ENGLISH 2570: SURVEY OF AMERICAN LITERATURE
Fall 2004

Instructor: Dr. Anne Little
Office: Liberal Arts 358
Telephone: 244-3220 (LA)
Classroom: 310 Technology Wing

Credits: 3 Hours
Prerequisites: C in EH 1010 and 1020
E-Mail: alittle@mail.aum.edu

Hours: 3:45-5:45 Wednesday, 1:30-3 Tuesday and Thursday and by appointment

TEXT


COURSE DESCRIPTION

A study of the works of major and minor American writers from the Colonial period to around 1865.

COURSE OBJECTIVES

We will examine the origins of American literary thought and the emergence of a distinctly American literature. Students will better understand their literary heritage as they develop their skills in reading, thinking, and writing analytically and critically.

POLICIES

1. Class attendance is vital to the learning process. Therefore,
   (a) three tardies of ten minutes or more beyond the established class starting time will constitute one absence;
   (b) two absences will result in a letter from the Dean's office and can result in a grade of “FA” (failure because of absences);
   (c) more than three absences will result in automatic failure.

2. Students will write a response to the readings before 10 of the 13 class meetings that have assigned readings. Each response should be at least one typed page or two handwritten pages. Each response will receive up to 10 points (4 points for content—accuracy, etc., 2 points for organization, 2 points for editing, and 2 points for meeting the minimum page length. Responses of unusually high quality will receive up to 2 bonus points. Except for some required responses, students may choose which responses to omit but are urged not to skip any until late in the semester, perhaps when essays are due.

3. In the response sheets, students may answer one or more of the study questions; analyze a particular aspect of the reading that interests or puzzles them; discuss what about a particular work seems typically American or not typically American; analyze a particular theme, character, or technique; compare one or more of the readings with other works read during the semester; compare the readings for that day; or evaluate the work(s). The topic of the response may be assigned for some readings.
4. Students will write one short analytic essay of 3-4 typed pages on one of the topics from the list of choices. Drafts must be submitted for review at least by the draft due date listed in the syllabus. Each draft will count 25 points of the class participation grade. No essay will be accepted unless the student has previously submitted a draft. NO OUTSIDE SOURCES SHOULD BE CONSULTED FOR EITHER ESSAY UNLESS PROVIDED BY THE INSTRUCTOR. ALL THE IDEAS SHOULD COME FROM THE STUDENT’S OWN ANALYSIS AND IDEAS DISCUSSED IN CLASS.

5. The course will include class discussions, and participation is essential. Thinking about how to answer the study questions and writing the responses will be excellent preparation for class discussion, which in turn will provide excellent preparation for the examinations.

6. Students will receive an “F” for all forms of academic dishonesty including submitting someone else’s work as their own, not putting quotation marks around wording taken from outside sources, copying the structure of someone else’s sentences, and not documenting all ideas and words taken from someone else. These requirements for careful documentation and paraphrasing apply to print sources as well as any material taken from the Internet. A student may not use phrases, sentences, or paragraphs taken from someone else—either from a printed source or the Internet—unless quotation marks around the material show clearly that the words are not the student’s, EVEN IF THE MATERIAL IS DOCUMENTED! PRESENTING SOMEONE ELSE’S WORDS AS ONE’S OWN—EVEN WHEN THE SOURCE IS CITED—IS A FORM OF STEALING AND WILL NOT BE TOLERATED!

7. Please make sure that cell phones and beepers are turned off before class begins.

8. Faculty in the School of Liberal Arts make every effort to accommodate unique and special needs of students with respect to speech, hearing, vision, seating, or other possibly disabling conditions. Please notify the instructor as soon as possible of requested accommodations or ways to help.

ASSIGNMENTS

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Midterm Exam</td>
<td>200</td>
</tr>
<tr>
<td>Final Exam</td>
<td>200</td>
</tr>
<tr>
<td>Essay 1</td>
<td>200</td>
</tr>
<tr>
<td>Essay 2</td>
<td>200</td>
</tr>
<tr>
<td>Response Sheets</td>
<td>100</td>
</tr>
<tr>
<td>Class Participation</td>
<td>100</td>
</tr>
</tbody>
</table>

SYLLABUS

From Exploration to New Nation

August 25
Introduction and Writing Sample

September 1
“Letter to the Reader: Contexts for Early American Literature,” pp. 3-33
Christopher Columbus, biographical introduction and excerpts from Letter to Luis de Santangel Regarding the First Voyage, pp. 36-37 and Letter to Ferdinand and Isabella Regarding the Fourth Bartolomé de las Casas, biographical introduction and excerpt from The Devastation of the Indies: Hispaniola, pp. 41-43
John Smith, biographical introduction and excerpt from A Description of New England, by Captaine John Smith, pp. 49-53
William Bradford, biographical introduction and excerpt from Of Plymouth Plantation, pp. 53-66

September 8  Required response on Bradstreet
Edward Taylor, biographical introduction and “Prologue” from Preparatory Meditations (First Series) (handout), “Meditation 22 (First Series),” “Meditation 38 (First Series),” “Huswifery,” “Meditation 26 (Second Series)” (handout)

September 15  Required response on Rowlandson
Mary Rowlandson, biographical introduction and A True History of the Captivity and Restoration of Mrs. Mary Rowlandson, pp. 92-137
Roger Williams, poem from A Key into the Language of America (handout)

September 22  DRAFT OF FIRST ESSAY DUE (worth 25 points of class participation grade)
Cotton Mather, biographical introduction and excerpts from The Wonders of the Invisible World, pp. 144-150
John Woolman, biographical introduction and excerpt Some Considerations on the Keeping of Negroes, pp. 295-303

September 29  Jonathan Edwards, biographical introduction and Personal Narrative, pp.162-175
Benjamin Franklin, biographical introduction, “Remarks Concerning the Savages of North America,” pp. 201-205, and excerpt from The Autobiography, pp. 266-284

October 6  FIRST ESSAY DUE
John Adams, biographical introduction and letter to his wife, pp. 312-315. Letter from Abigail Adams (handout)

**October 13**  MIDTERM

**The Making of American Literature**

**October 20**  
Ralph Waldo Emerson, biographical introduction and *The American Scholar*, pp. 515-532  
Henry David Thoreau, biographical introduction and “Resistance to Civil Government,” pp. 957-977

**October 27**  
Nathaniel Hawthorne, biographical introduction and “Young Goodman Brown,” pp. 559-570  

**October 29**  Last day to drop/resign (by 5 p.m.)

**American Literature in a Divided Nation**

**November 3**  
“Letter to the Reader: Slavery in America,” pp. 845-857  
Abraham Lincoln, biographical introduction and *Address Delivered at the Dedication of the Cemetery at Gettysburg* and *Second Inaugural Address*, pp. 858-862  
Margaret Fuller, biographical introduction and excerpt from “The Great Lawsuit,” pp. 865-869  
Harriet Beecher Stowe, biographical introduction and excerpt from *Uncle Tom’s Cabin*, pp. 872-884

**November 10**  DRAFT OF ESSAY 2 DUE (worth 25 points of class participation grade)  
Harriet Jacobs, biographical introduction and excerpt from *Incidents in the Life of a Slave Girl: Written by Herself*, pp. 885-952

**November 17**  
Frederick Douglass, biographical introduction and *Narrative of the Life of Frederick Douglass, an American Slave*, pp. 1012-1095

**December 1**  ESSAY 2 DUE  
Herman Melville, biographical introduction and “The Paradise of Bachelors and the Tartarus of Maids” (handout)  
December 8  Walt Whitman, biographical introduction and “Song of Myself”
Emily Dickinson biographical introduction and poems #214, 216, 280, 341, 465, 712

FINAL EXAMINATION: We have the option of taking the final exam on Monday, December 13, from 5-7:30 or Wednesday, December 15, from 7:45-10:15. We will make that decision as a class.