Eng 226: American Literature Survey I

Fall 2013

Mondays and Wednesdays from 12:30-1:45 in Heide 214 (September 4 to December 23)

Dr. Josh Mabie

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Office: Laurentide 3210

Office Hours: MWF 8:15-9:30

**Course Description (from the UW-W course catalogue):**

“A survey of American literature from the seventeenth century through the Civil War to acquaint the student with the foremost writers of our literary culture.”

**Textbook**

*Norton Anthology of American Literature,* 7th Edition (Volumes A and B only*)*. Ed. Nina

Baym. New York: Norton, 2007.

\*This textbook is a rental and is available at the UWW Bookstore.

**Course Objectives**

After successfully completing this course, students should be able to:

1. Demonstrate knowledge by:

* Placing writers in a historical moment or within a literary movement
* Linking American writers and literary movements to contemporary British writers
* Distinguishing between literature, writing, rhetoric, and polemic
* Delineating features and aims of renaissance, neoclassical, sentimental, romantic, transcendental, and realist writing.
* Describing the opportunities and challenges that various literary forms presented to early American women writers, writers of color, and the poor.
* Describing the literary canon and its development over time

2. Demonstrate that they have acquired and refined reading and writing skills by:

* Reading closely
* Making critical use of the anthology’s editorial apparatus
* Formulating interesting and important questions and arguments
* Analyzing and describing literary style by with reference to diction, syntax, imagery, details, and figurative language.
* Completing a literary analysis paper.

3. Develop ideas about literature’s ability to exert pressure on social and political problems, both by enforcing the status quo and by stimulating change.

4. Consider the degree to which literature can or cannot communicate unfamiliar experiences to readers with enough force to move them.

**Course Outcomes**

English 226 contributes to the following LEAP Essential Learning Outcomes:

You will gain:

★*Knowledge of Human Cultures*

Engage with big questions, both contemporary and enduring

★*Intellectual and Practical Skills, including*

Inquiry and analysis

Critical and creative thinking

Written and oral communication

Teamwork and problem solving

★*Personal and Social Responsibility*

Civic Knowledge and engagement – local and global

Intercultural Knowledge and competence

Ethical reasoning and action

Foundations and skills for lifelong learning

★*Integrative and Applied Learning*

Across general and specialized studies

**Course Requirements**

1. Four one-page (double-spaced) observation, analysis and/or evaluation responses to the reading for a day. These responses should make a single argument (they should be thesis-driven) and they should support that argument with evidence that demonstrates close reading.
2. Mid-term exam–a two-part exam that will assess your knowledge of the most important themes and skills of the course. Part One will be quotation identification and analysis and Part Two will be essay.
3. Literary Analysis – a five-page (double spaced), thesis-driven analysis of one of the texts on the syllabus. You are not required to use any outside sources or secondary material. The paper should demonstrate skill at developing an important claim, organizing an argument, supporting claims with close reading of the text, and clear, efficient writing.
4. Final Exam – the final exam will be the same format as the mid-term
5. Quizzes

You will have opportunities to engage with the reading in short answer written form over the course of the semester. I give these quizzes to encourage you to keep up with the reading, to give you an opportunity to voice your responses to the course material, and to spur discussion. Given these objectives, I am not interested in quizzing you over the minutia of the reading or in tricking you. I am interested in giving you an opportunity to demonstrate your engagement with the major themes, questions, and concepts of the course and the texts. The quizzes are unscheduled and cannot be made up if they are missed.

7. Class Participation, Graded Discussions, and Attendance

This course cannot succeed without vigorous student participation. Please come to class having carefully read the assignment and be prepared to voice your thoughts. Please also come to class on time and stay the whole time

A few words on electronics. . .I have recently become a huge fan of reading books on my iPad, but I recognize that iBooks is not the only app that I can access on the device. You may read the course materials on a Kindle, your laptop, or an iPad, but please do not surf the internet, play games, text message, or chat during class. If I see you distracted by your electronic device, I may ask you to put it away, but I may just make a note of your disengagement from the class and reduce your participation grade. Please silence and stow your phone during class.

Grading

Your final grade will be figured according to the following percentages:

|  |  |
| --- | --- |
| **Assignment** | **Percentage of Grade** |
| Four one-page analysis and evaluation responses | 20 |
| Mid-term exam | 20 |
| Literary analysis (due 4 December) | 20 |
| Final Exam | 20 |
| Participation, Graded Discussions, Quizzes, and Attendance | 20 |
|  |  |

Grading Scale

94-100 A

90-93 A-

88-89 B+

84-87 B

80-83 B-

78+79 C+

74-77 C

70-73 C-

60-69 D

0-59 F

Plagiarism and Academic Integrity

It is your responsibility to accurately present work that you turn in and to properly cite sources that you use.

Chapter fourteen of the UW system student handbook describes academic misconduct and its consequences:

Academic misconduct in an act in which a student:

- Seeks to claim credit for the work or efforts of another without authorization or citation;

- Uses unauthorized materials or fabricated data in any academic exercise;

- Forges or falsifies academic documents or records;

- Intentionally impedes or damages the academic work of others;

- Engages in conduct aimed at making false representation of a student's academic performance;

- Assists other students in any of these acts.

Examples of academic misconduct include, but are not limited to: cheating on an examination; collaborating with others in work to be presented, contrary to the stated rules of the course; submitting a paper or assignment as one's own work when a part or all of the paper or assignment is the work of another; submitting a paper or assignment that contains ideas or research of others without appropriately identifying the sources of those ideas; stealing examinations or course materials; submitting, if contrary to the rules of a course, work previously presented in another course; tampering with the laboratory experiment or computer program of another student; knowingly and intentionally assisting another student in any of the above, including assistance in an arrangement whereby any work, classroom performance, examination or other activity is submitted or performed by a person other than the student under whose name the work is submitted or performed. (<http://www.uww.edu/handbook/student/system_1403.html>)

Please feel free to consult me with any questions you have about citing sources and feel free to make use of resources on campus to help you avoid plagiarism. The time to have this conversation is before you turn in your final draft for a grade. If you have significant concerns, you might also consider participating in one of the Academic Support Center's plagiarism workshops (see <http://www.uww.edu/acadsupport/tutorial/plagiarism_workshop_registration.html> for more information).

The best way to avoid getting caught up in a messy and unpleasant academic misconduct imbroglio is to do your own work and to save all of the notes and drafts that you used to create your paper. If you compose on a computer, it is always a good idea to save multiple versions of your paper when you make substantial revisions. You can also email drafts to yourself.

Deadlines

Unless you arrange for an extension in advance of the deadline, I will not accept late papers. Plan ahead and turn in your assignments on time. Pop quizzes cannot be made up. Papers must be turned in on paper; I will not accept emailed papers. You may print your papers double sided or you may print on the backs of previously printed pages if you would like to save paper.

Special Needs

The university in general and I in particular are committed to providing, on a flexible and individual basis, reasonable accommodation to students who have documented disability conditions (e.g. physical, learning, psychiatric, vision, hearing, or systemic) that may affect their ability to participate in course activities or to meet course requirements. If you have a disability that requires accommodation, please contact both the Center for Students with Disabilities and me to discuss your individual needs. The Center for Students with Disabilities is located on the first floor of Andersen Library in room 2002. You can also call them at 262-472-4711(Main Phone/Relay) or 262-472-1109 (TTY), and you can find the Center on the web at <http://www.uww.edu/csd/>

**Course Calendar**

Week 1

W 9/4 Welcome and Introductions

What is Literature? What is American Literature? Why American Literature “from the seventeenth century through the Civil War?”

Week 2

M 9/9 Native American Origin and Trickster Tales

Iroquois 17-21

Pima 21-31

Winnebago 74-82

Sioux 83-86

W 9/11 Anne Bradstreet

The Prologue 188

In Honor of . . . Queen Elizabeth . . . 189-93

The Flesh and the Spirit 202-204

The Author to Her Book 204-205

Before the Birth of One of Her Children 205-206

To My Dear and Loving Husband 206

A Letter to Her Husband, Absent upon Public Employment 206-7

Here Follows Some Verses upon the Burning of Our House 212-13

As Weary Pilgrim 213-14

Week 3

M 9/16 Mary Rowlandson, *Narrative of the Captivity and Restoration of Mary Rowlandson* 236-53

W 9/18 Mary Rowlandson, *Narrative of the Captivity and Restoration of Mary Rowlandson* 253-67

Week 4

M 9/23 Jonathan Edwards

“Personal Narrative” 386-396

“On Sarah Pierpont” 396

“Sinners in the Hands of an Angry God” 425-36

W 9/25 Benjamin Franklin, *The Autobiography* 473-494 and 524-534

Week 5

M 9/30 Olaudah Equiano, *The Interesting Narrative of the Life of Olaudah Equiano,*

*or Gustavas Vassa, the African, Written by Himself 675-710*

W 10/2 Phyllis Wheatley, All poems in *Norton* 751-764

Week 6

M10/7 Edgar Allan Poe, “The Fall of the House of Usher” 1553-1566

“The Man of the Crowd” 1579-1585

W 10/9 William Cullen Bryant, “Thanatopsis,” “The Prairies” 1045, 1048

Emerson, “The American Scholar” 1138-1151

Week 7

M 10/14 Ralph Waldo Emerson, “Nature” 1110-1138

W 10/16 Nathaniel Hawthorne, “Young Goodman Brown” 1289-1297

Graded Discussion I (Group A will meet 12:30 to 1:05; Group B will meet 1:10 to 1:45)

Week 8

M 10/21 Nathaniel Hawthorne, “The Birth Mark” 1320-1332

Preface to *The House of the Seven Gables* 1493-1494

W 10/23 Campus Sustainability Day

Margaret Fuller, from *Summer on the Lakes in 1843* 1659-1673

Week 9

M 10/28 Mid-Term Exam

W 10/30 Herman Melville, *Moby Dick*, chapter 1 “Loomings” 2321-2325

“Bartleby the Scrivener” 2363-2388

Week 10

M 11/4 Henry David Thoreau*, Walden,* “Economy”1872-1914

W 11/6 Henry David Thoreau, *Walden* “Reading,” “Sounds,” and “The Ponds”1914-1940; 1963-1977

Week 11

M 11/11 Henry David Thoreau, *Walden “*House-Warming,” “Former Inhabitants,” “The Pond in Winter,” “Spring,” “Conclusion” 1995-2012; 2018-2046

W 11/13 Frederick Douglass, *Narrative of the Life of Frederick Douglass, an American Slave, Written by Himself* 2060-2094

Week 12

M 11/18 Frederick Douglass, *Narrative of the Life of Frederick Douglass, an American Slave, Written by Himself* 2094 -2129

W 11/20 *Uncle Tom’s Cabin* (Film)

1701-1711

Week 13

M 11/25 *Uncle Tom’s Cabin* (Film)

1780-1792

W 11/ 27 Melville, *Battle Pieces* 2461-2466

Whitman, *Drum-Taps*, “Spirit Whose Work is Done”

Lincoln, Gettysburg Address

Week 14

M 12/2 Whitman, *Song of Myself* 2210-2254

W 12/4 Dickinson, Poems *#*236, 320, 340, 348, 448, 466, 479, 591, 764, 1263, 1715

Due Today: Literary Analysis Papers

Week 15

M 12/9 Graded Discussion II (Group A will meet 12:30 to 1:05; Group B will meet 1:10 to 1:45)

Whitman Poems To Be Decided by the Groups

W 12/11 Rebecca Harding Davis, “Life in the Iron Mills” 2599-2624

Final Exam