

# AML 3031

## American Literature I

Section 0W63 (3 credit hours)

Spring 2021

### Instructor Contact

<b>Instructor</b>	Dr. Mark Kamrath
<b>Office</b>	Colbourn Hall 254E
<b>Office Hours</b>	Email, phone, and Skype appointment
<b>Email and Phone</b>	WebCourse email preferred. Please contact me within the course. Alternative email contact: Cell phone:

### Course Introduction Video

For some twenty-five years, from the close of World War II through the 1960s . . . a certain evolutionary literary coherence, even progress, was presumed to be demonstrable, as instructors and critics located in prose and poetry the growing expressions of democratic consciousness and of such values as individualism and self-reliance. . . . This postwar epoch in American literary study, however, began to undergo major reevaluation in the 1970s, when scholars pointed out that the canonical texts thought to constitute American literature excluded the cultural record of indigenous peoples, ethnic and minority groups, women, and non- Anglo colonial powers. . . . Suffice it to say that for the past twenty-five years, every term in the title of this essay and every ramifying subcategory has undergone dynamic, radical change.

Cecelia Tichi, "American Literary Studies to the Civil War" in *Redrawing the Boundaries* (1992)

### Course Description and Goals

This “survey” course is designed to introduce you to a wide and rich variety of literature from the period of colonization to the mid-19th century, including works representing some of the diverse ethnic and racial strands of our literary heritage as well as texts by women writers frequently excluded from literary

collections. Since this course covers writings from Native American sources through the Civil War (1861-1865) and fulfills a “literary historical course” requirement, we will become familiar with the historical circumstances surrounding the production of a given text and explore the development and expression of some fundamental ideas—assumptions, myths, and beliefs—that still influence the ways Americans think about themselves and their society. In addition to examining the cultural and ideological contexts of a range of prose (sermons, autobiography, etc), poetry, and fictional works, we will also closely examine their aesthetic or rhetorical dimensions and practice ways of identifying representative issues and themes.

Beyond being invited to mark up the margins of your anthology, watching You Tube videos on Puritan thought and life, and relating readings to contemporary life, you will be part of a classroom experience that values close reading, active participation, and the collaborative construction of knowledge.

Unlike other courses, then, this class must balance breadth of coverage and depth of understanding. The three primary goals of the course are therefore as follows:

- *First*, to become familiar with the historical, cultural, and ideological *contexts* surrounding a given piece of literature, and to also explore fundamental ideas, assumptions, myths, and beliefs that have shaped early American literature and culture.
- *Second*, to examine the larger print and aesthetic *developments* of a range of prose, poetry, and fictional works and to closely examine— and practice ways of identifying various themes, rhetorical strategies, and discourses.
- *Third*, to develop our ability to read these texts both carefully and *critically*, and to use textual evidence to support interpretations or opinions.

(Note: To enroll in this course you must have previously taken ENC1101 and ENC 1102. Failure to meet the prerequisites for a course can result in failing the course. ENG 3014 is highly recommended, but not required. Also, this course has a significant history component, thereby satisfying the “Literary History” requirement.)

## **Texts**

We will be using: Lauter, Paul. The Heath Anthology of American Literature, SEVENTH edition. (2014). Volume A Colonial Period to 1800 (ISBN 978-1-133-310-22-8) AND Volume B Early Nineteenth Century 1800-1865 (ISBN 978-1-133-310-23-5). Please do NOT purchase or use a less expensive earlier edition as it will not contain all the readings or information needed for your Final Exam."

To obtain books for class, you have a few options:

(1) You can go to Cengage.com and RENT a print copy of Volume A and B through September 12 (recommended time frame so you can use for the Final Exam) for \$16.99 each, OR BUY for \$74.95 each. Please allow for shipping time.

(2) You may also be able to find these books online both NEW and USED if you shop CAREFULLY, e.g., Amazon. Remember, you need the SEVENTH edition. You can RENT either volume (if available) for about \$18.81-21.94. You can buy USED for about \$21.83-\$29.85 each, and you can buy NEW for about \$68.75-\$74.95 each. Again, please allow for shipping time.

(3) The UCF Bookstore will have some copies available as a Volume A and B bundle, but not many.

## **Academic Activity and Financial Aid**

All faculty are required to document students' academic activity at the beginning of each course. Please complete the academic activity assignment by the end of the first week of class (see Schedule).

## **Attendance**

This is a "W" course, so what I see online—or not—from you correlates directly with your grade. Please note that Webcourses allows instructors to see when you logged on, pages accessed, time on line, etc.

If circumstances beyond your control are causing you to not complete course requirements, you are advised to withdraw because you will **not** pass the course. In cases of extreme illness, you should document your absences and seek a "medical withdrawal." If there are other circumstances I should be aware of, please contact me.

## **Disability Accommodation**

The University of Central Florida is committed to providing reasonable accommodations for all persons with disabilities. Students with disabilities who need accommodations in this course must contact the professor at the beginning of the semester to discuss needed accommodations. No accommodations will be provided until the student has met with the professor to request accommodations. Students who need accommodations must be registered with Student Disability Services, Student Resource Center Room 132, phone xxxxx, TTY/TDD only phone xxxx, before requesting accommodations from the professor.

## **Requirements**

1.) **Participation:** 30% of grade.

Participation and learning “professional” ways of interacting and communicating means “actively learning,” i.e., actively engaging with reading materials, the teacher, and one’s peers. It is more than just logging in and more than passively absorbing knowledge. It means raising questions, sharing insights, and actively and respectfully interacting with others as part of a “learning community.” It means challenging yourself to speak publicly on occasion, and knowing when to listen and to let others share their views. Participation in small group exercises, large group discussion, and other such activities are opportunities

for you demonstrate your interest in, and knowledge of, the material—and to exchange perspectives and views.

Since this is an "W" class, you will receive a weekly participation grade for your online discussion postings. Please note discussion posting day and time deadlines in each week's discussion. If you have any questions about your participation grade, please contact me so I can suggest how you might improve it.

## 2.) **Course Assignments:** 30% of grade (100 points total)

Reading is an active dialogue with the text, and frequently involves the use of a pen or pencil to note reactions, jot down questions, or to simply underline something and say "Amen!" It involves an awareness of your personal response to the text as well as your insights about the ways texts relate to one another, the period in which they were produced, or even events and issues in our own time.

In terms of writing responses of any sort, I am looking for detailed, specific explanations of your thoughts with an awareness of how to use evidence—"quoted material"—from the text to back up or illustrate your ideas. You will be practicing that with several assignments during the semester, including your short paper assignment which includes use of Library research and MLA style of citation.

Also, this course is a Gordon Rule\* course. It contains 6000 words of evaluated writing as required by the English Department. Assignments which fulfill the Gordon Rule are indicated with an asterisk. Each has the following characteristics:

- The writing will have a clearly defined central idea or thesis
- It will provide adequate support for that idea
- It will be organized clearly and logically
- It will show awareness of the conventions of standard written English
- It will be formatted or presented in an appropriate way.

These "responses" are typically 2 double-spaced, typed pages (except for the first assignment), which are to be uploaded as MS Word docx files in WebCourses under "Assignments":

1. Academic Activity assignment
2. Native American oral response (10 points)\*
3. William Bradford and Thomas Morton response (10 points)\*
4. Elizabeth Ashbridge response (10 points)\*
5. Philip Freneau response (10 points)\*
6. Course paper proposal
7. Charles Brockden Brown and Edgar Allen Poe response (10 points)
8. Henry David Thoreau response (10 points)
9. Herman Melville response (10 points)\*
10. Course paper of 5-6 double-spaced, typed pages (plus Works Cited) assignment: (30 points).

100 points

*Late Course Assignments for any reason are lowered 2 points. After 48 hours, you will earn a ZERO for the assignment if it is not turned in by the deadline. Missing assignments CANNOT be made up later.*

*Your Final Course Paper will be lowered 5 points if late. After 48 hours, you will earn a ZERO for the assignment if it is not turned in by the deadline.*

If you are uncertain during the course of the semester about how you are doing with this aspect of the course, please contact me. NO INCOMPLETES will be given for this course.

### **3) Examinations:**

- Midterm examination: 20%
- Final examination: 20%

These exams typically matching, short answer, and essay questions.

Make-up exams are given only when I have been contacted *prior* to the exam and *only* when a verifiable extenuating circumstance exists, e.g., medical emergency and hospitalization. See “Exam Study Guide” at the Web Course site.

There is NO extra credit for this course.

Finally, if you have been requested to contact the UCF Writing Center to work on grammar or related issues and do not do so, your *overall grade* will be lowered 3 POINTS.

### **Standards for Written Work**

Generally, standards for written work are as follows, and may be modified some by actual assignment requirements:

An “A” text is exceptional or highly original work, presents sophisticated and significant critique or argument, meets or exceeds assignment requirements, and is free of grammatical or other errors.

“B” work is good or strong, contains all required elements of the assignment, but may fall short of excellence in one or more category, including mechanical errors.

A “C” text is competent, meets all, if not most, required elements of the assignment, but is average in some ways and may have several types of grammatical and other errors.

“D” writing is weak, falls below average in one or more major criteria, and may have substantial errors.

An “F” text is reserved for material that fails in all or most categories of evaluation.

The **grading scale** is as follows:

- 94-100 = A 4.00
- 93-90 = A- 3.75
- 89-87 = B+ 3.25
- 86-83 = B 3.00
- 82-80 = B- 2.75
- 79-77 = C+ 2.25
- 76-73 = C 2.00
- 72-70 = C- 1.75
- 69-67 = D+ 1.50
- 66-63 = D 1.00
- 62-60 = D- .75
- 59- = F 0

Grades will be posted at WebCourses and updated regularly.

## Discussions

There are several required online discussions throughout this course. These online discussions provide you the opportunity to collaborate with your peers. Each forum has specific deadlines for posts in order to receive full points. To keep things simple, I will base your weekly discussion grade on **both** your in-class contributions and your online postings. For detailed criteria regarding posting expectations/protocols, please refer to the table below:

Excellent or Superior	Good or Very Good	Average	Below Average	Failing
100-90	89-80	79-70	69-60	59-
Demonstrates close, careful reading of content and prompts	Demonstrates a good reading of content and prompts	Demonstrates solid understanding of reading content and prompts	Demonstrates inconsistent reading of content and prompts	Does not demonstrate careful reading or understanding
Provides highly original thought or analysis, and superior textual support	Provides strong analysis, and textual support for ideas or opinion	Provides adequate analysis, and textual support for ideas or opinion	Provides less than adequate textual support, and merely repeats what others have said	Does not provide any analysis, or textual support
Sophisticated, respectful engagement with others	Helpful, respectful engagement with others	Adequate engagement with others	Inconsistent engagement with others	No feedback to others
Meets posting deadlines and significantly	Meets posting deadlines, and exceeds	Meets minimum number of postings,	Partially meets minimum number of postings, or misses posting deadlines	No postings

exceeds minimum number of postings	minimum number of postings	i.e., initial post plus 1-2 responses		
Prose contains no mistakes and is clear and easy to understand	Prose quality contains a few minor grammatical mistakes	Prose quality contains several grammatical mistakes, or messaging shorthand	Prose quality is sloppy, with messaging shorthand and several significant grammatical mistakes	Prose quality is unacceptable

**NOTE: While the "quality" of your posts is my first concern, the "quantity" or frequency of posts also matters. If you post, for example, *two* reply posts per week, you will typically earn a "B." 3-4 reply posts (total) per week can raise one's participation grade to an "A," if the quality is high as indicated in the above rubric.**

## Writing Center

The [University Writing Center](#) [Links to an external site.](#) (UWC) is a free resource for UCF students. The UWC's most popular service is the individualized writing consultation: a trained writing consultant will spend thirty minutes with a student reviewing his/her work and making recommendations for revision. Students can bring their work to the UWC at any point in the process—even if they have not yet started writing. Consultation will be most helpful if the student takes the time to:

- **prepare:** identify specific issues on which s/he wants feedback
- **participate:** actively discuss the paper with the consultant
- **reflect:** decide which of the possibilities raised during the consultation are helpful
- **act:** revise his/her paper

The UWC will help with writing in any subject, including out-of-class writing such as job application letters. The UWC will also help students to organize oral presentations. The UWC accepts walk-ins, but it is best to make an appointment. The UWC does not write, proofread, or grade papers. For more information or to make an appointment, visit the UWC website at [uwc.ucf.edu](http://uwc.ucf.edu).

## Classroom Behavior

Proper classroom behavior is expected at all times. Students must follow UCF standards for personal and academic conduct as outlined in The Golden Rule.

Proper classroom conduct also entails creating a positive learning experience for all students, regardless of sex, race, religion, sexual orientation, social class, or any other feature of personal identification; therefore, sexist, racist, prejudicial, homophobic, or other derogatory remarks will not be tolerated. So "live—and let live" is the operational ethos here.

Furthermore, Title IX makes it clear that violence and harassment based on sex that interferes with educational opportunities are offenses subject to the same penalties as offenses based on other protected categories, such as race, national origin, etc.

Finally, this course assumes that students in undergraduate study at the B.A. or B.S. level are in the process of developing reading, writing, and research skills along with the ability to communicate clearly. This takes time--sometimes years!

Toward that end, everyone needs to put forward their best effort and respect each other's differences and opinions.

## Policy Statements

### Academic Integrity

Students should familiarize themselves with UCF's Rules of Conduct. According to Section 1, "Academic Misconduct," students are prohibited from engaging in:

- Unauthorized assistance: Using or attempting to use unauthorized materials, information or study aids in any academic exercise unless specifically authorized by the instructor of record. The unauthorized possession of examination or course-related material also constitutes cheating.
- Communication to another through written, visual, electronic, or oral means: The presentation of material which has not been studied or learned, but rather was obtained through someone else's efforts and used as part of an examination, course assignment, or project.
- Commercial Use of Academic Material: Selling of course material to another person, student, and/or uploading course material to a third-party vendor without authorization or without the express written permission of the university and the instructor. Course materials include but are not limited to class notes, Instructor's PowerPoints, course syllabi, tests, quizzes, labs, instruction sheets, homework, study guides, handouts, etc.
- Falsifying or misrepresenting the student's own academic work.
- Plagiarism: Using or appropriating another's work without any indication of the source, thereby attempting to convey the impression that such work is the student's own.
- Multiple Submissions: Submitting the same academic work for credit more than once without the express written permission of the instructor.
- Helping another violate academic behavior standards. For more information about Academic Integrity, students may consult The Center for Academic Integrity. For more information about plagiarism and misuse of sources, see "Defining and Avoiding Plagiarism: The WPA Statement on Best Practices".

In short, when it comes to plagiarism, cheating, and academic dishonesty, *all work that students submit for this class* must be their own, and it must be written exclusively for this course. Also, any sources consulted for writing assignments must be properly documented. "Rewriting," in which a student consults a source, changes a few words, and presents the ideas as his/her own, is plagiarism. All of the following activities constitute plagiarism:

- turning in someone else's work as the student's own

- copying words or ideas from someone else without giving credit
- failing to put a quotation in quotation marks
- giving incorrect information about the source of a quotation
- changing words but copying the sentence structure of a source without giving credit
- copying so many words or ideas from a source that it makes up the majority of the work, whether one gives credit or not

Lastly, like you I have access to the Internet and ways of verifying use of sources like Wikipedia and what's been cut and pasted—or simply purchased—so the consequences of plagiarizing are not worth the risk. Indeed, papers I suspect are plagiarized will be submitted to <http://www.turnitin.com> ([Links to an external site.](#))[Links to an external site.](#) and its latest web crawling technology for verification of authorship.

If you have questions about how to document sources, please see me or the Writing Center.

### **Responses to Academic Dishonesty, Plagiarism, or Cheating**

Students should also familiarize themselves with the procedures for academic misconduct in UCF's student handbook, The Golden Rule. UCF faculty members have a responsibility for students' education and the value of a UCF degree, and so seek to prevent unethical behavior and when necessary respond to academic misconduct. In addition to referral to the Office of Student Conduct, penalties can include a failing grade in an assignment or in the course, suspension or expulsion from the university, and/or a "Z Designation" on a student's official transcript indicating academic dishonesty, where the final grade for this course will be preceded by the letter Z. For more information about the Z Designation, see <http://goldenrule.sdes.ucf.edu/zgrade>.

### **Course Accessibility Statement**

The University of Central Florida is committed to providing access and inclusion for all persons with disabilities. Students with disabilities who need disability-related access in this course should contact the professor as soon as possible. Students should also connect with Student Accessibility Services (Ferrell Commons 185, xxxxxxx). Through Student Accessibility Services, a Course Accessibility Letter may be created and sent to professors, which informs faculty of potential access and accommodations that might be reasonable. Determining reasonable access and accommodations requires consideration of the course design, course learning objectives and the individual academic and course barriers experienced by the student.

### **Deployed Active Duty Military Students**

If you are a deployed active duty military student and feel that you may need a special accommodation due to that unique status, please contact your instructor to discuss your circumstances.

### **Copyright**

This course may contain copyright protected materials such as audio or video clips, images, text materials, etc. These items are being used with regard to the Fair Use doctrine in order to enhance the learning environment. Please do not copy, duplicate, download or distribute these items. The use of these materials is strictly reserved for this online classroom environment and your use only. All copyright materials are credited to the copyright holder.

### Third-Party Software and FERPA

During this course you might have the opportunity to use public online services and/or software applications sometimes called third-party software such as a blog or wiki. While some of these could be required assignments, you need not make any personally identifying information on a public site. Do not post or provide any private information about yourself or your classmates. Where appropriate you may use a pseudonym or nickname. Some written assignments posted publicly may require personal reflection/comments, but the assignments will not require you to disclose any personally identity-sensitive information. If you have any concerns about this, please contact your instructor.

## AML 3031 Spring 2021 Schedule

<b>I. COLONIAL AND SPIRITUAL ENCOUNTERS</b>			
<b>Date</b>	<b>Weekly Focus</b>	<b>Reading Assignments</b>	<b>Due Dates</b>
Week 1 January 11-16	Module 1  <b>Native American Oral Tradition</b>	INTRODUCTION: Politics of Defining the Canon; "Preface" (xxiii-xxvii)  "Indigenous Literary Traditions" (18-26); "Origin of the Sun Shower" (55-57); "The Origin of Stories" (59-62); "Raven and Marriage" (72-77); "The Coming of the Spanish and the Pueblo Revolt" (259-263)  IMPORTANT: Initial discussion posts are typically due each Wednesday by 11:59 p.m.— and then by 11:59 p.m. on Sundays. Please see weekly modules for further details.	<b>Drop/Swap deadline January 15</b>  <b>Academic Activity assignment due January 15</b>  <b>Native American response due Saturday January 16</b>
Week 2	Module 2	"Beginnings to 1700" (1-17); "New Spain" (116-122); Columbus,	

January 18-23 (MLK Day January 18)	<b>Spanish and French Colonialism</b>	from <i>Journal of the First and Third Voyages to America</i> (122-135); “New France” (270-272); from <i>Jesuit Relations</i> (281-293); film clip from <i>Black Robe</i>	
Week 3 January 25-30	Module 3 <b>English Settlement</b>	“Chesapeake” (294-296); Disney film clip of <i>Pocahontas</i> and song lyrics; Smith, from <i>The Generall Historie and A Description of New England</i> (315-326); Frethorne, "To His Parents" (330 -334); Bradford, from <i>Of Plymouth Plantation</i> (397-417); Morton, from <i>New English Canaan</i> (364-378)	<b>William Bradford and Thomas Morton response due Saturday January 30</b>
Week 4 February 1-6	Module 4 <b>The "Puritan dilemma"</b>	New England” (359-364); Winthrop “Modell of Christian Charity” (378-389); Bradstreet. "The Prologue," "In Memory of My Dear Grandchildren," “To My Dear Children,” and other poems (437-456); Edward Taylor “The Preface,” “Soul’s Groan to Christ for Succor,” "Christ's Reply," and "The Joy of Church Fellowship Rightly Attended" (514-524)	
<b>II. LATE ENLIGHTENMENT; OR, THE EARLY REPUBLIC</b>			
Week 5 February 8-13	Module 5 <b>The Great Awakening and Quaker Beliefs</b>	Mather, from <i>The Wonders of the Invisible World</i> (552-560); “Eighteenth Century” (613-631); “Settlement and Religion” (632-634); Edwards, (700-702), "Sinners in the Hands of an Angry God" (723-735); Ashbridge, <i>from Some</i>	<b>Elizabeth Ashbridge response due Saturday February 13</b>

		<i>Account of the Early Part of the Life of Elizabeth Ashbridge (735-749)</i>	
Week 6 February 15-20	Module 6 <b>Late Enlightenment Rationalism</b>	"Voices of Revolution and Nationalism" (907-909); Franklin and <i>The Autobiography</i> (910-912, 935-998); Franklin film clip	
Week 7 February 22-27	Module 7 <b>Age of Revolution</b>	Paine, from <i>Common Sense</i> , <i>The American Crisis</i> , and <i>The Age of Reason</i> (1045-1065) Freneau, "A Political Litany" & "To Sir Toby" (1326-1329);	<b>Philip Freneau response due Saturday February 27</b>
Week 8 March 1-6	Module 8 <b>Republicanism and Racial Diversity</b>	John Adams and Abigail Adams, "Letters" (1065-1067, 1069-1073); Jefferson, "Notes on the State of Virginia" (1080-1083, 1083-1101); Wheatley, "On the Death of the Rev. Mr. George Whitefield 1770" and "On Being Brought from Africa to America" (1348-1350, 1354-1357)	<b>Midterm Exam to be completed by Saturday March 6</b>
Week 9 March 8-13	Module 9 <b>The Sentimental Novel and American Short Story</b>	Foster, from <i>The Coquette; or, the History of Eliza Wharton</i> (1448-1469); Brown, "Somnambulism" (1505-1521); Irving, "Rip Van Winkle" (2505-2519); "Early Nineteenth Century, 1800-1865" (1539-1574); Poe, "Ligeia" (2691-2706)	<b>Washington Irving and Edgar Allen Poe response due Saturday March 13</b>
<b>III. THE "AMERICAN RENAISSANCE" AND THE CIVIL WAR</b>			

Week 10 March 15-20	Module 10 <b>Romanticism and Transcendentalism</b>	Poe, "Sonnet to Science," "Romance," "To Helen" (2756-2758); Emerson poem, "Hamatreya" (1923-1925)  Emerson (1822-1825); Emerson, "The American Scholar" (1855-1868); "Nature," (1825-1838, 1842-1850); "Self-Reliance" (1868-1887)	<b>Paper proposal due Saturday March 20</b>
Week 11 March 22-27	Module 11	Thoreau, "Resistance to Civil Government" (1976-1995); from <i>Walden</i> (1996-2034); <i>The New England Transcendentalists</i> (You Tube)	<b>Withdrawal deadline, March 26</b>  <b>Henry David Thoreau response due Saturday March 27</b>
Week 12 March 29-April 3	Module 12 <b>Roots of Reform: Women's Rights and Slavery</b>	"Literature and the Woman Question" (2443); Stanton, from <i>Eighty Years and More: Reminiscences</i> , "Declaration of Sentiments" (2473-2479); Angelina Grimke, from <i>Appeal to the Christian Women of the South</i> (2144-2154); Sarah Grimke, from <i>Letters on the Equality of the Sexes, and the Condition of Woman</i> ; Angelina Grimke, <i>Letters to Catharine Beecher</i> (2444-2454); Douglass, <i>Narrative of the Life of Frederick Douglass</i> (2163-2234)	
Week 13 April 5-10	Module 13 <b>The Flowering of Fiction</b>	"The Development of Narrative" (2480-2483); Hawthorne, "Young Goodman Brown" (2603-2606, 2621-2641); Melville (2846-2849), "Benito Cereno" (2897-2961)	<b>Herman Melville response due Saturday April 10</b>

	<b>Spring Break (April 11-18)</b>		
Week 14 April 19-25	Module 14 <b>Modern Poetry</b>	“The Emergence of American Poetic Voices” (3146-3150); Bryant, "To a Waterfowl" (3166-3167, 3170); Longfellow, "A Psalm of Life" (3198-3199, 3199-3200); Whitman, "Song of Myself" (3218-3222, 3238-3286, stanzas 1,2,5,6,8,11,15,16,17,21,24,28,51, and 52)	<b>Course Paper due Saturday April 24</b>
Week 15 April 26-30	Module 15	Class ends Monday, April 26  UCF Study Day Tuesday, April 27	<b>FINAL EXAM April 30-May 1 (online)</b>