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Class Hours: Tu/Th 2:00-3:15 pm
1025 Bate

Office Hours: Tu/Th 10:00 am-11:00 am
3:30-4:30 pm
W 10:00 am-12:00 pm
Others by Appointment

ENGL 3020 (sect. 001) History of American Literature to 1900 *Fall 2015*

3020. History of American Literature to 1900 (3) (F,S) (FC:HU)

P: ENGL major, minor, or consent of dept; ENGL 1100. American literature history to 1900.

This course, in meeting the requirements for the English major and an ECU Foundations course in the humanities, provides background for English majors and minors by examining the various periods of American literature and their relationship to the history and cultures of the times, from the first European and Native American contacts to 1900. In addition, basic research skills for historically-based literary and cultural study will be taught.

The syllabus and other course materials are posted on ECU's *Blackboard* system. Class announcements, the most up-to-date version of the syllabus, assigned readings, other course documents, and links to useful sites will be found through the course *Blackboard* site.

In the event of a weather or other emergency, information about the status of classes at ECU is available the ECU emergency information hotline (252-328-0062) and on the ECU emergency alert website <<http://www.ecu.edu/alert>>. In the event that the course cannot meet face-to-face because of a weather or other emergency, students should log onto *Blackboard* for the revised assignment schedule, which may include online assignments in place of class meetings.

East Carolina University seeks to comply fully with the Americans with Disabilities Act (ADA). Students requesting accommodations based on a disability must be registered with the Department for Disability Support Services located in Slay 138 (252-737-1016 [Voice/TTY]).

TEXTS:

We will not use an anthology. Instead, all readings will be available electronically through publicly available websites, ECU subscribed databases, or posted files on the course Blackboard site. Access to all assignments will be given as files, online links, or other instructions for access in the "Class Readings" section of the course Blackboard site.

The one required book is the *MLA Handbook for Writers of Research Papers*, 7th ed. (New York: MLA, 2009). This will be the standard from which all documentation for course projects will be derived. (Note that not every form of resource used will be covered by the *MLA Handbook*, but an appropriate documentation format can be improvised from the *Handbook* for almost all sources used.)

SCHEDULE:

August	25	Literary History, Literature and History: An Introduction to the Periods, Languages, and Cultures of North American Literature	Sixteenth Century
	27	Early Exploration: <ul style="list-style-type: none"> • “First Americans” and “Colonial Era,” <i>Digital History</i> <ul style="list-style-type: none"> ○ “First Americans”: Overview; “Correcting Myths and Misconceptions” and “Native America on the Eve of Contact” under the Textbook tab. ○ “Colonial Era” (under “Exploration and Discovery”): “The Significance of 1492,” “European Commercial and Financial Expansion,” “The Meaning of America,” and “The Black Legend” under the Textbook tab. 	
September	1	Encounters <ul style="list-style-type: none"> • <i>The Columbus Letter</i> <ul style="list-style-type: none"> ○ Read the translation and look at the facsimile for the illustrations in the original edition. • Lipan Apache, “The White People Who Came in a Boat” 	
	3	Encounters: <ul style="list-style-type: none"> • “Indians’ Accounts,” <i>American Beginnings: The European Presence in North America, 1492-1690</i> <ul style="list-style-type: none"> ○ Pick one of these readings to respond to. • “Europe’s Literary Response,” <i>American Beginnings: The European Presence in North America, 1492-1690</i> <ul style="list-style-type: none"> ○ Emphasize the selections from <i>The Ship of Fools, Utopia,</i> and “The Fortunate Isles.” 	
	8	Native American Voices: <ul style="list-style-type: none"> • “Native American Oral Literatures” • “Kinship and Religion,” <i>Digital History</i> (under “The First Americans”) • “The Origin of Stories” <ul style="list-style-type: none"> ○ Read both the version by Arthur C. Parker in <i>Seneca Myths and Folk Tales</i> (1923) and the variant “The Origin of Stories” told by Henry Jacob and collected by Jeremiah Curtin in <i>Seneca Indian Myths</i> (1923) • “Raven Makes a Girl Sick and Then Cures Her” • “The Bungling Host” 	
	10	Picturing the New World: <ul style="list-style-type: none"> • Thomas Hariot, <i>A Briefe and True Report of the New Found Land of Virginia</i> • John White and Theodore de Bry, “John White Drawings/Theodor De Bry Engravings” 	
	15	Seventeenth-Century America—From Exploration to Settlement, Spanish and French Missions: <ul style="list-style-type: none"> • “European Colonization North of Mexico” and “Spanish Colonization,” <i>Digital History</i> (under “Colonial Era”/”17th Century”) • Alonso de Benavides, <i>Memorial to King Philip IV of Spain on the Indians missions of New Mexico 1630</i> (selections) • <i>The Jesuit Relations</i> (selections) <p>PROJECT #1 TIMELINE DRAFTS COMPLETED</p>	Seventeenth Century

	17	Seventeenth-Century America—From Exploration to Settlement, Jamestown and Plymouth Colonies: <ul style="list-style-type: none"> • “English Colonization Begins” and “Founding New England,” <i>Digital History</i> (under “Colonial Era”/”17th Century”) • John Smith, <i>The Generall Historie of Virginia, New England, and The Summer Isles</i> • William Bradford, <i>Of Plymouth Plantation</i> 	Eighteenth Century
	22	Seventeenth-Century Poetry: <ul style="list-style-type: none"> • Anne Bradstreet, “Prologue,” “The Author to Her Book,” and “To My Dear and Loving Husband” • Juana Inés de la Cruz, “Love Opened a Mortal Wound” and “You Foolish Men” PROJECT #1 DUE	
	24	Witchcraft and Piracy in New England: <ul style="list-style-type: none"> • Cotton Mather, <i>The Wonders of the Invisible World</i> • Cotton Mather, either <i>Instructions to the Living, from the Condition of the Dead: A Brief Relation of Remarkables in the Shipwreck of Above One Hundred Pirates, who Were Cast Away in the Ship Whido, on the Coast of New-England, April 26. 1717</i> or <i>The Vial Poured Out Upon the Sea: A Remarkable Relation of Certain Pirates Brought Unto a Tragical and Untimely End</i> 	
	29	The Text As Material Object— The Periodical Press: <ul style="list-style-type: none"> • Benjamin Franklin, Silence Dogood No. 4 and “The Way to Wealth” (optional: “A Witch Trial at Mount Holly”) • Judith Sargent Murray, “On the Equality of the Sexes” 	
October	1	The Text As Material Object— The Periodical Press: <ul style="list-style-type: none"> • “The Emergence of New Ideas about Personal Liberties and Constitutional Rights,” <i>Digital History</i> (under “Colonial Era”/”18th Century”). • Publis [Alexander Hamilton], <i>The Federalist</i> No. 6. • Agrippa, <i>Agrippa Paper</i> No. 14 	
	6	American Satire in the Early Eighteenth Century: <ul style="list-style-type: none"> • “Diversity in Colonial America,” <i>Digital History</i> (under “Colonial Era”/”17th Century”). • Ebenezer Cook, <i>The Sotweed Factor; or, a Voyage to Maryland, &c.</i> 	
	8	The American Idea of the Self: <ul style="list-style-type: none"> • J. Hector St. John Crevecoeur, “Letter III: What is an American?” <i>Letters from an American Farmer</i>, 48-83. • Francisco Palou, from <i>Life of Junípero Serra</i>, Chapters 22 and 58, pp. 98-102 and 266-74. 	
	13	Fall Break	
	15	Late Eighteenth-Century American Poetry: <ul style="list-style-type: none"> • “The Rise of Antislavery Sentiment,” <i>Digital History</i> (under “Colonial Era”/”18th Century”). • Jupiter Hammon, “An Address to Miss Philis Wheatly” • Phillis Wheatley, “On Being Brought from Africa to America” • Philip Freneau, “To Sir Toby” and “The Indian Burying Ground” 	

	20	The American Revolution <ul style="list-style-type: none"> • “Why did the American Revolution take place?,” “Why did the colonists rebel and the British resist?,” and “Who were the loyalists?,” and “How revolutionary was the American Revolution?,” <i>Digital History</i> (under “The American Revolution”). • “The Declaration of Independence” • Mercy Otis Warren, “The Squabble of the Sea Nymphs; or the Sacrifice of the Tuscararoes” 	Nineteenth Century
	22	Archives and Primary Sources Meet in 1418 Joyner Library for an introduction to Special Collections and Project #3. PROJECT #2 DUE	
	27	The Early Nineteenth Century: <ul style="list-style-type: none"> • “Overview of the Pre-Civil War Era” and “Overview of Slavery,” <i>Digital History</i> • Henry David Thoreau, “Where I Lived, and What I Lived For,” <i>Walden</i>. • Works Cited Basics 	
	29	The Late Nineteenth Century: <ul style="list-style-type: none"> • “Overview of the Civil War,” “Overview of Reconstruction,” and “Overview of the Gilded Age,” <i>Digital History</i> • Walt Whitman, “When I Heard the Learned Astronomer” and “Vigil Strange I Kept on the Field One Night.” • Emily Dickinson, “There’s a Certain Slant of Light,” “I’m Nobody! Who Are You?,” and “Because I Could Not Stop for Death.” • Paul Laurence Dunbar, “An Ante-Bellum Sermon” and “We Wear the Mask.” 	
November	3	Two Sides of a Figure <ul style="list-style-type: none"> • Edgar Allan Poe, “Cask of Amontillado” and “Purloined Letter” 	
	5	Nature in the Nineteenth Century: <ul style="list-style-type: none"> • Thomas Bangs Thorpe, “The Big Bear of Arkansas” • Sarah Orne Jewett, “A White Heron” 	
	10	Gender, Love, and the Nineteenth Century: <ul style="list-style-type: none"> • Nathaniel Hawthorne, “The Maypole of Merry Mount” • Louisa May Alcott, “My Contraband” 	
	12	Men and Boys: <ul style="list-style-type: none"> • Samuel Langhorne Clemens (Mark Twain), “A Private History of a Campaign that Failed” 	
	17	Hispanic Oral Traditions and Memoirs in the Nineteenth Century: <ul style="list-style-type: none"> • Juan Nepomuceno Seguin, from <i>Personal Memoirs of John N. Seguin</i> • “La Llorana” • “Gregorio Cortez” PROJECT #3 DUE	
	19	Women and Girls: <ul style="list-style-type: none"> • William Dean Howells, “Editha” • A Working-Girl, “Eugenie’s Fête Day” 	

	24	Realism, Regionalism, and Dialect: <ul style="list-style-type: none"> Samuel Langhorne Clemens (Mark Twain), "A True Story" Charles W. Chesnutt, "Po' Sandy" 	
	26	Thanksgiving Break	
December	1	Native American Views: <ul style="list-style-type: none"> John Milton Oskison, "The Problem of Old Harjo" 	
	3	Wrap Up: RESEARCH PAPER DUE	
	8	Reading Day (Wednesday)	
	15	Final Exam Period (2:00-4:30 p.m.) FINAL IN-CLASS ESSAY	

Grades:

Grades will be based on the reading responses, three research projects, a research paper, and an in-class essay written during the final examination period. The breakdown of the final grade is as follows:

Research Project #1	10%
Research Project #2	15%
Research Project #3	15%
Online Reading Responses	15%
Research Paper	30%
Final In-Class Essay	15%
	100%

Final grades are averaged using a 4.0 scale (A=4.0, A-=3.7, B+=3.3, B=3.0, and so on). Not doing a major assignment (one of the research projects, the research paper, or the final in-class essay) will result in the final grade being dropped one full letter grade.

Attendance:

Attendance is taken each class period. Missing more than four class periods can result in a lowered final grade, up to a full letter grade. Excused absences count against the number of allowed absences but may be taken into account when decisions are made concerning the amount the final grade may be lowered. Let the professor know about any excused absence as early as possible.

Online Reading Responses:

Each student will submit short online reading responses (one-paragraph per entry is the minimum required) to the assigned readings for each class period. The responses are reflections on the readings to start class discussion; they are not quizzes with right and wrong answers.

The reading responses grade will be based on the completeness and timeliness of entries. To be complete, the responses should reflect the student's having read the assignment and addressed any points required by the prompt. For timeliness, entries made before the start of the class period can receive full credit. Entries made after the class meeting in which the assignment was discussed can receive half credit. Any entry made more than a week after the class meeting in which the assignment was discussed will be counted as a zero.

Strategies for how to approach the reading response entries is available in Blackboard in the Course Documents section.

Project and Paper Submission

All research projects and the research paper are due by 6:00 pm on the due date and should be submitted through SafeAssign on Blackboard, found under the Assignment button. SafeAssign is used to insure that each student's work is his or her own and to help students having trouble with paraphrasing, citation, etc., learn these skills. Late papers will be marked down; papers turned in more than a week late will receive an F.

Research Projects

Three short research projects will be due during the semester. These must be typed, and bibliographic material included should follow MLA format.

Project #1, *The Cultural Context of an Author* (due September 22): For the first project, students will be divided into groups of five. Each group will be assigned a century that we are studying (with the nineteenth century being divided into two parts) and, as a group, will pick an author to focus on. For that author, the group will develop a wiki timeline of historical and literary events, being ready to justify how each item placed on the list might connect to the author and to the history of American literature general. Each group member should include at least three entries, one each covering (1) something of the author's life, (2) an historical event aside from the author's personal life, and (3) one text written and/or published by someone other than the author during the period in which the author was creating texts. **All group members should have placed at least three draft items on the wiki timeline by 6:00 pm Tuesday, September 15.** Items may be revised and additional items may be added until the project due date of September 22. Indicate on the wiki timeline which student posted which item.

In addition to the group timeline, each student will turn in a 250-500 word introduction to the author, placing him or her in the historical context of his or her lifetime. The introduction is a short overview of important/useful information for other students to have in hand when reading the author's works. Not everything on the timeline needs to be included in the introduction, and information not on the timeline may be used in the introduction.

With the introduction, each student will need to have a two-part works cited—one for sources cited in the introduction and a second indicating the source for each item the student posted on the timeline. *As part of learning how to use academic resources, the majority of sources cited for your introduction must come from places other than the open web—that is, must be from databases accessed through the library, print resources, etc.*

The purpose of the project is to get a sense of the interconnection between literature and the historical context in which it was written. Don't forget to look for materials beyond just English-speaking America, and remember that history beyond North America and the United States may be important for understanding North American history and culture of that year.

Project #2, *Periodicals Project* (due October 22): For the second project, find an American periodical—a magazine, a journal, or a newspaper published before 1901. Look through three issues of the magazine/journal or five issues of the newspaper. Write a 500-word description of the periodical, focusing on what you believe the periodical's mission and focus to be (especially if it has a thematic focus, a particular outlook on the world) and how that focus relates to the culture in which the periodical was produced. The purpose of the project is to understand how literature is connected with the processes through which it is disseminated.

Project #3, *Primary Sources Project* (due November 17): For the third project, you will find an item—a letter, a map, a ledger, a poem, a speech, etc.—produced before 1901 from ECU's Special Collections. Through a 500-word essay, use the item to help illustrate some element of the history/culture in which it was produced, connecting that historical/cultural element to the literature of the period. The purpose of the assignment is to examine how sources beyond

modern historical/cultural studies can be used to help understand the historical/cultural contexts of literary works. These works may even be examined as examples of literature in and of themselves. While many items are available for review online, make sure that you also physically examine the item even if you work with something available online. *Include some form of proof showing that you examined the item in person.*

Research Paper

The 1000- to 1500-word (approximately five- to eight-page) research paper (**due December 3**), will be an analysis of either a single work or a group of works that we have read for class. Papers focusing on works not read in class are also possible, but students doing such papers must check their topic with the professor in advance. In fact, all students are encouraged to discuss their paper topics with the professor. Papers are to be documented using MLA format. If you are unfamiliar with this format or just need help concerning how to do citations, etc., see the *MLA Handbook for Writers of Research Papers*, 7th edition, available in the bookstore. This is a book that all English majors should own.

Your analysis should be based on your own close readings of the texts and on outside research. Secondary sources should be used to provide background information and to help develop your own ideas as well as to show how your ideas compare (or contrast) with those other people have expressed about the same work, works, or general topic. Secondary sources may include other people's critical readings of the works, theoretical texts (e.g. literary theory, psychological theory, philosophy, etc.), histories, and so forth. *As part of learning how to use academic resources, the majority of sources cited for your must come from places other than the open web—that is, must be from databases accessed through the library, print resources, etc. At least one source should be a book source not available through electronic means, that is, that you get physically from the library.*

Final In-Class Essay

The final examination period (**December 15, 2:00-4:30 pm**) will be used for students to write an open-book, open-notes, in-class essay, outlined but not written in advance. Students will be asked to compare four works from the syllabus of their own choosing, one from each of the four centuries covered by the course, on a single theme topic, also of the student's choosing. More will be said about the final essay as the semester comes to a close.

University Policies

Academic Integrity

Academic integrity as described in the ECU Student Handbook is a fundamental value of higher education and East Carolina University; cheating, plagiarism, falsification or attempts to cheat, plagiarize, or falsify are not tolerated. Academic integrity violations will be dealt with following the procedures outlined in the University's academic integrity policy. Penalties for violating the Academic Integrity policy include grade penalties up to and including an F for the course.

The East Carolina Creed reflects the University's expectation that students exhibit personal and academic integrity. Cheating, plagiarism, falsification, multiple submissions, and attempting or assisting with an academic integrity violation is a violation of the Academic Integrity policy and the expectations set forth in the Creed. Students are expected to know and adhere to the Academic Integrity policy. Penalties for violating the Academic Integrity policy can include a grade penalty up to and including an F for the course.

Students may review the Academic Integrity policies and procedures online at <http://www.ecu.edu/osrr/students-academic_conduct_process.cfm>.

Classroom Conduct

Students are expected to conduct themselves at all times in a manner that does not disrupt teaching or

learning. Behavior that disrupts the learning process may lead to disciplinary action and/or removal from class as specified in university policies, including the Student Code of Conduct, which is available at <http://www.ecu.edu/PRR/11/30/01>. Some guidelines for classroom behavior include being on time to class, ready to begin class at this time and not packing up until class has been dismissed by the instructor; being civil and respectful to everyone during class discussion; turning off electronic devices such as cell phones during class.