> 384-421.	DUE Literature Circle # 5
11	T 3/31	Creative Non-fiction	<i>Emerald Mile</i> 1-68. *Read Intertext1, Intertext2, Intertext3 and *“Intertextuality and the Discourse Community” (Moodle Supplemental Reading #4)	DUE Essay 2: Reader Response on <i>Angle of Repose</i>, <i>The Monkey Wrench Gang</i> or <i>The Emerald Mile</i>; <u>Assign Final Essay: Interdisciplinary Connections</u>
	R 4/2	The Western trope	<i>Emerald Mile</i> 69-137.	In-class Writing Assignment 3
12	T 4/7	Plot v. Structure, Organizing narrative in fiction and non-fiction – <i>The Emerald Mile</i>	<i>Emerald Mile</i> 141-213	DUE Literature Circle # 6
	R 4/9	Applying Theory Across Literature	<i>Emerald Mile</i> 214-305.	
13	T 4/14	Water and resources	<i>Emerald Mile</i> 306-354.	Due Literature Circle #7
	R 4/16	Female characters in Western American fiction; Poetry	<i>Rural Lives</i> 1-20.	In-class Writing Assignment 4
14	T 4/21	40 years in 4 months: the evolution and legacy from Stegner to Pahmeier and beyond	<i>Rural Lives</i> 21-27.	Author Interview Questions Due
	R 4/23		<i>Rural Lives</i> 29-39.	Poet classroom visit (tentative)
15	T 4/28		<i>Rural Lives</i> 40-51.	Due Literature Circle #8
	T 4/30			DUE Final Essay: Interdisciplinary Connections
16	T 5/5		Review for Final	
	R 5/7	NO CLASS	FINALS PREP	
17	S 5/9	FINAL EXAM	11:30 AM – 2:30 PM	