

English 241

Cari Carpenter, ENGL 241, Fall 2006

Dr. Cari M. Carpenter
Office: 428 Stansbury Hall
Office Hours: W 11:30-1:30 (and by appointment)
Mailbox: 231 Stansbury Hall
Phone: 293-3107 x33411
E-mail : ccarpen5@mix.wvu.edu

ENGL 241.002
Fall 2006
MWF 10:30-11:20
ARM 112-D

American Literature I (Beginnings to 1865)

“Perhaps American literature can best be described not as the literature that continually tested itself until it found a voice against the literature of England but as the literature that was multi-vocal from the start. And perhaps its key resides not in any particular interpretation of world events so much as in the necessity of the artist-creator to formulate and thus form experience amidst a multitude of possibilities.”

-Introduction to Heath Anthology of American Literature (Volume 1, 2nd edition)

This survey of early American literature considers the relationship between multi-vocal texts and the nation with which they are associated. We will approach this literature through a number of questions: who, for instance, has historically counted as “American”? How do these texts engage with enduring themes of wilderness and civilization, freedom and slavery? Why are certain texts designated as canonical American literature while others are overlooked? By pairing conventional texts with those that are lesser known, we will consider the “multitude of possibilities” that exist within American literature. Throughout the semester, we will engage in lively class discussions that challenge and broaden our perceptions of the early literature of what we now know as the United States.

COURSE GOALS

By the end of the quarter, I hope you will demonstrate:

- A heightened familiarity with the influential literature and history of this period;
- A sharpened ability to compare, contrast, and draw connections between literary texts;
- Enhanced close reading and writing skills.

COURSE TEXTS AND MATERIALS

The following texts are available at the WVU Bookstore:

- Heath Anthology of American Literature, 5th ed., Volumes A and B (required)
- A writing handbook such as the MLA Guide (highly recommended)

REQUIREMENTS

1. Attendance and Participation (20% of final grade)

In addition to prompt and regular attendance, this includes the following:

- Your participation grade will be based in part on the thoughtfulness of your responses and your overall engagement in our discussions and writing activities. We don't often think of listening as an element of participation, but a productive learning environment is characterized by participants who respect others' words even if they don't agree with them. I welcome debate that is balanced with mutual respect. Note that respectful, engaged participation in class discussion may boost your final grade, while a lack of positive participation may lower it.
- Daily Responses. At the beginning of each class, you will turn a one- page response to that day's readings. This can be informal and handwritten. The responses will be evaluated on their engagement with the assigned material and related issues. I will use these responses to direct class discussion.
 - **Evaluation of responses**
 - If you turn in all of the responses, you will earn an "A" for this portion of the course.
 - You must be in class when you turn in your response. You are allowed to miss only 3 responses over the course of the semester. For each missing response beyond those three, your grade for the responses will be lowered slightly (e.g. from an "A" to an "A-") depending on the quality of the responses. If you miss 7 or more responses, you will receive an "F" for this portion of the course.

2. Essay (25% of final grade). This essay involves a close reading of an assigned text.

3. Midterm (25% of final grade). This in-class exam will give you the opportunity to demonstrate close reading skills and facility with the assigned texts. It will include short answers and an essay.

4. Final Exam (30% of final grade). The final exam will cover assigned texts and material since the midterm. It will include short answers and an essay.

CLASS POLICIES

Respectful participation is required. Our discussions and writing assignments require your familiarity and engagement with these readings. If you don't come prepared, you do a disservice to yourself and to the other students. We don't often think of listening as an element of participation, but a productive learning environment is characterized by participants who respect

others' words even if they don't agree with them. I welcome debate that is balanced with mutual respect.

Late essays will be penalized. An essay handed in after the class period in which it is due will be penalized for lateness (reduced 1/2 letter grade each day it is late, including the day it is due). If a personal emergency arises and you need an extension, speak to me as soon as possible about your situation. Please plan ahead for computer mishaps: always keep a back-up file of your work, and give yourself plenty of time to print. The daily responses will not be accepted after the class in which they are due.

I do not discuss grades over e-mail, and I do not meet with students to discuss the grade of a particular paper until 24 hours after that paper has been returned.

Plagiarism, a form of theft, is illegal. Plagiarism is defined as the submission of work that contains ideas not fully your own: ideas taken from publications, other students, your professors, the Internet, etc. Remember that you are required to cite a source if you include a direct quotation or if you borrow an idea and put it in your own words. If you have questions about the fine line between being influenced by a text or person and plagiarizing its/his/her ideas, cite the source. In a later class I will provide a more detailed description of plagiarism as well as an explanation of citation format. A proven case of plagiarism may result in an unforgivable "F" in the course.

West Virginia University is committed to social justice. In accordance with that commitment I maintain a positive learning environment based upon open communication, mutual respect, and nondiscrimination. WVU does not discriminate on the basis of race, sex, disability, age, veteran status, religion, sexual orientation, color, or national origin. Any suggestion as how to promote such a positive and open environment in this class is appreciated and given serious attention.

Any student with a disability who needs an accommodation or other assistance in this course should make an appointment to speak with me as soon as possible, and make appropriate arrangements with Disability Services (293-6700 or Voice/TDD 293-7740).

SCHEDULE

Each piece should be read by the date on which it is listed. Unless otherwise indicated, all readings can be found in the Heath Anthology (volume and page numbers are included below). You should also familiarize yourself with the biographical material that prefaces each assigned reading. This schedule is subject to change.

Beginnings: Contact

M Aug. 21 Introduction

Native American Oral Literatures

W Aug. 23 “Introduction: Native American Oral Literatures” (A 16-22); “The Origin of Stories” (Seneca) (A 51-53); “Iroquois or Confederacy of the Five Nations” (Iroquois) (A 54-57); “Creation of the Whites” (Yuchi) (A 65-66); “Iktomi and the Dancing Ducks” (Oglala Sioux) (A 57-58)

F Aug. 25 “Introduction: Native American Oral Poetry” (A 66-68); “Sayatasha’s Night Chant” (Zuni) (A 69-88)

Encounters

M Aug. 28 Columbus, excerpt from Journal of the First Voyage to America, 1492-1493 (A 120-131); Handsome Lake, “How America Was Discovered” (A 803-804); Harriot, “A Briefe and True Report...” (A 239-246)

W Aug. 30 Bradford, excerpts from Of Plymouth Plantation (A 326-337; A 340-343); Morton, excerpt from New English Canaan (A 296-307)

F Sept. 1 Bradstreet, “The Prologue [To Her Book]” (A 396-397), “The Author to Her Book” (A 402); “The Flesh and the Spirit” (A 403-405)

M Sept. 4 No Class: Labor Day

W Sept. 6 Rowlandson, excerpt from A Narrative of the Captivity... (A 440-456)

F Sept. 8 Rowlandson, excerpt from A Narrative of the Captivity...(457-468)

M Sept. 11 Mather, excerpt from The Wonders of the Invisible World (A 509-514); Knight, The Journal of Madam Knight (A 585-602)

W Sept. 13 “Introduction: Eighteenth Century” (A 565-581); Edwards, “Sinners in the Hands of an Angry God” (A 666-677)

F Sept. 15 Franklin, excerpt from The Autobiography (A 828-846; 876-890)

M Sept. 18 Essay Workshop: Bring two copies of your introduction and thesis statement to class

W Sept. 20 de Crèvecoeur, “What is an American?” (A 928-933)

Whose American Revolution?

F Sept. 22 “Cluster: On the Discourse of Liberty” (A 1049-1050); Paine, excerpt from Common Sense (A 959-970); Adams, “Letter from Abigail Adams to John Adams, March 31, 1776” (A 979)

M Sept. 25 Essay Workshop: Bring two copies of your draft to class

W Sept. 27 Jefferson, “The Declaration of Independence” (A 1057-1061); Stanton, “Declaration of Sentiments” (B 2113-2115)

F Sept. 29 Griffiths, “The Female Patriots” (A 1055); Prince Hall, “To the Honorable Council...” (A 1061-1062); Wheatley, “Letter to Samson Occom” (A 1056)

M Oct. 2 Essay Due Hamilton, The Federalist No. 6 (A 1029-1033); An Anti-Federalist Paper (A 1039-1041); Toussaint L’Ouverture, Proclamations and Letters (A 1044-1048)

W Oct. 4 Wheatley, “On Being Brought from Africa to America” (A 1247), “A Farewell to America” (A 1248-1249), “To the University of Cambridge, in New England” (A 1249-1250)

F Oct. 6 Rowson, excerpts from Charlotte Temple (A 1361-1373); See handouts

M Oct. 9 Midterm (in class)

W Oct. 11 “Introduction: Early Nineteenth Century, 1800-1865” (B 1389-1419); Freneau, “The Indian Burying Ground” (A 1223); Sigourney, “Indian Names” (B 1572)

F Oct. 13; “Introduction: Native America” (B 1420-1422); Apess, “An Indian’s Looking-Glass for the White Man” (B 1460-1465); Boudinot, “An Address to the Whites” (B 1445)

M Oct. 16 “Introduction: Spanish America” (B 1499-1500); “Introduction to Tales from the Hispanic Southwest” (A 1501-1502); “Los tres hermanos” (B 1504-1508); “La Llorona” (B 1511-1512)

Soul, Spirit, and Nature: The Transcendentalists

W Oct. 18: Thoreau, “Resistance to Civil Government” (B 1738-1752)

F Oct. 20 Thoreau, excerpt from Walden (B 1753-1779)

M Oct. 23 Emerson, excerpt from “Nature” (Chapter I, Chapter III, Chapter VIII: B 1583-1584; 1586-1589; 1604-1609)

W Oct. 25 Emerson, “Self-Reliance” (B 1621-1638)

F Oct. 27 Fuller, excerpt from Woman in the Nineteenth Century (B 1697-1719) “What to the Slave Is the Fourth of July?”: Slavery and Slave Narratives

M Oct. 30 “Introduction: Race, Slavery, and the Invention of the ‘South’” (B 1825-1826); Walker, excerpt from Appeal...to the Coloured Citizens... (B 1828-1837); Preface to Narrative of the Life and Letter from Wendell Phillips (B 1882-1889)

W Nov. 1 Douglass, excerpt from Narrative of the Life... (Chapters I-IX: B 1889-1914)

F Nov. 3 Douglass, Narrative (Chapters X-Appendix: B 1914-1945)

M Nov. 6 Jacobs, Incidents in the Life of a Slave Girl (Chapters I, VI, X: B 2031-2041)

W Nov. 8 Jacobs, Incidents (Chapters XVI, XLI: B 2041-2054); Truth, "Sojourner Truth's Speech" (B 2096) and "Address to the First Annual Meeting..." (B 2098-2099)

F Nov. 10 No Class

M Nov. 13 S.M. Grimké, "The Condition of Women in the United States" (B 2082-2085); A. Grimké, "Human Rights Not Founded on Sex" (B 2090-2091); Fern, "Hints to Young Wives" (B 2101-2102)

The Romanticists

W Nov. 15 "Introduction: The Development of Narrative" (B 2116-2119); Irving, "Rip Van Winkle" (B 2153-2165)

F Nov. 17 Hawthorne, "Young Goodman Brown" (B 2258-2267); "The Birth-mark" (2276-2287)

M Nov. 20- F Nov. 24: Thanksgiving Break

M Nov. 27 Poe, "The Tell-Tale Heart" (B 2492-2495); "Ligeia" (2462-2472)

W Nov. 29 Melville, "Bartleby, the Scrivener" (B 2625-2651)

F Dec. 1 Davis, Life in the Iron-Mills (B 2838-2863)

American Poetry

M Dec. 4 "Introduction: The Emergence of American Poetic Voices" (2864-2866); Whitman, "Song of Myself" (B 2937-2958)

W Dec. 6 Dickinson, "I Felt a Funeral, in my Brain" (B 3051); "A Bird came down the Walk" (3056); "After great pain, a formal feeling comes" (B 3057-3058); "Much Madness is divinest Sense" (3059); "Because I could not stop for Death" (3071-3072)

F Dec. 8 Last Day of Class: Be prepared to discuss your favorite Whitman and Dickinson poems

R Dec. 14 Final Exam (11:00-1:00)