

## English 440: Literature of the American Revolution (Fall 2008)

Instructor: Prof. David Carlson

E-mail: [dajcarls@csusb.edu](mailto:dajcarls@csusb.edu)

Office: UH 301.40

Office Hours: MW 12:30-2:00 (and by appointment)

Section: #01

Days: MW 2:00-3:50

Room: UH 260

Office Phone: 537-7388

Course Texts: Thomas Paine  
Benjamin Franklin  
J. Hector St. John de Crèvecoeur  
David Humphreys  
  
Olaudah Equiano  
  
William Hill Brown  
Hannah Webster Foster  
Charles Brockden Brown

Common Sense  
The Autobiography  
Letters from an American Farmer  
An Essay on the Life of the Honorable  
Major-General Israel Putnam  
The Interesting Narrative of the Life of  
Olaudah Equiano  
The Power of Sympathy  
The Coquette  
Edgar Huntly

On Electronic Reserve:

Ethan Allen

Judith Sargent Murray

A Narrative of Colonel Ethan Allen's  
Captivity

"On the Equality of the Sexes" and  
"Observation on Female Abilities"

Conceptions Behind Course: In this course, students will have the opportunity to closely study a collection of widely-read texts published between the outbreak of the American Revolution and the end of the Federalist Era (1775-1800). Students will read major works of non-fiction prose from this period, as well as three of the earliest American novels. Thematically, the course will focus on three main areas: (1) *the rhetoric of Revolution*, (2) *emerging definitions of "the American,"* and; (3) *fictions of nationhood*. Through our reading and discussion, we will come to a deeper understanding of Revolutionary-era interest in classical notions of "virtue" and "republicanism," as well as of the role of eighteenth-century theories of moral sentiment in the literature of the period. We will also closely examine the ways that American writers sought to model new forms of individual and national identity, as well as the manner in which early American novelists addressed (sometimes in oblique ways) the ideological, social, and political problems confronting the newly formed United States.

### Course Policies:

Attendance: Attendance in class and participation in discussion are crucial parts of this course. As such, each student will be allowed no more than two absences during the semester without suffering a penalty on his or her final grade. For each absence beyond two, one-third of a letter grade will be deducted off the student's final average for the class.

Tardiness: Students who are excessively late may be marked absent, at the instructor's discretion.

Late work: Unless prior arrangements have been made with the instructor (owing to *extra-ordinary* circumstances), late work will not be accepted without a penalty. Late papers will be penalized 1/3 of a letter-grade per day overdue. Bi-weekly reading questions may not be turned in late.

Plagiarism: Plagiarism is the unacknowledged use of another person's words or ideas. It constitutes

a serious breach of the California State University Code of Student Ethics. Everything that a student turns in with his or her name on it must be his or her own work. Depending upon the severity of the case, plagiarism can result in failure for the assignment or for the entire course.

Course Requirements: The major assignments for this course include, **five sets of reading questions\***, **two essays** (one 3-4 pages and one 8-10 pages) and a **final examination**. You must complete all course requirements to receive a passing grade. The final grade breakdown will be as follows:

Reading Questions	10%
Short Essay	20%
Long Essay	35%
Final Exam	35%

\* Reading Questions: Once every two weeks, each student will be required to turn in typewritten responses to a series of questions on the readings for one class session. At the beginning of each two week period, I will provide a list of questions for the next four classes. Students may choose the day on which they would like to turn in their responses. Students should also be prepared to share their responses in class as a way of stimulating discussion. (These questions may also provide useful study materials in preparing for the exams.)

Important Information for English Majors: The English Teacher Preparation Program (ETPP) at CSUSB is one of the few state-approved English subject matter programs in California. Completion of the program will give you the "English subject matter competence" required to enter any single-subject teaching credential program in California. This means that you will not be required to take the CSET exam. Unless you are sure that English secondary school teaching is not your interest, you should seriously consider completing the ETPP while you are completing your B.A. in English. For the ETPP course work requirements, please see the CSUSB Catalog for the year in which you declared your English major, or consult a CSUSB English department advisor.

For Students with Disabilities: If you are in need of an accommodation for a disability in order to participate in this class, please let me know ASAP and also contact Services to Students with Disabilities at UH-183. Phone: (909)537-5238.

## Schedule of Readings and Assignments

ER indicates a text on Electronic Reserve

E-Reserve materials may be accessed through the Library's Web Page: <http://www.lib.csusb.edu/>

Click on the Link for "Course Reserves," and then on the Link for "Electronic Reserves." You will be prompted for your Coyote ID and name. Then you will be able to look up this class by number or by my name. Individual reserve readings are in .pdf format and may be downloaded and printed.

### Unit One: The Rhetoric of Liberty

Week 1: Intro to Course: The Rhetoric of Revolution

- |          |  |
|----------|--|
| Mon 9/29 | Introduction to Course<br>Watch Video Segment from <u>Liberty: The American Revolution</u>   |
| Wed 10/1 | The Rhetoric of Revolution and Independence<br>Thomas Paine <u>Common Sense</u> (Paine, 3-51)<br>Thomas Jefferson                "The Declaration of Independence" (Handout) |

Week 2: The Revolution and Classic Republicanism

- |          |   |
|----------|---|
| Mon 10/6 | The Revolution and Classic Republicanism<br>David Humphreys <u>Life of Israel Putnam</u> (1-70)   |
| Wed 10/8 | The Revolution and Classic Republicanism<br>David Humphreys <u>Life of Israel Putnam</u> (70-126) |

Week 3: The Revolutionary-Era Captivity Narrative

- |           |   |
|-----------|---|
| Mon 10/13 | The Captivity Narrative as "Republican" Propaganda<br><b>No class meeting. Instructor out of Town. Students should complete assigned reading for the day and be prepared for Wed discussion</b><br>Ethan Allen <u>Narrative</u> (1-36) ER |
| Wed 10/15 | The Captivity Narrative as "Republican" Propaganda<br>Ethan Allen <u>Narrative</u> (37-72) ER   |

Week 4: Slavery in an Age of Liberty

- |           |  |
|-----------|--|
| Mon 10/20 | Slavery in an Age of Liberty: The Revolution in the "Black Atlantic"<br>Watch Video Segment from <u>Liberty: The American Revolution</u><br>Olaudah Equiano <u>The Interesting Narrative</u> (31-61; 77-112) |
| Wed 10/22 | Slavery in an Age of Liberty: The Revolution in the "Black Atlantic"<br>Olaudah Equiano <u>The Interesting Narrative</u> (131-44; 178-93; 198-236)   |



Week 10: The American Gothic and the Dangers of Liberty

Mon 12/1      The Post-Revolutionary Gothic Novel  
Charles Brockden Brown      Edgar Huntly (95-183)

Wed 12/3      The Post-Revolutionary Gothic Novel  
Charles Brockden Brown      Edgar Huntly (184-285)

**Long Essay Due on Friday, Dec 5, by 4:00.**

**The Final Examination will be on at Friday, Dec 12, at 2:00 p.m.**