
COURSE OBJECTIVE: The purpose of this course is to familiarize ourselves with the wide spectrum of literary voices that constitute "American literature" from 1800-1865. These include works by Native and African Americans, Hispanics, women, and a variety of ethnic and minority groups, as well as by the better known figures of the day--Irving, Emerson, Thoreau, Dickinson, Hawthorne, Poe, Melville, and Whitman. By being thus inclusive, we will attempt to form as accurate a picture as possible of what the culture of the period was like. By being discriminating, in terms of identifying the effects of each text's formal and thematic features, we will work toward appreciating the diversity of style and substance that characterizes our literary heritage.

COURSE METHOD: The course will consist primarily of discussion, some lecturing, student presentations, several writing assignments, and two exams.

EVALUATION: Midterm (20%), final exam (20%), journal (10%), two analytical essays (20%, 20%), participation in class discussion, including presentation (10%). Grade Scale: 93-100=A; 90-92=A-; 87-89=B+; 83-86=B; 80-82=B-; 77-79=C+; 73-76=C; 70-72=C-; 67-69=D+; 63-66=D; 60-62=D-. It is within the instructor’s purview to apply qualitative judgment in determining grades for any assignments and for the final course grade.

WRITING ASSIGNMENTS: Apart from a preliminary assignment on the first day, there will be three writing projects:

1. An ongoing journal, which I will collect daily, in which you will record your own personal response to each assignment. Some questions you might consider are: What aspects of the text(s) most struck you, and why? How does the reading relate to the section we are working on (ie. "The Cultures of New England") and to other issues we have been discussing throughout the course? Why might it be important for us to read this text?

   The best way to approach this journal is as a springboard to and a continuation of our classroom discussions. Your entries should be long enough to indicate that you've read the material carefully and have tried to place it into the context of our course (200 words or more). When the day's assignment includes more than one text, your entry should provide a summary response to the whole assignment, and should include some specific references to each individual text.  
   **** At the right hand corner of the journal entry, record your name, the date the assignment is due, the author’s name, the title of the work(s), and a word count. Devote a separate entry to each day's assignment (not just one entry for multiple days on one author). 
   ****Your journal entries will be due at the start of each class, and if you have fulfilled the above requirements you will receive full credit for the entry. Entries submitted late (including after an absence or at the end of class) will receive no more than half credit.

2. A 4-5 page essay on a topic to be announced.

3. A 4-5 page essay on a topic to be announced.
Please review the attached guidelines for writing an analytical essay. We will discuss these guidelines in some detail before you write your first essay.

NOTE: Due dates for essays are firm. If for some extraordinary reason you must be late, you need to talk to me. Late papers automatically receive a lower grade.

STUDENT PRESENTATIONS: On presentation days, we will begin class by hearing one student's response to the assignment. You may read from your journal or comment less formally, but you must include some extra research (not available in our text) on your author/work. Please do not repeat information we have read in our text or provide mere summary. Your presentation should last from 2-4 minutes and should conclude with an open-ended question that might contribute to our group discussion. Your presentation will count toward your participation grade.

ATTENDANCE & PARTICIPATION: I cannot emphasize enough how important it is for you to attend each class, promptly, with your assignment read and your journal entry completed. The success of our class depends upon how well we can articulate our individual and collective responses to the very diverse works of American literature we will be reading and discussing. I will read off your name at the beginning of each class, both to learn who you are and to keep track of your attendance. It is your responsibility to consult me if you are late or absent. Your participation grade will reflect your regular, voluntary engagement in class discussion.

**Please turn off and put away all cell phones during class.**

**The midterm exam is on Fri. Oct. 14 and final exams run from Dec. 14-20; adjust your travel plans to accommodate that schedule.**

ACADEMIC HONESTY: Cheating and plagiarism will not be tolerated. Plagiarism is the misrepresentation of someone else's work as your own. This includes such instances as quoting directly from a published work without giving the author credit (i.e. proper citation), inserting the author's words as your own, using or "borrowing" another student's work, buying a paper from a professional service, etc. It is your responsibility to be familiar with what constitutes plagiarism and, in the event of uncertainty, to ask in a constructive manner about a writing in question before it is due in a final version. You are also required to keep all note cards and rough drafts on papers and assignments until given a final grade for that course. Evidence of plagiarism and cheating will be dealt with in accordance with the college policy on academic honesty found in the Student Handbook. Please read this policy in its entirety. In the event of a suspected infraction – in fairness to your peers and the standards of the college – it is my job to send the materials in question to the Dean’s Office at which time you are given the chance to provide your perspective on the matter.

Note: Please note that it within the instructor’s purview to apply qualitative judgment in determining grades for any assignments and for the course final grade.

SCHEDULE OF ASSIGNMENTS

Readings should be completed by the day on which they are listed. This schedule may be revised as the course progresses. I will announce changes in class.

Week 1 Mon. Aug. 29 Introduction


**First Writing Assignment Due** (see handout)
Fri. Sept. 2  Native America, pp. 1420-1422  
Jane Johnston Schoolcraft  
Intro.  
"Mishosha, or the Magician and His Daughters"  
"The Forsaken Brother"  

Week 2  Wed. Sept. 7  
William Apess. “An Indian’s Looking-Glass for the White Man”  
John Wannuacon Quinney (Mahican), “Quinney’s Speech”  
Elias Boudinot (Cherokee), “An Address to the Whites”  
Seattle (Duwamish), “Speech of Chief Seattle”  

Fri. Sept. 9  George Copway (Kah-ge-ga-gah-bowh; Ojibwa)  
Intro.  
from The Life of Kah-ge-ga-gah-bowh  
John Rollin Ridge (Cherokee)  
Intro.  
“Oppression of Digger Indians”  

Week 3  Mon. Sept. 12  Spanish America, pp. 1489-1500  
“Tales from the Hispanic Southwest”  
Intro.  
“Dona Sebastiana”  
“The Three Brothers”  
“The New Bishop”  
“The Indian and the Hundred Cows”  
“La Llorona, La Malinche, and the Unfaithful Maria”  
“The Devil Woman”  
“Narratives from the Mexican and Early American Southwest”  
Intro.  

Lydia Howard Huntley Sigourney  
Intro.  
"The Suttee”  
"Death of an Infant”  
"To a Shred of Linen”  
Ralph Waldo Emerson  
Intro.  

Fri. Sept. 16  Ralph Waldo Emerson  
Intro. (review)  
Nature, "Introduction" and Chapter 1  
"Self-Reliance”  

Week 4  Mon. Sept. 19  Emerson  
"The Poet”  

Wed. Sept. 21  Sarah Margaret Fuller  
Intro.  
"To [Sophia Ripley?]  
from Women in the Nineteenth Century
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<tr>
<th>Date</th>
<th>Author(s)</th>
<th>Title/Work</th>
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| Fri. Sept. 23 | Henry David Thoreau                           | Intro.
|              |                                               | Resistance to Civil Government               |
| Week 5       | Mon. Sept. 26                                 | Henry David Thoreau                           |
|              |                                               | *from Walden*                                |
| Wed. Sept. 28 | Race, Slavery, and the Invention of the “South,” pp. 1825-1826 | David Walker                                  |
|              |                                               | Intro.                                        |
|              |                                               | *from Appeal &c.*                            |
| Fri. Sept. 30 | William Lloyd Garrison                        | Intro.                                        |
|              |                                               | Editorial from the First Issue of The Liberator|
|              |                                               | Lydia Maria Child                             |
|              |                                               | Intro.                                        |
|              |                                               | *from Appeal in Favor of that Class of Americans Called Africans* |
|              |                                               | Letters from New York                         |
| Week 6       | Mon. Oct. 3                                   | Frederick Douglass                            |
|              |                                               | Intro.                                        |
|              |                                               | *Narrative of the Life of Frederick Douglass, an American Slave* |
|              |                                               | First Essay Due                               |
| Wed. Oct. 5  | Caroline Lee Hentz                            | Intro.                                        |
|              |                                               | *from The Planter's Northern Bride*           |
|              |                                               | George Fitzhugh                               |
|              |                                               | Intro.                                        |
|              |                                               | *from Southern Thought*                       |
|              |                                               | Abraham Lincoln                               |
|              |                                               | Intro.                                        |
|              |                                               | "Address at the Dedication of the Gettysburg National Cemetery” |
|              |                                               | Poems                                         |
|              |                                               | The Colored People in America                 |
|              |                                               | Speech: On the Twenty-Fourth Anniversary of the American Anti-Slavery Society |
|              |                                               | The Two Offers                                |

**Fall Recess**

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<tr>
<th>Week 7</th>
<th>Wed. Oct. 12</th>
<th>Harriet Ann Jacobs</th>
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<td></td>
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<td>Intro.</td>
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<td><em>from Incidents in the Life of a Slave Girl</em></td>
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Fri. Oct. 14  **Midterm Exam**

Week 8  Mon. Oct. 17  **Literature and “The Woman Question,”** pp. 2081  
Sarah Moore Grimke
   Intro.  
   *from* Letters on the Equality of the Sexes, and the Condition of Woman  
Sojourner Truth
   Intro.  
   *Reminiscences by Frances D. Gage of Sojourner Truth, for May 28-29, 1851*  
   *Speech at New York City Convention*  
   *Address to the First Annual Meeting of the American Equal Rights Association*  
Elizabeth Cady Stanton
   Intro.  
   *from* Eighty Years and More: Reminiscences Declaration of Sentiments  
Fanny Fern
   Intro.  
   *Hints to Young Wives*  
   *from* Fern Leaves, 1st Series  
   *from* Fern Leaves, 2nd Series  
   *Independence*  
   *The Working-Girls of New York*  

Begin reading **Hawthorne's The Scarlett Letter**  
for discussion during Weeks 9 & 10.

Wed. Oct. 19  **The Development of Narrative,** pp. 2116-2119  
HUMOR OF THE OLD SOUTHWEST, pp. 2120-2123  
Davy Crockett  
   *from* The Crockett Almanacs  
   *A Pretty Predicament*  
   *Crockett’s Daughters*  
Mike Fink  
   *From* The Crockett Almanacs  
   *The Death of Mike Fink*  
Augustus Baldwin Longstreet  
   *The Horse Swap*  
George Washington Harris  
   *Mrs. Yardley’s Quilting*  

Fri. Oct. 21  Washington Irving
   Intro.  
   *from* A History of New York  
   *"Rip Van Winkle"*
          Catherine Maria Sedgewick, Intro.
          Caroline Kirkland, Intro.
          Nathaniel Hawthorne
          Intro.
          "The Birthmark"

Wed. Oct. 26  Hawthorne
          "Rappaccini's Daughter"

Fri. Oct. 28  Hawthorne, contd.

Week 10 Mon. Oct. 31  Hawthorne, The Scarlett Letter

Wed. Nov. 2  Edgar Allan Poe
          Intro.
          "Ligeia"
          "The Fall of the House of Usher"

Fri. Nov. 4  Edgar Allan Poe
          Poems, with emphasis on "The Raven" and "Annabel Lee"
          (Read poems before “The Philosophy of Composition”)
          "The Philosophy of Composition"
          "The Tell-Tale Heart"

Week 11 Mon. Nov. 7  Harriet Beecher Stowe
          Intro.
          from Uncle Tom's Cabin, pp 2549-2576

Wed. Nov. 9  Stowe, from Uncle Tom's Cabin, pp. 2576-2588
          Second Essay Due

Fri. Nov. 11  No class. This class will be replaced by your attendance at a performance
               of “Poe Evermore.”

Week 12 Mon. Nov. 14  Herman Melville
          Intro.
          "Bartleby, the Scrivener"

Wed. Nov. 16  Elizabeth Stoddard
          Intro.
          "Lemorne Versus Huell"

Fri. Nov. 18  The Emergence of American Poetic Voices, pp. 2864-2866
          SONGS AND BALLADS, pp. 2866-2868
          Songs of the Slaves
          Songs of White Communities
Week 13  Mon. Nov. 21  William Cullen Bryant
    Intro.
    "Thanatopsis"
Henry Wadsworth Longfellow
    Intro.
    "A Psalm of Life"

Thanksgiving Recess

Week 14  Mon. Nov. 28  Walt Whitman
    Intro.
    "One's-Self I Sing," p. 2990
    from Leaves of Grass, “Preface to the 1855 Edition”
    Sections 1-5 of “Song of Myself”

Wed. Nov. 30  Walt Whitman
    "Song of Myself,” pp, 2937-2982
    National Geographic article (handout)

Fri. Dec. 2  Walt Whitman, cont'd.

Week 15  Mon. Dec. 5  Walt Whitman, cont'd. & Emily Dickinson, introduction

Wed. Dec. 7  Emily Dickinson
    Intro.
    [Consider the possible theme of each of these groups of poems. Use the handout]
    Poem #'s 508, 1545, 501
    Poem #'s 280, 341, 465, 712
    Poem #'s 448, 1651

Fri. Dec. 9  Emily Dickinson
    Poem #'s 258, 812, 986
    Poem #'s 315, 106, 249, 303, 435, 754

Week 16  Mon. Dec. 12  Emily Dickinson, cont’d.
    Review; evaluations