

English 441
Survey of American Literature I (1620-1860)
Fall 2014
Dr. Roggenkamp

Office: 315 HL
Hours: MWF 1:00-2:30 and by appointment
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Image: Poet Phyllis Wheatley, frontispiece to *Poems on Various Subjects* (1773)



“I speak of the American in the singular, as if there were not millions of them, north and south, east and west, of both sexes, of all ages, and of various races, professions and religions.”
 (George Santayana, *Character and Opinion in the United States*, 140)

<p>Course Description</p>	<p>English 441 is the first of two courses comprising a selected survey of American literature and cultures. In this course we will focus on literature of British North America written during the seventeenth and eighteenth centuries, along with literature of the early nineteenth century (roughly speaking, from 1620-1860). We will explore the invention and formation of “Americanness” and “American literature” during this time of religious and political upheaval, revolution, and slavery, examining along the way some of the fundamental ideas, myths, assumptions, intellectual concepts, and popular perceptions that still influence the ways in which Americans think about themselves and their societies.</p> <p>This course is a survey—its intention is to sketch only a broad map of incredibly diverse literary traditions across a span of over two hundred years, using some specific thematic lenses. Obviously, the diversity of American experience and the broad period of time covered mean that a course of this type will always be relatively cursory. Your anthology provides a much more expansive selection of literary and cultural expression from other regions of North America during this same period, and I encourage you to peruse these sections on your own as a supplement to the readings we will share in class.</p> <p>By the end of the course, students should have improved in their ability:</p> <ul style="list-style-type: none"> ▪ to understand the literary strategies employed by a select number of American writers from diverse backgrounds and to understand how cultural, technological, and political conditions provoked and impacted what people wrote and how they read; ▪ to understand how an author's use of characterization, setting, point of view, imagery, etc. convey meaning in written texts; ▪ to read thoughtfully and thoroughly and to express their interpretations both orally and through writing; and ▪ to recognize the rough continuum of ideas and ideology extending from America's colonial past through its antebellum years—and beyond
<p>Course Note</p>	<p>If you equate “literature” with fiction and poetry, you will need to expand your definition of what the word “literary” means. For English colonists, “literature” meant travel writing, scientific texts, sermons, personal narratives, histories, essays, speeches, tracts, and pamphlets. It also meant, to some degree, poetry—but it <i>didn't</i> mean</p>

	<p>“fiction,” as we would recognize it, until the nineteenth century, for reasons we’ll explore later. As a result, we’ll be looking at a wide variety of genres, some of which feel inherently “literary” to modern readers, others of which may not be as familiar within the contexts of an English course.</p> <p>Most of our readings—especially those toward the beginning of the course—grew out of atmospheres of spiritual and political strife and are deeply expressive of specific religious and social agendas. Some of the literature may conflict with your personal belief system. Or perhaps you will find the readings in keeping with your personal views. Some readings may make you uncomfortable or even angry. Regardless, your task is to understand and discuss these readings as literary texts—to concentrate on the ideas, language, and images of the readings, as well as the context in which they were written. This is neither a religion nor history class. It is, however, a course in which we’ll need to look carefully at how different arenas of culture—including religion and history—affect and are affected by literature.</p>														
<p>Student Learning Outcomes</p>	<p>For the purpose of measured Student Learning Outcomes Assessment:</p> <p><u>SLO 1</u> Students will demonstrate familiarity with the different American literary movements and terms relevant to American literature between 1620 and 1860, as measured by an ungraded pretest and post-test.</p> <p><u>SLO 2</u> Students will demonstrate effective grasp of thematic organization of early American readings, as measured by (a) formulation of a theme for course materials, and (b) inclusion of three texts from early, middle, and late portions of class, as measured by the checklist used with final exam.</p>														
<p>Required Texts</p>	<p><i>YOU MUST BRING YOUR BOOK TO CLASS EACH DAY!</i></p> <ul style="list-style-type: none"> ▪ <i>The Norton Anthology of American Literature, 8th edition</i>, Volumes A and B. Ed. Nina Baym. New York: W. W. Norton, 2012, ISBN 978-0-393-91309-5. ▪ Harriet Beecher Stowe, <i>Uncle Tom's Cabin</i> (1852). New York: W. W. Norton, 2010, ISBN 978-0-393-93399-4. Any complete edition of the novel will be fine; ISBN refers to the edition ordered through the bookstore. 														
<p>Grading</p>	<p>Your final grade for this course will be determined by the following factors:</p> <table border="0" style="width: 100%;"> <tr> <td>▪ Class participation and preparation (grades posted every 5 weeks)</td> <td style="text-align: right;">15%</td> </tr> <tr> <td>▪ Writing Assignment 1</td> <td style="text-align: right;">16%</td> </tr> <tr> <td>▪ Writing Assignment 2</td> <td style="text-align: right;">17%</td> </tr> <tr> <td>▪ Writing Assignment 3</td> <td style="text-align: right;">17%</td> </tr> <tr> <td>▪ Examination 1</td> <td style="text-align: right;">15%</td> </tr> <tr> <td>▪ Examination 2</td> <td style="text-align: right;"><u>20%</u></td> </tr> <tr> <td></td> <td style="text-align: right;">Total 100%</td> </tr> </table> <p>The department of Literature and Languages does not, as a rule, allow an “Incomplete” (X) on the transcript; incompletes are <i>only</i> awarded under extraordinary circumstances, pending Department Head and Dean approval. If personal issues or conflicts arise that lead to your missing a substantial amount of class, you will need to consider withdrawing from the class. As a rough guideline for what A-F grades mean, A is awarded for truly outstanding work, B denotes work significantly above the level necessary to meet basic requirements, C is for work that meets basic requirements in every way, D indicates work that meets only some of the requirements yet is still deserving of minimal credit, and F results if work is not completed or if it fails to meet</p>	▪ Class participation and preparation (grades posted every 5 weeks)	15%	▪ Writing Assignment 1	16%	▪ Writing Assignment 2	17%	▪ Writing Assignment 3	17%	▪ Examination 1	15%	▪ Examination 2	<u>20%</u>		Total 100%
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	the requirements of the assignment and/or course. I will provide detailed information about paper evaluation at the time of those assignments.
Late Assignments	I grant extensions on papers and assignments only under the most exceptional of circumstances. I will only accept late papers if you make explicit prior arrangements with me and provide documented proof of your inability to complete the paper on time due to extenuating circumstances (dire illness, death in the immediate family, etc.).
Attendance	Your attendance in class is crucial, and you cannot expect to do well if you do not attend each meeting (and get here on time). According to the TAMU-Commerce student handbook, “students are expected to be present for all class meetings of any course for which they are enrolled.” I will keep attendance, and you can expect your grade to suffer for absences (more than three, for any reason). Students will be permitted to make up work for excused absences, which include, for instance, participation in a required or authorized university activity, a verified severe illness, or a death in the immediate family.
Communication and Technology Requirements	<p>If I need to contact class members directly, I will use your university email account (myLeo), so please be sure to check this account with frequency.</p> <p>This course will be supplemented using eCollege, the Learning Management System used by TAMU-Commerce. You will need your CWID and password to log in to the course page. If you do not know your CWID or have forgotten your password, contact Technology Services at 902-468-6000 or helpdesk@online.tamuc.org. To complete this course successfully, 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 means our courses work best if you are using a Windows operating system (XP or newer) and a recent version of a browser like Internet Explorer or Google Chrome. Your course will also work with Macintosh OS x along with a recent version of Safari 2.0 or better. Along with Explorer, Chrome, and Safari, eCollege also supports the Firefox browser (3.0) on both Windows and Mac operating systems. You will primarily use eCollege to obtain handouts, to submit papers, and to view the course grade book.</p> <p>TAMU-Commerce provides students with technical support in the use of eCollege. Technology problems are not an excuse for a late assignment—make sure you submit your work in time to allow for any problems accessing the Dropbox. You may reach the help desk by the following means, 24 hours a day, seven days a week:</p> <ul style="list-style-type: none"> • Phone 1-866-656-5511 to speak with eCollege Technical Support Representatives • Email helpdesk@online.tamuc.org to initiate a support request with an eCollege Technical Support Representative <p>Click on the “Help” button on the toolbar for information regarding working with eCollege (e.g. how to submit something to the Dropbox, how to check the grade book, etc).</p>
Additional Policies	<ul style="list-style-type: none"> • The Department of Literature and Languages and Texas A&M University-Commerce do not tolerate plagiarism and other forms of academic dishonesty. Instructors uphold and support the highest academic standards, and students are expected to do likewise. Penalties for students who are found guilty of academic dishonesty include failure of the assignment and/or course, disciplinary probation, suspension, or expulsion. Refer to the <u>Texas A&M University—Commerce Code of</u>

Student Conduct 5.b[1,2,3] for details. Examples of plagiarism include but are not restricted to: turning in an essay written entirely by someone else; copying any portion of someone else's words and presenting those words as your own (e.g. without quotation or citation); copying paragraphs, sentences, or parts of sentences from another source; using the same ideas that you have found in another writer's essay and presenting those ideas as your own; using someone else's basic sentences but changing just a few words (again, without quotation or citation).

- 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 the Office of Student Resources and Services, Gee Library, Room 132, (903) 886-5150, (903) 886-5835, StudentDisabilityServices@tamuc.edu.
- All students enrolled at the University must follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. Higher education provides the opportunity to explore difficult and controversial material in a safe, supportive, non-destructive locale. Additionally, I enforce standards of inclusiveness in my classes and 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.
- You are responsible for reading and understanding all the items included on this syllabus and on additional materials you receive from me over the course of the term.

English 441: Schedule of Assignments and Readings

Some changes may occur during the course of the semester. Unless otherwise specified, page assignments refer to the *Norton Anthology of American Literature*, 8th Edition, Volumes A and B.

<p><u>UNIT 1</u></p> <p><i>Colonial Origins of an American Mythos</i></p> <p><i>(Norton Anthology Volume A, Beginnings to 1820)</i></p>	<i>Week 1: Puritan Origins of American Mythos</i>	
	8/25 Mon	<ul style="list-style-type: none"> ▪ Syllabus and introductions ▪ American visions, American stories: the Puritan world view and early American literature
	8/27 Wed	<ul style="list-style-type: none"> ▪ Read syllabus in entirety (please note: syllabus subject to small changes as semester progresses) ▪ Read essay "Beginnings to 1700" (Norton Vol. A, 1-20) ▪ In class: lecture on British colonialism and Puritan world view
	8/29 Fri	<ul style="list-style-type: none"> ▪ Read William Bradford: <ul style="list-style-type: none"> ▪ Biographical note (Norton A, 121-122) ▪ from <i>Of Plymouth Plantation</i>, 1630-1650 (Norton A, 131-156) ▪ Read Thomas Morton: <ul style="list-style-type: none"> ▪ Biographical note (Norton A, 157-158) ▪ from <i>New English Canaan</i>, 1637 (Norton A, 158-167)
	<i>Week 2: An Errand Into the Wilderness</i>	
	9/1 Mon	No Class (Labor Day)
	9/3 Wed	<ul style="list-style-type: none"> ▪ Read John Winthrop: <ul style="list-style-type: none"> ▪ Biographical note (Norton A, 165-166) ▪ <i>A Model of Christian Charity</i>, 1630 (Norton A, 166-177)

	9/5 Fri	<ul style="list-style-type: none"> ▪ Read Anne Bradstreet, 1678, et al.: ▪ Biographical note (Norton A, 207) ▪ “The Author to Her Book” (Norton A, 225) ▪ “Before the Birth of One of Her Children” (Norton A, 225-226) ▪ “To My Dear and Loving Husband” (Norton A, 226) ▪ “A Letter to Her Husband, Absent Upon Public Employment” (Norton A, 227-228) ▪ “In Memory of My Dear Grandchild, Elizabeth Bradstreet” (Norton A, 230) ▪ “In Memory of My Dear Grandchild Anne Bradstreet” (Norton A, 230-231) ▪ “On My Dear Grandchild Simon Bradstreet” (Norton A, 231) ▪ “Here Follows Some Verses upon the Burning of Our House, July 10th, 1666” (Norton A, 232-233) ▪ “To My Dear Children” (Norton A, 235-238)
	Week 3: The Captivity Narrative	
	9/8 Mon	▪ Continue discussion of Anne Bradstreet (same readings as 9/5)
	9/10 Wed	<ul style="list-style-type: none"> ▪ View documentary film, <i>Savagery and the American Indian</i> (2000) ▪ Read Mary Rowlandson: <ul style="list-style-type: none"> ▪ Biographical note (Norton A, 256-257) ▪ <i>A Narrative of the Captivity and Restauration of Mrs. Mary Rowlandson, 1682</i> (Norton A, 257-268)
	9/12 Fri	▪ Read Rowlandson, <i>A Narrative of the Captivity and Restauration of Mrs. Mary Rowlandson</i> (Norton A, 268-280)
	Week 4: The Enlightenment and the Gospel of the Self-Made Man	
	9/15 Mon	▪ Read Rowlandson, <i>A Narrative of the Captivity and Restauration of Mrs. Mary Rowlandson</i> (Norton A, 280-288)
	9/17 Wed	<ul style="list-style-type: none"> ▪ Read “American Literature 1700-1820” (Norton A, 365-378) ▪ In class: lecture on the Enlightenment and end of Puritan America ▪ Begin reading Benjamin Franklin: <ul style="list-style-type: none"> ▪ Biographical note (Norton A, 455-457) ▪ from <i>The Autobiography of Benjamin Franklin, 1791</i> (Norton A, 480-503)
	9/19 Fri	▪ Read Franklin, from <i>The Autobiography of Benjamin Franklin</i> (Norton A, 503-526)
	Week 5: The Enlightenment and the Gospel of the Self-Made Man	
	9/22 Mon	▪ Read Franklin, from <i>The Autobiography of Benjamin Franklin</i> (Norton A, 526-542)
	9/24 Wed	▪ TBA
	9/26 Fri	▪ No face-to-face class; Writing Assignment 1 in eCollege, Week 5 Dropbox, by 11:59 p.m. (details provided in class)
	<u>UNIT 2</u> <i>American</i>	Week 6: The Emergence of Fiction in a New Nation
9/29 Mon		<ul style="list-style-type: none"> ▪ Read “American Literature 1820-1865” (Norton Vol. B, 3-24) ▪ Lecture/slides on the literary marketplace of the early nineteenth century
10/1		▪ Read Washington Irving:

<p><i>Mythos and Declarations of Literary Independence</i></p> <p><i>(Norton Anthology Volume B, 1820-1865)</i></p>	Wed	<ul style="list-style-type: none"> ▪ Biographical note (Norton B, 25-27) ▪ “The Author’s Account of Himself,” from <i>The Sketchbook of Geoffrey Crayon, Gent.</i>, 1819 (Norton B, 27-29) ▪ “The Legend of Sleepy Hollow,” 1819 (Norton B, 41-62)
	10/3 Fri	<ul style="list-style-type: none"> ▪ Read Nathaniel Hawthorne: ▪ Biographical note (Norton B, 369-373) ▪ Preface to <i>The House of the Seven Gables</i>, 1851 (Norton B, 594-595) ▪ “Young Goodman Brown,” 1836 (Norton B, 386-395) ▪ Nathaniel Hawthorne, “The May-pole of Merry Mount,” 1836 (Norton B, 401-409)
	Week 7: The Gothic and the Romance	
	10/6 Mon	<ul style="list-style-type: none"> ▪ Read Edgar Allan Poe: ▪ Biographical note (Norton B, 629-633) ▪ “The Tell-Tale Heart,” 1843 (Norton B, 691-695) ▪ “The Mask of the Red Death,” 1842 (Norton B, 687-691) ▪ “The Black Cat,” 1843 (Norton B, 695-701)
	10/8 Wed	<ul style="list-style-type: none"> ▪ Read Edgar Allan Poe: ▪ “The Bells,” 1850 (read online at http://www.poets.org/viewmedia.php/prmMID/16056, or copy in eCollege Doc Sharing) ▪ “The Raven,” 1845 (Norton B, 637-640) ▪ “The Philosophy of Composition,” 1846 (Norton B, 719-727) ▪ “The Fall of the House of Usher,” 1839 (Norton B, 654-667)
	10/10 Fri	<ul style="list-style-type: none"> ▪ Exam 1
	Week 8: The Art of Persuasion: Native American Agency, and the “Peculiar Institution”	
	10/13 Mon	<ul style="list-style-type: none"> ▪ Read William Apess: ▪ Biographical note (Norton B, 129-131) ▪ “An Indian’s Looking-Glass for the White Man,” 1833 (Norton B, 154-159) ▪ From eCollege Doc Sharing, read Elias Boudinot, “An Address to the Whites,” 1826 ▪ Writing Assignment 2 due by 11:59 on TUESDAY in eCollege, Week 8 Dropbox (details provided in class)
	10/15 Wed	<ul style="list-style-type: none"> ▪ Read Harriet Beecher Stowe, <i>Uncle Tom’s Cabin</i>, 1851, 1852 (Chapters 1-8; Norton Critical Edition pages 1-67)
	10/17 Fri	<ul style="list-style-type: none"> ▪ Read Stowe, <i>Uncle Tom’s Cabin</i> (Chapters 9-14; pages 67-131)
	Week 9: The “Peculiar Institution”: Imagining Slavery	
	10/20 Mon	<ul style="list-style-type: none"> ▪ Read Stowe, <i>Uncle Tom’s Cabin</i> (Chapters 15-19; pages 132-206)
	10/22 Wed	<ul style="list-style-type: none"> ▪ Read Stowe, <i>Uncle Tom’s Cabin</i> (Chapters 20-28; pages 206-276)
	10/24 Fri	<ul style="list-style-type: none"> ▪ Read Stowe, <i>Uncle Tom’s Cabin</i> (Chapters 29-37; pages 276-336)
	Week 10: The “Peculiar Institution”: Imagining Slavery	

10/27 Mon	▪ Read Stowe, <i>Uncle Tom's Cabin</i> (Chapters 38-45; pages 336-388)
10/29 Wed	▪ Complete discussion of <i>Uncle Tom's Cabin</i>
10/31 Fri	▪ TBA
Week 11: The "Peculiar Institution": Imagining Slavery	
11/3 Mon	▪ Film: <i>Uncle Tom's Cabin</i> , 1927 MEET IN HL 203
11/5 Wed	▪ Film: <i>Uncle Tom's Cabin</i> , 1927 MEET IN HL 203
11/7 Fri	▪ Film: <i>Uncle Tom's Cabin</i> , 1927 MEET IN HL 203 ▪ Writing Assignment 3 due by 11:59 p.m., Sunday, in eCollege Week 11 Dropbox
Week 12: The "Peculiar Institution": Living Slavery	
11/10 Mon	▪ Read Frederick Douglass: ▪ Biographical note (Norton B, 1170-1174) ▪ <i>Narrative of the Life of Frederick Douglass</i> , 1845 (Norton B, 1174-1196)
11/12 Wed	▪ Read Douglass, <i>Narrative of the Life of Frederick Douglass</i> (Norton B, 1196-1208)
11/14 Fri	▪ Read Douglass, <i>Narrative of the Life of Frederick Douglass</i> (Norton B, 1208-1239)
Week 13: American Transcendentalism and the American Self	
11/17 Mon	▪ From eCollege Doc Sharing , read Charles Chesnutt, "The Passing of Grandison," 1899
11/19 Wed	▪ In class: lecture on American Transcendentalism ▪ Read Ralph Waldo Emerson: ▪ Biographical note (Norton B, 211-214) ▪ from <i>Nature</i> , 1836 (Norton B, 214-217) ▪ "Each and All," 1839 (Norton B, 341-342)
11/21 Fri	▪ Read Henry David Thoreau: ▪ Biographical note (Norton B, 961-964) ▪ from <i>Walden</i> , 1854 (Norton B, 981-988 and 1023-1033)
Week 14:	
11/24 Mon	▪ Read Thoreau, from <i>Walden</i> (Norton B, 1136-1155)
11/26 Wed	▪ TBA
11/28 Fri	▪ THANKSGIVING—NO CLASS
Week 15: American Transcendentalism and the American Self	
12/1 Mon	▪ Read Walt Whitman: ▪ Biographical note (Norton B, 1310-1314) ▪ "Song of Myself," 1855 (Norton B, 1330-1374)

	12/3 Wed	▪ Continue discussing Whitman, "Song of Myself"
	12/5 Fri	▪ Read Whitman: <ul style="list-style-type: none">▪ "Facing West from California's Shores," 1860 (Norton B, 1379)▪ "Beat! Beat! Drums!" 1861 (Norton B, 1395-1396)▪ "Cavalry Crossing a Ford," 1865 (Norton B, 1396)▪ "Vigil Strange I Kept on the Field One Night," 1865 (Norton B, 1396-1397)▪ "A Sight in Camp in the Daybreak Gray and Dim," 1865 (Norton B, 1398)▪ "The Wound-Dresser," 1865 (Norton B, 1399-1401)
	FINAL EXAM Wed, December 10 10:30-12:30	
