

ENGLISH 441
Advanced Survey of American Literature I (1620-1860)
Fall 2024
Dr. Roggenkamp

Office 315 DTH
Hours M/W/F 1:00-2:00 and by appointment
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*“What then is the American, this new man? . . . Here individuals of all races are melted into a new race of man, whose labors and posterity will one day cause great changes in the world.
Americans are the western pilgrims.”*
(J. Hector St. John De Crevecoeur, Letters from an American Farmer)

“I speak of the American in the singular, as if there were not millions of them, north and south, east and west, of both sexes, of all ages, and of various races, professions, and religions.”
(George Santayana, Character and Opinion in the United States)

COURSE DESCRIPTION

English 441 is the first of two courses comprising a selected survey of American literature and culture. In this course we will focus on the narratives of British North America written during the seventeenth and eighteenth century, along with literature of the early nineteenth century (roughly speaking, from 1620-1860). We will explore the invention and formation of “Americanness” and “American literature” during this time of religious and cultural upheaval, political and printing revolutions, and racial and gender transformations, examining along the way some of the fundamental civic ideologies, assumptions, rhetorical strategies, and popular perceptions that still influence the ways in which Americans think about themselves and their diverse communities.

This course is a survey. Its intention is to sketch only a broad map of incredibly diverse literary traditions over a span of over two hundred years, using some specific thematic lenses. Obviously, the diversity of American experience and the broad period of time covered mean that a course of this type will always be relatively cursory. Your anthology provides a much more expansive selection of literary and cultural expression from other regions of North America during this same period, and I encourage you to peruse these sections on your own as a supplement to the readings we will share in class.

Note: Most of our readings--especially those toward the beginning of the course--grew out of atmospheres of political, social, and religious strife and are deeply expressive of specific agendas. Some of the literature may conflict with your personal belief systems or make you feel uncomfortable. Regardless, your task is to understand and to discuss these readings as literary texts--to concentrate on the ideas, language, and images of the readings, as well as the context in which they were written. This is neither a religion or history class. It is, however, a course in which we'll need to look carefully at how different areas of culture--including, among other things, ideologies about religion, politics, race, and gender--affect and are affected by narrative.

STUDENT LEARNING OUTCOMES	<p>For the purpose of Student Learning Outcomes (SLO) Assessment:</p> <p>SLO 1: Students will demonstrate familiarity with the literary movements and terms relevant to American literature between 1620 and 1860, as measured by an ungraded pretest and post-test.</p> <p>SLO 2: Students will demonstrate effective grasp of course concepts by completion of a major project designed by individual students and as measured by a rubric created for that purpose.</p>
REQUIRED TEXTS	<p>BRING THE RELEVANT BOOK TO CLASS EACH DAY! I MEAN IT! DON'T MAKE ME GRUMPY BY FAILING TO BRING YOUR BOOK!</p> <ul style="list-style-type: none"> ▪ <i>The Norton Anthology of American Literature, 10th edition</i>, Volumes A and B., ed. Robert S. Levine (New York: W. W. Norton, 2022) ISBN 978-0-393-88442-5 ▪ Harriet Beecher Stowe, <i>Uncle Tom's Cabin</i> (1852). Any complete edition of the novel will be fine to use.
GRADING	<p>Your final grade for this course will be weighted as such:</p> <ul style="list-style-type: none"> ▪ Class participation & preparation (grades posted every 5 weeks), 30% ▪ "Scribbles," 30% ▪ Close reading exam, 15% ▪ Major project, 25% <p>The Department of Literature and Languages does not, as a rule, allow an Incomplete (X) on the transcript; incompletes are only awarded under extraordinary circumstances, pending Department Head and Dean approval. If personal issues or conflicts arise that lead to your missing a substantial amount of class, you should consider withdrawing from the class. As a rough guideline, for what A-F grades mean, I award A for truly outstanding work, B for work significantly above the level necessary to meet basic requirements, C for work that meets basic requirements, D for work that meets only some of the requirements, and F for work that is not completed or that fails to meet the requirements of the assignment.</p>
LATE WORK	<p>I grant extensions on assignments only under the most exceptional of circumstances. I will only accept late papers if you make explicit prior arrangements with me and provide proof of your inability to complete that paper on time due to extenuating circumstances (severe illness, death in immediate family, etc.) If you miss a "scribble" assignment because you miss a day of class, it is UP TO YOU to check in with a classmate to see what it was. Do not expect to be able to make up scribble work.</p>
ATTENDANCE	<p>Be here, Scholars. Your attendance in class is crucial, and you cannot expect to do well if you do not attend each meeting, and get here on time. According to the TAMU-Commerce student handbook, "students are expected to be present for all class meetings of any course for which they are enrolled." I keep attendance, and you can expect your grade to suffer for absences (more than three, for any reason).</p>
COMMUNICATION AND TECHNOLOGY	<p>I tend to send several emails over the semester, and I will use your university email account (myLeo), so be sure to check it every day.</p> <p>This course will be supplemented using myLeo Online (D2L Brightspace), the Learning Management system used by TAMU-Commerce. You will need your CWID and password to log into the course page via the myLeo portal. If you do not know your</p>

	<p>CWID or have forgotten your password, contact Technology Services at 902-468-6000 or helpdesk@online.tamu.org. To complete this course successfully, you will need a computer with internet access (high speed recommended) and a word processor equipped with Microsoft Word. Our campus is optimized to work in a Microsoft Windows environment. This means our courses work best if you are using a Windows operating system and a recent version of a browser like Internet Explorer or Google Chrome. Your course will also work with Macintosh OS along with a recent version of Safari or Firefox.</p> <p>TAMU-Commerce provides students with technical support in the use of D2L Brightspace. Technology problems are not generally an excuse for a late assignment-- make sure you submit your work in time to allow for any problems accessing the Dropbox. You may reach the help desk by the following means, 24 hours a day, seven days a week:</p> <ul style="list-style-type: none"> ➤ Phone 866-656-5511 ➤ Email helpdesk@online.tamuc.org ➤ Click on “Help” button for information regarding working with D2L Brightspace
<p>MORE POLICIES AND PROCEDURES</p>	<p>Additional policies and procedures:</p> <ul style="list-style-type: none"> ➤ You are responsible for reading and understanding all items included on this syllabus and on any additional materials you receive from me during the course ➤ The Department of Literature and Languages will not tolerate plagiarism or any other form of academic dishonesty. Instructors uphold and support the highest academic standards, and students are expected to do likewise. Penalties for students who are found guilty of academic dishonesty include failure of the assignment and/or course, disciplinary probation, suspension, or expulsion. Refer to the TAMU-Commerce Code of Student Conduct 13.99.99.R0.10 for details: http://www.tamuc.edu/aboutus/policiesproceduresstandardsstatements/rulesProcedures/13students/undergraduates/13.99.99.R0.03UndergraduateAcademicDishonesty.pdf. Examples of plagiarism include but are not restricted to: turning in an essay written entirely or partly by someone else; copying any portion of someone else’s words and presenting those words as your own (i.e. without quotation or citation); copying paragraphs, sentences, or parts of sentences from another source without citation; using the same ideas that you have found in another writer’s essay and presenting those ideas as your own (again, without quotation or citation). If you are not clear about how to avoid any of these acts, it is up to you to clarify, either via online information or our own Writing Center on the first floor of DTH. Unintentional plagiarism is still plagiarism, and we expect all students to understand what constitutes an act of academic dishonesty. ➤ All students enrolled in the university shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. TAMU-C will comply in the classroom and online courses with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, ethnicity, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained. ➤ The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with registered disabilities be guaranteed a learning environment that provides for reasonable accommodation. If you have a disability requiring an accommodation, contact the Office of Student Disability Resources and

	<p>Services, Gee Library 162; phone 903-886-5150 or 903-886-5835; fax 903-468-8148; email Rebecca.Tuerk@tamuc.edu; website http://www.tamuc.edu/CampusLife/CampusServices/studentDisabilityResourcesAndServices/default.aspx.</p> <ul style="list-style-type: none"> ➤ Texas Senate Bill 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in TAMU-C buildings only by persons who have been issued and are in possession of a Texas license to carry a handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the state of Texas are also permitted to do so. Pursuant to PC 46.035, the open carrying of handguns is prohibited on all TAMU-C campuses. Report violations to the University Police Department at 903-886-5868 or 911. ➤ Students who have concerns regarding their courses should first address those concerns with the assigned instructor in order to reach a resolution. Students who are unsatisfied with the outcome of that conversation or have not been able to meet individually with their instructor, whether in person, by email, by telephone, or by another communication medium, should then schedule an appointment with the Department Head by completing a Student Grievance Form (available in the main office, DTH 141). In the event that the instructor is the Department Head or Assistant Department Head, the student should schedule a meeting with the Dean of the College of Arts, Social Sciences, and Humanities (CHSSA) after following the steps outlined above. If the instructor in question is the Assistant Department Head, students should schedule a meeting with the Department Head. Where applicable, students should also consult University Procedure 13.99.99.R0.05 (“Student Appeal of Instructor Evaluation”).
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<p>SCHEDULE OF ASSIGNMENTS Some changes may occur during the semester. Unless otherwise specified, pages refer to the <i>Norton Anthology of American Literature, 10th edition, Volumes A and B</i> BRING YOUR BOOK TO CLASS EVERY DAY!!!</p>		
<p>UNIT 1: COLONIAL ORIGINS OF AMERICAN NARRATIVES</p> <p><i>Norton Anthology Volume A: Beginnings to 1820</i></p>	Week 1: Puritan Origins of American Stories	
	8/26 Mon	<ul style="list-style-type: none"> ▪ Syllabus and introductions
	8/28 Wed	<ul style="list-style-type: none"> ▪ Read syllabus in entirety ▪ Read “Beginnings to 1820,” Norton, Volume A 3-23 ▪ In class: lecture on Puritan worldview and American rhetoric
	8/30 Fri	<ul style="list-style-type: none"> ▪ Read John Winthrop: <ul style="list-style-type: none"> ○ Biographical note, Norton A, 171-173 ○ <i>A Model of Christian Charity</i> (1630), Norton A, 173-184
	Week 2: An Errand into the Wilderness	
	9/2 Mon	No class (Labor Day)
	9/4 Wed	<ul style="list-style-type: none"> ▪ Read William Bradford: <ul style="list-style-type: none"> ○ Biographical note, Norton A, 125-127

		<ul style="list-style-type: none"> ○ from <i>Of Plymouth Plantation</i> (1630-1650), Norton A, 136-149
9/6 Fri		<ul style="list-style-type: none"> ▪ Read William Bradford, from <i>Of Plymouth Plantation</i>, Norton A, 150-162 ▪ Read Thomas Morton: <ul style="list-style-type: none"> ○ Biographical note, Norton A, 162-164 ○ from <i>New English Canaan</i> (1637), Norton A, 164-171
Week 3: The Tenth Muse		
9/9 Mon		<ul style="list-style-type: none"> ▪ Read Anne Bradstreet (1678, et al.) <ul style="list-style-type: none"> ▪ Biographical note, Norton A, 211-213 ▪ “The Author to Her Book,” Norton A, 230 ▪ “Before the Birth of One of Her Children, Norton A, 230-231 ▪ “To My Dear and Loving Husband,” Norton A, 231 ▪ “A Letter to Her Husband, Absent on Public Employment,” Norton A, 232 ▪ “In Memory of My Dear Grandchild, Elizabeth Bradstreet,” Norton A, 234-235 ▪ “Here Follows Some Verses Upon the Burning of Our House, July 10th, 1666” Norton A, 236-237 ▪ “To My Dear Children,” Norton A, 239-242
9/11 Wed		<ul style="list-style-type: none"> ▪ Continue discussion of Anne Bradstreet poetry
9/13 Fri		<ul style="list-style-type: none"> ▪ TBA
Week 4: Captivity Narrative		
9/16 Mon		<ul style="list-style-type: none"> ▪ Read Mary Rowlandson: <ul style="list-style-type: none"> ○ Biographical note, Norton A, 260-261 <i>A Narrative of the Captivity and Restauration of Mrs. Mary Rowlandson</i> (1682), Norton A, 262-271
9/18 Wed		<ul style="list-style-type: none"> ▪ Read Mary Rowlandson, <i>A Narrative of the Captivity</i>, Norton A, 271-281
9/20 Fri		<ul style="list-style-type: none"> ▪ Read Mary Rowlandson, <i>A Narrative of the Captivity</i>, Norton A, 282-293
Week 5: Enlightenment and the Gospel of the Self-Made Man		
9/23 Mon		<ul style="list-style-type: none"> ▪ In class: lecture on the Enlightenment and end of Puritan New England
9/25 Wed		<ul style="list-style-type: none"> ▪ Read Benjamin Franklin, <i>The Autobiography of Benjamin Franklin</i> (1791), Norton A 429-432, 456-474
9/27 Fri		<ul style="list-style-type: none"> ▪ Read Benjamin Franklin, <i>The Autobiography of Benjamin Franklin</i>, Norton A, 474-504
UNIT 2	Week 6: The Emergence of Fiction in a New Nation	

CIVIC MYTHS AND DECLARATIONS OF LITERARY INDEPENDENCE <i>Norton Anthology Volume B: 1820-1860</i>	9/30 Mon	<ul style="list-style-type: none"> ▪ Read Benjamin Franklin, <i>The Autobiography of Benjamin Franklin</i>, Norton A, 504-520
	10/2 Wed	<ul style="list-style-type: none"> ▪ Read “American Literature, 1820-1865,” Norton Volume B, 3-21 ▪ In class: lecture on the literary marketplace of the early nineteenth century
	10/4 Fri	<ul style="list-style-type: none"> ▪ Read Washington Irving: <ul style="list-style-type: none"> ○ Biographical note, Norton B, 25-27 ○ “The Legend of Sleepy Hollow,” from <i>The Sketchbook</i> (1819), Norton B, 41-62
	Week 7: Gothic Romances	
	10/7 Mon	CLOSE READING EXAM
	10/9 Wed	<ul style="list-style-type: none"> ▪ Read Nathaniel Hawthorne: <ul style="list-style-type: none"> ○ Biographical notes, Norton B, 304-307 ○ Preface to <i>The House of the Seven Gables</i> (1851), Norton B, 524-525 ○ “Young Goodman Brown” (1836), Norton B, 321-330 ○ “The May-Pole of Merry Mount” (1835), Norton B, 330-338
	10/11 Fri	<ul style="list-style-type: none"> ▪ Read Edgar Allan Poe: <ul style="list-style-type: none"> ○ Biographical note, Norton B, 656-659 ○ “The Tell-Tale Heart” (1843), Norton B, 616-620 ○ “The Black Cat” (1843), Norton B, 620-626 ○ “The Masque of the Red Death” (1842), Norton B, 612-616
	Week 8: Social Reform and the Art of Persuasion	
	10/14 Mon	<ul style="list-style-type: none"> ▪ Read Edgar Allan Poe: <ul style="list-style-type: none"> ○ “The Bells” (1850), read online at https://www.poets.org/poetsorg/poem/bells ○ “The Raven” (1845), Norton B, 612-615 ○ “The Philosophy of Composition” (1846), Norton B, 701-709
	10/16 Wed	<ul style="list-style-type: none"> ▪ Read William Apsess: <ul style="list-style-type: none"> ○ Biographical note, Norton B, 123-124 ○ “An Indian’s Looking-Glass for the White Man” (1833), Norton B, 129-134 ○ Read Elias Boudinot, “An Address to the Whites” (1826), located in D2L, Week 8
	10/18 Fri	<ul style="list-style-type: none"> ▪ Introduction to Harriet Beecher Stowe, <i>Uncle Tom’s Cabin</i> (1851, 1852)
	Week 9: The “Peculiar Institution”	
10/21 Mon	<ul style="list-style-type: none"> ▪ Read Stowe, <i>Uncle Tom’s Cabin</i>, Chapters 1-8 	

10/23 Wed	▪ Read Stowe, <i>Uncle Tom's Cabin</i> , Chapters 9-14
10/25 Fri	▪ Read Stowe, <i>Uncle Tom's Cabin</i> , Chapters 15-19
Week 10: The "Peculiar Institution"	
10/28 Mon	▪ Read Stowe, <i>Uncle Tom's Cabin</i> , Chapters 20-28
10/30 Wed	▪ Read Stowe, <i>Uncle Tom's Cabin</i> , Chapters 29-37
11/1 Fri	▪ Read Stowe, <i>Uncle Tom's Cabin</i> , Chapters 38-45
Week 11: The "Peculiar Institution"	
11/4 Mon	▪ Continue discussing <i>Uncle Tom's Cabin</i>
11/6 Wed	▪ Discuss <i>Uncle Tom's Cabin</i> and media images
11/8 Fri	▪ Continue discussing <i>Uncle Tom's Cabin</i> and media images
Week 12: The "Peculiar Institution"	
11/11 Mon	TBA
11/13 Wed	<ul style="list-style-type: none"> ▪ Read Frederick Douglass: <ul style="list-style-type: none"> ○ Biographical note, Norton B, 1064-1068 ▪ <i>Narrative of the Life of Frederick Douglass</i> (1845), Norton B, 1068-1087
11/15 Fri	▪ Read Douglass, Norton B, 1087-1102
Week 13: American Transcendentalism, America Transcendent	
11/18 Mon	▪ Read Douglass, Norton B, 1102-1133
11/20 Wed	<ul style="list-style-type: none"> ▪ Read Ralph Waldo Emerson: <ul style="list-style-type: none"> ○ Biographical note, Norton B, 158-161 ○ from <i>Nature</i> (1836), Norton B, 161-164 ○ from "The Divinity School Address" (1838), Norton B, 203-216 ○ "Each and All" (1839), Norton B, 278-279 ○ In class: lecture on American Transcendentalism
11/22 Fri	<ul style="list-style-type: none"> ▪ Read Henry David Thoreau: <ul style="list-style-type: none"> ○ Biographical note, Norton B, 928-930 from <i>Walden</i> (1854), Norton B, 948-955 (from "Economy" AND 990-1000 ("Where I Lived"))

Week 14: American Transcendentalism, America Transcendent	
11/25 Mon	▪ Read Henry David Thoreau, from <i>Walden</i> , Norton B, 1030-1049 (“Spring” and “Conclusion”)
11/27 Wed	▪ TBA
11/29 Fri	▪ NO CLASS: THANKSGIVING BREAK Share what you know about the Pilgrims with friends and family!
Week 15: American Transcendentalism, America Transcendent	
12/2 Mon	▪ Read Walt Whitman: <ul style="list-style-type: none"> ○ Biographical note, Norton B, 1048-1151 ○ “Song of Myself” (1855), Norton B, 1168-1212
12/4 Wed	▪ Continue discussing “Song of Myself”
12/6 Fri	▪ Continue discussing “Song of Myself”
MAJOR PROJECT DUE IN WEEK 15 DROPBOX by 11:59 p.m. Wednesday 12/15	