**ENGL 2312:** **AMERICAN LITERATURE I, Colonial Period to 1865**

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| Dr. Lori Leavell Spring 2019  Office: Irby Hall 401  TR 9:25-10:40  Contact: [lleavell@uca.edu](mailto:lleavell@uca.edu) CRN#: 27466  Office Hours: MW 11-1:00, Irby 303  TR 10:45-11:30, 1:30-2:00, and by appointment |

“In the four quarters of the globe, who reads an American book?” (Sydney Smith, 1820)

“The inhabitants of the United States have, then, at present, properly speaking, no literature.” (Alexis De Tocqueville, 1840)

**COURSE OVERVIEW**

Observers of American culture during the eighteenth century wondered what literary production would look like in a democracy, and they continued to do so throughout the nineteenth century: Who would produce literature? What forms would it take? Who would read it? Who would evaluate it? While books and printed material imported from Europe constituted a large portion of what Americans read (thanks, in part, to a lack of international copyright law until 1891), by the 1840s a number of literary writers in the US were seeking to earn a living by the pen even as many continued to worry about American readers’ failure to support American literature. With these sorts of circumstances and conflicts in view, our approach to literary history will take into account the experiences of the period’s readers as well as writers.

Students sometimes are surprised by the range of texts filling the pages of the anthology and this syllabus with sermons, appeals, and letters alongside more readily recognizable literary texts (poems and fiction). You can bring the same analytical skills to bear on this material. Along these lines, this literature will require us to take into account historical context in a way that might be new to some of you. Good readers are able to zoom in to the level of sentence, phrase, and word, but they also can zoom out to take into account cultural and historical contexts. This class will help you develop both skills. Because it is a survey course, you should gain a thorough grounding in literature of the period. But it is also my hope that you come away from the course with the sense that engaging this particular body of texts can help us think about the role of literature in contemplating the past, illuminating the present, and imagining the future.

**AIMS AND OBJECTIVES**

Along with examining a body of literature that developed during this period, this course will provide instruction in the techniques and methods of literary analysis as well as focus on the variety of purposes that literary writing has served in the United States. Four broad goals will guide our study:

**•** To trace a history of writing in the United States from the colonial period to 1865.

**•** To recognize some of the historical, political, and cultural forces relevant to literary production in the United States from the colonial period through the Civil War.

**•** To become familiar with and adept at implementing the principles of literary analysis.

**•** To hone reading, writing, analytical, and research skills.

**REQUIRED TEXTS**

* *Norton Anthology of American Literature,* ninth edition, volumes A and B.
* Rowson, Susanna. *Charlotte Temple.* 1794. Rowson, Susanna. *Charlotte Temple.* 1794. Ed. Cathy N. Davidson. New York: Oxford UP, 1986.
* Electronic texts available on Blackboard—to be printed and brought to class.

**ATTENDANCE, PARTICIPATION, CIVILITY**

*Attendance*: To be counted as present, students must arrive on time, bring the readings, participate in discussion, and stay for the duration of class. More than two absences (including instances of arriving late or leaving early) is considered excessive. Two absences (for whatever reason) will not alter one’s grade; however, each subsequent absence, late arrival, or early departure will result in the deduction of five points from the final point total. Please be aware that six absences, regardless of the reasons, will result in a grade of W or F. The final date to withdraw from the course is March 29.

*Preparation*: To prepare for class, read the assigned material, take notes, post to Blackboard, and come ready to contribute thoughtful ideas.

*Participation*: This course is discussion-based, its success depending on the contributions of the participants. If a full schedule or personal matters will prevent full participation, please take the course another time. Bring to class the readings to be discussed. A few texts have been placed on Blackboard, indicated with “BB” on the day-by-day schedule; they must be printed and brought to class. (Reading from a phone or laptop during class is not permitted.) It is expected that every student will voice at least one comment or question every class.

*Civility*: Extend courtesy and respect to one another and to the literature. In this spirit, take care to power down and put away all electronic devices before class begins. While participating in class discussions, be considerate of others so that no one person dominates the discussion.

**ASSIGNMENTS**

*Two papers*:An assignment sheet will provide topics and specific requirements for each paper.

*Two Exams:* Exams will include some combination of key terms and essays. Final will be taken during the scheduled 2-hour exam period.

*Blackboard Questions*: On **Tuesdays and Thursdays by 8:30 am**, submit to Blackboard one discussion question provoked by the readings assigned for the day’s class, and take some initial steps to answer it. Strong literary analysis begins with asking the right questions; this assignment is designed not only to encourage students to remain engaged with the readings but also to help them hone the art of asking good questions. These postings will inform the lecture and discussion. Posting on Blackboard constitutes the minimal form of participation. Throughout the semester students should take an active role in sharing with the class their insights and concerns about the readings. Late postings will not be accepted.

*Article Summary*:Students will work with a research partner to find a peer-reviewed, scholarly article from an academic journal about a primary text read in class. Research partners will work together to understand the article. Each student will work individually to compose a summary.

*Two Writing Workshops*: Workshops allow students to receive feedback on their writing from a classmate and to hone the skills of close reading and analysis by reviewing a peer’s paper. To participate, students must arrive on time with a complete, typewritten draft of the paper. (The draft must meet the minimum page- length requirement.) Missed workshops cannot be made up.

*Symposium Report*: Summary of a panel of student papers presented at the CLA Student Research Symposium (April 22 and 23). Attend a panel of student presentations on either day of the symposium, and submit a one-page summary.

**POINT DISTRIBUTION**

Papers: Two @ 60 points each = 120

Exams: Two @ 60 points each = 120

Blackboard Questions: Twenty postings @ 2 points each = 40

Article Summary: 40 points = 40

Workshops: Two @ 5 points each = 10

Symposium Report: 10 points = 10

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Total Points = 340

Points will be converted to percentages to yield final grades according to the following scale:

90% - 100% = A

80% - 89% = B

70% - 79% = C

60% - 69% = D

Below 60% = F

**ACADEMIC INTEGRITY**

The University of Central Arkansas affirms its commitment to academic integrity and expects all members of the university community to accept shared responsibility for maintaining academic integrity. Students in this course are subject to the provisions of the university’s Academic Integrity Policy, approved by the Board of Trustees as Board Policy No. 709 on February 10, 2010, and published in the Student Handbook. Academic misconduct in this course will result in a failing grade for the assignment and possibly for the course. Continued enrollment in this course affirms a student’s acceptance of this university policy.

**EVALUATIONS**

Student evaluations of a course and its professor are a crucial element in helping faculty achieve excellence in the classroom and the institution in demonstrating that students are gaining knowledge. Students may evaluate courses they are taking starting on the Monday of the twelfth week of instruction through the end of finals week by logging in to myUCA and clicking on the Evals button on the top right.

**EMERGENCY PROCEDURES SUMMARY**

An Emergency Procedures Summary (EPS) for the building in which this class is held will be discussed during the first week of this course. EPS documents for most buildings on campus are available at <http://uca.edu/mysafety/bep/>. Every student should be familiar with emergency procedures for any campus building in which he/she spends time for classes or other purposes.

**TITLE IX DISCLOSURE**

If a student discloses an act of sexual harassment, discrimination, assault, or other sexual misconduct to a faculty member (as it relates to “student-on-student” or “employee-on-student”), the faculty member cannot maintain complete confidentiality and is required to report the act and may be required to reveal the names of the parties involved.  Any allegations made by a student may or may not trigger an investigation. Each situation differs and the obligation to conduct an investigation will depend on the specific set of circumstances. The determination to conduct an investigation will be made by the Title IX Coordinator. For further information, please visit:  <https://uca.edu/titleix>. *\*Disclosure of sexual misconduct by a third party who is not a student and/or employee is also required if the misconduct occurs when the third party is a participant in a university-sponsored program, event, or activity.*

**UNIVERSITY POLICIES**

If you have questions about the university’s academic policies, please consult the relevant sections of the UCA Student Handbook. UCA adheres to the requirements of the Americans with Disabilities Act. If you need an accommodation under this Act due to a disability, contact the UCA Office of Disability Services at 450-3135.

**Day-by-Day Syllabus**

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| **Tuesday** | **Thursday** |
|  | January 10  Introductions + in-class writing |
| January 15  John Winthrop, “A Model of Christian Charity” (176-88) | January 17  Anne Bradstreet, “The Prologue,” “The Author to Her Book,” “Before the Birth of One of Her Children,” “To My Dear and Loving Husband,” “In Memory of My Dear Grandchild Elizabeth Bradstreet” (217-) |
| January 22  Benjamin Franklin, *Autobiography,* (439-42, 466-490) | January 24  Franklin (490-513) |
| January 29  Franklin, (513-30) | January 31  Phillis Wheatley, “On Being Brought from Africa to America,” “To the Right Honorouble William, Earl of Dartmouth,” “To the University of Cambridge,” “To Rev. Samson Occom” (787-) |
| February 5  Catch up | February 7  **Draft Paper #1 Due: Workshop #1**;  “Novel Reading: A Cause of Female Depravity” (**BB)** |
| February 12  **Paper #1 Due**  Susanna Rowson, *Charlotte Temple* (1-26) | February 14  Susanna Rowson, *Charlotte Temple* (26-75) |
| February 19  Rowson, continued (76-120) | February 21  David Walker, from *Appeal* (773-77); William Apess, “An Indian’s Looking-Glass for the White Man” (124-25, 135-40) |
| February 26  Catch up and review | February 28  **Midterm Exam** |
| March 5  Nathaniel Hawthorne, “My Kinsman, Major Molineux” (328-45) | March 7  Ralph Waldo Emerson, “The American Scholar” (210-23) |
| March 12  Alexis De Tocqueville, from *Democracy in America* (**BB**) | March 14  Edgar Allan Poe, “William Wilson. A Tale” (642-55) |
| March 19  Spring Break | March 21  Spring Break |
| March 26  Frederick Douglass (1159-90) | March 28  Douglass (1190-1216) |
| April 2  Douglass (1216-28) | April 4  Emily Dickinson, “Some keep the Sabbath going to Church” (1662), “I like a look of Agony” (1667), “I felt a Funeral, in my Brain” (1667), “After great pain, a formal feeling comes” (1671), “I heard a Fly buzz—when I died—” (1679), “Tell all the truth but tell it slant” (1689), “I’m ‘wife’—I’ve finished that—“ (1662), “I’m Nobody! Who are you?” (1664), “I dwell in Possibility” (1675) |
| April 9  **Draft of Paper #2: Workshop**  Dickinson, continued | April 11  **Paper #2 Due: Meet in Torreyson** |
| April 16  Whitman, selections from “Song of Myself”(1294-97, 1312-56) | April 18  Fanny Fern, “Aunt Hetty on Matrimony,” “Hungry Husbands,” “Male Criticism on Ladies’ Books” (892- )  + Bring article for partner work |
| April 23  **In lieu of class, attend Student Research Symposium on Monday or Tuesday** | April 25  **\*Article Summary Due**  **\*Symposium Report Due**  **\*Review for Final Exam** |
| April 30  **Final Exam: 8:00 -10:00 a.m.** | May 2 |