English 3331
American Literature to 1870

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Office Phone: 486-6155
Skype Profile: dr.gabrielaserrano
Office Hours: Monday/Wednesday: 11:00 a.m. – 1:00 p.m., 2:00 p.m.-3:00 p.m.
Tuesdays & Thursdays: 11:00 a.m. - 12:00 p.m.

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Course Description
This survey of American literature will focus on major literary movements from the seventeenth century to the late nineteenth century, and we will also examine the social and political contexts that shaped the texts we will study for this course. We will focus on major authors of the period (for example Anne Bradstreet, Benjamin Franklin, Ralph Waldo Emerson, Walt Whitman, etc.). In addition, students will refine their research skills and gain greater insight into the historical context for early American texts. Moreover, we will come to an understanding of early American culture by closely examining important issues of the time such as theology, social reform, and literature as art.

Course Objectives
Students will evaluate the course at the end of the semester. The major objectives I emphasize from the course evaluations are:

1. “Gaining a broader understanding and appreciation for literature”
2. “Developing skill in expressing oneself orally and in writing”
3. “Learning to analyze and critically evaluate ideas, arguments, and points of view”

Text
The Norton Anthology of American Literature (Ninth edition, Volumes A & B)

Semester Grade
Blackboard
Research Assignments 10%
Reading Quizzes 10%
Midterm Exam 20%
Seminar Paper 30%
Final Exam 20%
Class Participation/Attendance 10%

Research Assignments
A seminar paper takes an entire semester to work on, so students need to begin work on the paper as soon as the class begins. Every-other week, students will complete work that will aid them in the research and writing of the paper.
- Review of Scholarly Articles – Students will complete a Review of a Scholarly Article (2 pp. in length, MLA formatting, Works Cited) to help them begin their general research of American literature. This assignment will familiarize students with using databases, learn to cross-reference research, and understand critics’ arguments. Students will sign up to present their findings throughout the semester, depending on when we cover the topic students choose.
- Annotated Bibliography – A list of ten sources with a complete bibliographical citation for a critical work followed by two sentences explaining the overall argument of the critical work.
- Outline and Thesis statement – a two page outline that clearly describes the major topics and subtopics that will be discussed in the paper. The outline must be organized and well-developed. At the top of the outline, students must include a thesis statement, which will be one sentence in length and convey the overall argument for the seminar paper.

Exams
There are two required exams over the course of the semester.
- The Midterm Exam will cover material we cover in class until the middle of the semester. It consists of a choice of 2 of 3 essay questions.
- The Final Exam will cover material we cover after the midterm. It consists of a choice of 2 of 3 essay questions.

Seminar Paper
This paper is a longer, individual paper (5-7 pages) over one or more major texts we will be evaluating over the semester. Students will use the Blackboard Research Assignments they work on over the course of the summer session and apply their research to this paper. Students are expected to read, evaluate, and respond to the text(s) critically and deepen their understanding of the text(s). Students must include at least five citations in their paper. (see MLA Handbook for guidelines or the OWL at Purdue: http://owl.english.purdue.edu/owl/resource/747/01/)

Quizzes
Quizzes will cover the assigned readings due for that day. Quizzes are unannounced and must be completed within the first five minutes of class. If students are more than five minutes late, they may not take the quiz for that day. Students may not make up any quizzes, but I will drop the lowest quiz grade at the end of the semester in case of illness, a family emergency, car trouble, etc.

Classroom Civility
Extend to one another professional courtesies such as:
- Attending all class meetings and arriving on time
- Switching off cell phones and other electronic devices
- Respecting and learning from differences of opinion

Participation and Attendance
Since survey courses thrive on class discussion, regular attendance is mandatory. Participation is crucial to what students and their peers learn throughout the semester. Excessive absences (more than five) will affect a student’s grade, and I will drop a student’s grade by one letter grade after five absences. Also, keep in mind that exams are based on both materials from the texts we cover and from material we cover in class that students will not find in their texts.
Open Door Policy
Students are welcomed and encouraged to visit me whenever you wish to discuss an exam, paper, or any other problem as it relates to this class. If students cannot come during my office hours, they may schedule an appointment with me. The easiest and best way to contact me outside of my office hours is to e-mail me (gserrano@angelo.edu). I read my e-mail on a daily basis during weekdays and will send a prompt reply. Also, feel free to contact me via Skype during my office hours.

Departmental Policy on Academic Honesty
Angelo State University expects its students to maintain complete honesty and integrity in their academic pursuits. Students are responsible for understanding the Academic Honor Code, which is contained in both print and web versions of the Student Handbook:

http://www.angelo.edu/cstudent/documents/pdf/Student_Handbook.pdf Failure to comply with the honor code will result in disciplinary action and a failing grade in this course.

I will assign a grade of “F” for the following violations:

I. Plagiarism “the appropriation and the unacknowledged incorporation of another’s work or idea into one’s own work offered for credit” (Regents’ Rules and Regulations, Chapter VI, Section 5.32)
II. Cheating - this includes copying material from another member of the class, having someone in or outside of class complete an assignment or exam for you.

*Because Campus Carry will create dangerous situations on our campus, specifically when discussing honor code violations with students, I will schedule a meeting with any students violating the university honor code at a time when a law enforcement officer may be present at the meeting.

Inclusion Statement
We will be addressing controversial topics related to underprivileged groups throughout the semester. I support a diversity of thoughts, perspectives and experiences, and honor all identities (including race, gender, class, sexuality, religion, ability, etc.). Please let me if there is a particular name or pronouns by which you identify. Also, please let me know if anything I or your peers may say in class makes you feel excluded or marginalized. You may come see me in my office, leave me a note, and your concerns will remain anonymous.

Students with Special Needs
Persons with disabilities which may warrant academic accommodations must contact ASU’s Disability Services: http://www.angelo.edu/services/disability-services/
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<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Reading/author/Title</th>
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<tbody>
<tr>
<td><strong>Week 1</strong></td>
<td>Aug. 27</td>
<td>Course Introduction and Lecture on the Seventeenth Century</td>
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<td>Aug. 29</td>
<td>William Bradford: <em>Of Plymouth Plantation</em> (Book I, Ch. IX, selections from Book II) (132)</td>
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<td>Aug. 31</td>
<td>“The Iroquois Creation Story” (31)</td>
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<td>“The Navajo Creation Story” (35)</td>
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<td><strong>Week 2</strong></td>
<td>Sept. 5</td>
<td>Anne Bradstreet: “The Author to Her Book. . .” (236)</td>
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<td>“Here Follows Some Verses upon the Burning. . .” (243)</td>
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<td>Sept. 7</td>
<td>Mary Rowlandson: “A Narrative of the Captivity and Restoration . . .” (269)</td>
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<td><strong>Week 3</strong></td>
<td>Sept. 10</td>
<td>From The Winnebago Trickster Cycle (43)</td>
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<td>Sept. 14</td>
<td>Lecture on Antinomian Crisis and the Salem Witch Trials</td>
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<td>Cotton Mather: “Wonders of the Invisible World” (322)</td>
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<td>“The Trial of Martha Carrier” (325)</td>
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<td><strong>Week 4</strong></td>
<td>Sept. 17</td>
<td>Edward Taylor: “Huswifery” (308)</td>
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<td>“Meditation 26” (Blackboard)</td>
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<td>Sept. 19</td>
<td>Jonathan Edwards: <em>Sinners in the Hands of an Angry God</em> (390)</td>
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<td>Sept. 21</td>
<td>Sor Juana Ines de la Cruz: “Love Opened a Mortal Wound” (415)</td>
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<td>“Suspend, Singer Swan” (416)</td>
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<td><strong>Week 5</strong></td>
<td>Sept. 24</td>
<td>Lecture on the Age of Reason and the American Revolution</td>
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<td>Thomas Paine: <em>The Age of Reason</em> (695)</td>
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<td>Sept. 26</td>
<td>Benjamin Franklin: <em>The Autobiography</em> (467)</td>
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<td>Sept. 28</td>
<td>St. Jean De Crevecoeur: <em>Letters from an American Farmer III and IX</em> (636)</td>
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<td><strong>Week 6</strong></td>
<td>Oct. 1</td>
<td>John and Abigail Adams: The Letters of John and Abigail Adams (666)</td>
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Oct. 3  Thomas Jefferson:  All Selections (702-720)

Oct. 5  Thomas Jefferson:  All Selections (702-720)

**Week 7**

Oct. 8  Phillis Wheatley:  “On Being Brought from Africa to America” (789)
   “To the University of Cambridge, in New England” (790)

Oct. 10  *Review for Midterm Exam*

Oct. 12  **Midterm Exam, Complete on Blackboard by 1:50 p.m.**

**Week 8**

Oct. 15  Washington Irving:  “The Legend of Sleepy Hollow” (41)

Oct. 17  Louisa May Alcott:  *Little Women*, Part II, Chapter IV (1742)


**Week 9**

Oct. 22  Ralph Waldo Emerson:  “Nature” (181)
   “Self-Reliance” (236)

Oct. 24  Henry David Thoreau:  *Walden*, Chapter 2 only (1012)
   “Resistance to Civil Government” (953)

Oct. 26  Herman Melville:  “Bartleby, the Scrivener” (1469)

**Week 10**

Oct. 29  Edgar Allan Poe:  “The Philosophy of Composition” (701)
   “The Raven” (612)

Oct. 31  Edgar Allan Poe:  Students’ Choice

Nov. 2  Edgar Allan Poe:  Students’ Choice
   **Annotated Bibliography due (Upload by Midnight 11/4, Blackboard)**

**Week 11**

Nov. 5  James Fennimore Cooper:  *The Last of the Mohicans*, Ch. III (80)
   William Apess:  “An Indian’s Looking-Glass for the White Man” (124)

Nov. 7  Petalesharo:  “Speech of the Pawnee Speech” (313)
   “Speech of the Pawnee Loup Chief” (315)

Nov. 9  Herman Melville:  “Benito Cereno” (1511)
   **Outline and Thesis Statement due (Upload by Midnight 11/11, Blackboard)**
| Week 12 | Nov. 12 | Frederick Douglas: *Narrative of the Life of Frederick Douglass*, Chapter 10(1197) |
| Nov. 14 | Henry David Thoreau: “A Plea for Captain John Brown” (1115) |
| Nov. 16 | Martin R. Delany: *Political Destiny of the Colored Race*. . . (789) |
|         | Discuss Expectations for Survey Paper |

| Week 13 | Nov. 19 | **Survey Paper Due** |
|         | Make sure to upload Survey Paper by 1:50 p.m. |
| Nov. 21-23 | **Thanksgiving Holiday** |

| Week 14 | Nov. 26 | Nathaniel Hawthorne <3: Preface to *The House of the Seven Gables* (425) |
|         |        | “The Minister’s Black Veil” |
| Nov. 28 | Nathaniel Hawthorne <3: “Wakefield” (355) |
|         |        | “Rappaccini’s Daughter” (405) |
| Nov. 30 | Nathaniel Hawthorne <3: *The Scarlet Letter*, Ch. 1 and 2 (451) |

| Week 15 | Dec. 3 | Walt Whitman: “Out of the Cradle Endlessly Rocking” (1368) |
|         |        | “When Lilacs in the Dooryard Bloom’d” (1382) |
| Dec. 5  | Emily Dickinson: Selections |
| Dec. 7  | **Review for Final Exam** |

| Week 16 | Dec. 13 | **Final Exam, Complete on Blackboard by 3:00 p.m.** |