

**English 516.001
Early American Literature
Spring 2013**

**Dr. Karen Roggenkamp
Office: 315 HL**

**Office Hours: Mon, Wed, Fri 9:30-10:30; by
email Mon 1:00-3:00; and by appointment**

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*Image: Woodcut depicting Harvard College press,
1639.*



<p>Course Description</p>	<p>This course will examine the rise of American narrative through the nation’s colonial and early national periods, particularly in British New England. Course readings span nearly 200 years, from the 1620s through the 1820s, and focus on some of the most influential sermons, poems, captivity narratives, memoirs, sketches, and, eventually, novels. We will explore how these narratives fostered the invention and formation of “Americanness” and “American literature” during this time of upheaval and revolution, examining some of the fundamental ideas, assumptions, intellectual concepts, and myths that still influence the ways in which Americans think about themselves and their societies.</p> <p>Throughout the semester, think about some key questions: How do the narratives of early America define—and sometimes subvert—predominant ideologies in the colonies and in the new nation? How did the novel emerge in America, a place long suspicious of textual “lies?” How do these works provide a lens into the literary and social cultures of early America? How did early American novels and their precursors establish such literary and genre conventions as the jeremiad, the conversion narrative, the captivity narrative and so on, and how did authors manipulate these conventions to personal, social, and political ends? How do early American anxieties about race, class, gender, and religion inform our reading of these works today, and what is the relationship between politics, religion, and art?</p> <p>This course presupposes no special knowledge of early American history and literature. It does, however, involve a good deal of reading and a limited amount of research. When you complete the course, you will have more than a nodding acquaintance with the curious folk who wrote imaginatively about all sorts of topics during the colonial and early national periods.</p>
<p>Broad Course Objectives</p>	<p>Students in this course will:</p> <ul style="list-style-type: none"> ▪ Read American colonial and federalist literature in relation to its cultural, aesthetic, intellectual, philosophical, historical, and political contexts. ▪ Produce two high-quality papers, the first a 10-11 page, content survey of digitized primary source materials, the second a 15-17 page research paper OR bibliographic essay.

Student Learning Outcomes	<ul style="list-style-type: none"> ▪ SLO 1: Students will demonstrate familiarity with the different American literary movements and representative authors from 1620-1820, as measured by an ungraded pretest and post-test. ▪ SLO 2: Students will demonstrate well-crafted argumentation in the second paper through the use of thesis statements that meet or exceed expectations, as measured by the thesis rubric used for evaluating the final paper. 								
Required Texts	<p>The following works are required for this course. In addition, you will have some readings that you will either download from eCollege. In general, you may use any edition of the books you like. The ISBNs listed correspond with the editions ordered through the bookstore.</p> <ul style="list-style-type: none"> ▪ William L. Andrews, ed. <i>Journeys in New Worlds: Early American Women's Narratives</i> (Univ. of Wisconsin Press, 1990; ISBN 9780299125844) ▪ William Apress, <i>A Son of the Forest</i> (Univ. of Massachusetts Press, 1997; ISBN 9781558491076) ▪ Francis J. Bremer, <i>Puritanism: A Very Short History</i> (Oxford Univ. Press, 2009) ▪ Charles Brockden Brown, <i>Wieland</i> (W. W. Norton, 2012; ISBN 9780393932539) ▪ Cathy N. Davidson, <i>Revolution and the Word: The Rise of the Novel in America</i> (Oxford Univ. Press, 2004; ISBN 9780195148237) ▪ Hannah Webster Foster, <i>The Coquette</i> (Penguin, 1996; ISBN 9780140434682) ▪ Benjamin Franklin, <i>Autobiography</i> (W. W. Norton, 2012; ISBN 9780393935615) ▪ Washington Irving, <i>The Sketch-Book of Geoffrey Crayon, Gent.</i> (Oxford Univ. Press, 1996; ISBN 9780199555819) ▪ Gordon M. Sayre, ed. <i>American Captivity Narratives</i> (Houghton Mifflin, 2000; ISBN 9780395980736) ▪ Catherine Maria Sedgwick, <i>Hope Leslie</i> (Penguin, 1998; ISBN 9780410436761) ▪ Phillis Wheatley, <i>Complete Writings</i> (Penguin, 2001; ISBN 9780140424300) <p>You will also have several readings to download from eCollege, DocSharing.</p>								
Grading Breakdown	<table border="0"> <tr> <td>Paper 1</td> <td style="text-align: right;">35%</td> </tr> <tr> <td>Paper 2</td> <td style="text-align: right;">45%</td> </tr> <tr> <td>Class participation</td> <td style="text-align: right;"><u>20%</u></td> </tr> <tr> <td>Total</td> <td style="text-align: right;">100%</td> </tr> </table>	Paper 1	35%	Paper 2	45%	Class participation	<u>20%</u>	Total	100%
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Writing Assignments	<p>You will have two major writing assignments for this course. The first is a bibliographic essay (10-11 pages, worth 35% of final grade), and the second a research paper OR a bibliographic essay (15-17 pages, worth 45% of final grade). Details about the bibliography essay are located at the end of this syllabus. Information about the final research paper is forthcoming. I will not grant extensions on papers or discussion questions unless merited by truly exceptional circumstances. Late work will only be accepted by prior arrangement between us and with documented proof of your inability to complete the assignment on time due to remarkable circumstances (dire illness, death in the immediate family, etc.).</p>								
Technology Requirements	<p>This course will be supplemented using eCollege, the Learning Management System used by TAMU-Commerce. We will be using the Dropbox, DocSharing, and Weblibrary, and I will be maintaining my gradebook there. To get started with the</p>								

	<p>course, go to http://leo.tamuc.edu. You will need your CWID and password to log in to the course. If you do not know your CWID or have forgotten your password, contact Technology Services at 903-468-6000 or helpdesk@online.tamuc.org. To access eCollege, you will need a computer with internet access (high speed recommended, not dial-up), and a word processor equipped with Microsoft Word. Our campus is optimized to work in a Microsoft Windows environment. This mean our courses work best if you are using a Windows operating system (XP or newer) and a recent version of Microsoft Internet Explorer (6.0, 7.0, 8.0). Your courses will also work with Macintosh OS x along with a recent version of Safari 2.0 or better. Along with Internet Explorer and Safari, eCollege also supports the Firefox browser (3.0) on both Windows and Mac operating systems.</p>
<p>Attendance</p>	<p>Your attendance in class is crucial. According to the TAMU-Commerce student handbook, “students are expected to be preset for all class meetings of any course for which they are enrolled. I will keep attendance, and you can expect your grade to be docked for unexcused absences. By departmental policy, students are permitted to make up work for excused absences, examples of which may include participation in a required or authorized university activity, or death in the immediate family. If you know that you are going to be absent for any authorized reason, please make arrangements with me in advance.</p>
<p>Additional Policies</p>	<ul style="list-style-type: none"> ▪ Instructors in the Department of Literature and Languages do not tolerate plagiarism or other forms of academic dishonesty, and acts of plagiarism can lead to immediate failure of the assignment and/or course. Instructors uphold and support the highest academic standards, and students are expected to do likewise. Penalties for students guilty of academic dishonesty include disciplinary probation, suspension, and expulsion (<i>Texas A&M University—Commerce Code of Student Conduct</i> 5.b[1,2,3]). Examples of plagiarism include but are not limited to cutting and pasting information directly from online sources, copying material from books without providing source documentation, taking essays wholesale from online sources, having someone else write a paper for you, and turning in work that you have already submitted for another class. ▪ All students enrolled at the University must follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. Standards of decency and acceptable behavior extend to the use of cell phones and instant messaging—please turn them off in the classroom unless you are awaiting a real emergency call for some reason. Additionally, please note that I enforce standards of inclusiveness in my classes. What that means is that I will not tolerate discrimination and disrespect in regard to race, color, creed, religion, national origin, sex, age, marital status, disability, public assistance status, veteran status, or sexual orientation. ▪ The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact: Office of Student Disability Resources and Services, Texas A&M University-Commerce, Gee Library 132, Phone (903) 886-5150 or (903) 886-5835, Fax (903) 468-8148 , StudentDisabilityServices@tamuc.edu ▪ You are responsible for reading and understanding all the information on this

	syllabus, as well as on any additional materials I distribute during the course.
Assignments	
Week 1 1/14	Week 1. Of God and Gold: “Oh My America, My New Found Lande” <ul style="list-style-type: none"> ▪ Introduction to course ▪ Please read syllabus in entirety
Week 2 1/21	Week 2. An Errand Into the Wilderness No face-to-face class meeting, but read ALL of the following items listed for the Week 3 discussion.
Week 3 1/28	Week 3. Cultural Revisions <ul style="list-style-type: none"> ▪ Francis Bremer, <i>Puritanism: A Very Short History</i> ▪ David Hall, “The Uses of Literacy,” from <i>Worlds of Wonder, Days of Judgment</i> (in eCollege Dropbox) ▪ John Winthrop, from <i>Reasons to be Considered for . . . the Intended Plantation in New England</i> (in eCollege Dropbox) ▪ John Winthrop, <i>A Model of Christian Charity</i> (in eCollege Dropbox) ▪ Samuel Danforth, from <i>A Brief Recognition of New England’s Errand into the Wilderness</i> (in Gunn, 198-207) ▪ William Bradford, from <i>Of Plymouth Plantation</i> (in eCollege Dropbox) ▪ Thomas Morton, from <i>The New English Canaan</i> (in eCollege Dropbox) ▪ Nathaniel Hawthorne, “The May-Pole of Merry Mount” (in eCollege Dropbox) ▪ Edward Griffin, “Dancing Around the Maypole, Ripping up the Flag: The Merry Mount Caper and Issues in American History and Art” (in eCollege Dropbox) ▪ Selections from <i>The Examination of Mrs. Ann Hutchinson at the Court at Newtown</i> (in Gunn, 159-169) ▪ John Winthrop, from Winthrop’s <i>Journal</i> (in eCollege Dropbox) ▪ MORE—SALEM DOCS?
Week 4 2/4	Week 4. Puritan Poetry <ul style="list-style-type: none"> ▪ Thomas Tillam, “Upon the First Sight of New England” (in eCollege Dropbox) ▪ Anne Bradstreet (all in eCollege Dropbox): <ul style="list-style-type: none"> ○ “The Author to Her Book” ○ “Before Birth of One of Her Children” ○ “To My Dear and Loving Husband” ○ “A Letter to Her Husband, Absent upon Public Employment” ○ “In Reference to Her Children” ○ “In Memory of My Dear Grandchild Elizabeth Bradstreet” ○ “Here Follows Some Verses upon the Burning of Our House” ○ “To My Dear Children” ▪ Edward Taylor (in eCollege Dropbox): <ul style="list-style-type: none"> ○ “Meditation 38” ○ “The Soul’s Groan to Christ for Succor” ○ “Christ’s Reply” ○ “Huswifery” ▪ Phillis Wheatley
Week 5 2/11	Week 5. Of Captivity and Redemption <ul style="list-style-type: none"> ▪ John Smith, TITLE (in eCollege Dropbox):

	<ul style="list-style-type: none"> ▪ Mary Rowlandson, <i>A True History of the Captivity and Restoration of Mrs. Mary Rowlandson</i> (in <i>Journeys in New Worlds</i>, 13-65) ▪ “Two Puritan Captivities as told by Cotton Mather” (in <i>American Captivity Narratives</i>, 177-197)
Week 6 2/18	Week 6. Reclaiming Strangeness <ul style="list-style-type: none"> ▪ Elizabeth Ashbridge, <i>Some Account of the Fore Part of the Life of Elizabeth Ashbridge</i> (in <i>Journeys in New Worlds</i>, 119-180) ▪ <i>Journal of Madam Knight</i> (in <i>Journeys in New Worlds</i>, 67-116)
Week 7 2/25	Week 7. American Archetypes & the Gospel of the Self-Made Man <ul style="list-style-type: none"> ▪ Benjamin Franklin, <i>The Autobiography of Benjamin Franklin</i> ▪ DeTocqueville selection
Week 8 3/4	Week 8. Paper 1 <ul style="list-style-type: none"> ▪ In class (“reader’s theater”): Royall Tyler, <i>The Contrast</i> (download from eCollege and bring to class) ▪ Archival survey papers due in Week 8 Dropbox by Wednesday, 3/6 at 11:59 p.m.
Week 9 3/18	Week 9. The Spirit of Emancipation, Part I <ul style="list-style-type: none"> ▪ Olaudah Equiano, from <i>The Interesting Narrative of the Life of Olaudah Equiano</i> (in <i>American Captivity Narratives</i>, 225-257) ▪ ADDITIONAL from Am Cap Narr ▪ article
Week 10 3/25	Week 10. The Dangers of Seduction, the Power of Sympathy <ul style="list-style-type: none"> ▪ Hannah Webster Foster, <i>The Coquette</i> ▪ Cathy Davidson, <i>Revolution and the Word</i>. Read the following: <ul style="list-style-type: none"> ○ Introduction to Expanded Edition (3-56) ○ Introduction: Toward a History of Texts (59-72) ○ Chapter 2: The Book in the New Republic (73-100) ○ Chapter 3: Ideology and Genre (101-120) ○ Chapter 6: Privileging the <i>Femme Covert</i> (185-207 and 221-232)
Week 11 4/1	Week 11. Transformations: Writing the New Republic <ul style="list-style-type: none"> ▪ Charles Brockden Brown, <i>Wieland, or The Transformation: An American Tale</i> ▪ Cathy Davidson, <i>Revolution and the Word</i>. Read the following: <ul style="list-style-type: none"> ○ Chapter 4: Literacy, Education, and the Reader (121-150) ○ Chapter 8: Early American Gothic (306-355)
Week 12 4/8	Week 12. Back to Britain <ul style="list-style-type: none"> ▪ Washington Irving, <i>The Sketch Book of Geoffrey Crayon, Gent.</i> ▪ article
Week 13 4/15	Week 13. The Spirit of Emancipation, Part II <ul style="list-style-type: none"> ▪ William Apess, <i>Son of the Forest</i> ▪ article
Week 14 4/22	Week 14. Reconfiguring History <ul style="list-style-type: none"> ▪ Catharine Maria Sedgwick, <i>Hope Leslie; or, Early Times in the Massachusetts</i>

	▪ <i>Article??</i>
Week 15 4/29	Week 15. Catch-up week OR work week. To be determined later in semester.
Finals Week	Research papers due in Week 15 Dropbox by Monday, May 6, at 11:59 p.m.

Paper 1

The first paper assignment provides an opportunity to explore two of the most wonderful databases of primary source materials Gee Library has to offer: **America’s Historical Imprints**. This database contains full text digital reproductions of all known existing books, pamphlets, and broadsides printed in the British American colonies and early American republic from 1639-1819. They are the definitive resource for every aspect of life in seventeenth- through early nineteenth-century America, from agriculture and auctions through foreign affairs, diplomacy, literature, music, religion, the Revolutionary War, temperance, witchcraft, and just about any other topic imaginable.

Spend some time looking through the databases, familiarizing yourself with the types of works they contains, the way they are organized, and the genres and topics at hand. Then choose an area of focus. What I’m looking for in Paper 1 is something of an overview or survey of what was published within a certain narrowly-defined area, jointed together with a little critical commentary (along with a solid introduction and conclusion, of course). You should think of this as something of a critical bibliographic essay, rather than an in-depth analysis paper.

For instance, say I decide I want to write my paper about texts written for children. On looking into the database, I see that 100 items are included, and I can’t possibly read and write about them all. On the other hand, I might decide to limit my focus to Children’s Literature from 1700-1725. If one discards the reprints and the one text written in Latin, it would narrow things down to about seven texts, a manageable group to read and report on.

I have supplied sample papers in the DocSharing section of eCollege in order to provide a clearer idea of what I have in mind.