

ENGLISH 441
Advanced Survey of American Literature I (1620-1860)
Fall 2025
Dr. Roggenkamp

Office 224 DTH
Hours M/W/F 1:30-2:30 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.

	I would like to acknowledge that this class takes place in the ancestral and unceded territory of the Caddo People.
STUDENT LEARNING OUTCOMES	For the purpose of Student Learning Outcomes (SLO) Assessment: 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. 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.
REQUIRED TEXTS	BRING THE RELEVANT BOOK TO CLASS EACH DAY! I MEAN IT! DON'T MAKE ME GRUMPY BY FAILING TO BRING YOUR BOOK! ▪ <i>The Norton Anthology of American Literature</i>, Beginnings to 1865, Shorter 10th edition, ed. Robert S. Levine, New York: W. W. Norton, 2023. ISBN 978-0-393-88617-7. ▪ Harriet Beecher Stowe, <i>Uncle Tom's Cabin</i> (1852). Any complete edition of the novel will be fine to use.
GRADING	Your final grade for this course will be weighted as such: ▪ Class participation & preparation (grades posted every 5 weeks), 30% ▪ "Scribbles," 30% ▪ Close reading exam, 15% ▪ Major project, 25% 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. Please note: if I determine that a number of students are not completing the readings, I will start implementing reading quizzes, which will form part of your class participation and preparation grade.
LATE WORK	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.

ATTENDANCE	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 East Texas A&M 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).
COMMUNICATION AND TECHNOLOGY	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. This course will be supplemented using myLeo Online (D2L Brightspace), the Learning Management system used by East Texas A&M. You will need your CWID and password to log into the course page via the myLeo portal. If you do not know your 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. East Texas A&M 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: ➤ Phone 866-656-5511 ➤ Email helpdesk@online.tamuc.org ➤ Click on “Help” button for information regarding working with D2L Brightspace
MORE POLICIES AND PROCEDURES	Additional policies and procedures: ➤ 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 East Texas A&M 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. ETAMU 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 in this class. ➤ 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 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. ➤ Texas Senate Bill 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in ETAMU 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 ETAMU campuses. Report violations to the University Police Department at 903-886-5868 or 911. ➤ East Texas A&M acknowledges that there are legitimate uses of Artificial Intelligence, ChatBots, or other software that has the capacity to generate text, or suggest replacements for text beyond individual words, as determined by the instructor of the course. Any use of such software must be documented. Any undocumented use of such software constitutes an instance of academic dishonesty (plagiarism). Individual instructors may disallow entirely the use of such software for individual assignments or for the entire course. Students should be aware of such requirements and follow their instructors' guidelines. If no instructions are provided the student should assume that the use of such software is disallowed. In any case, students are fully responsible for the content of any assignment they submit, regardless of whether they used an AI, in any way. This specifically includes cases in which the AI plagiarized another text or misrepresented sources. ➤ 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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SCHEDULE OF ASSIGNMENTS Some changes may occur during the semester. Unless otherwise specified, pages refer to the <i>Norton Anthology of American Literature</i>, shorter 10th edition BRING YOUR BOOK TO CLASS EVERY DAY!!!		
UNIT 1: COLONIAL ORIGINS OF AMERICAN NARRATIVES	Week 0: Introductions	
	8/21	▪ Syllabus and introductions
	Week 1: Puritan Origins of American Stories	
	8/24 Mon	▪ Read syllabus in entirety ▪ Read “Beginnings to 1820,” Norton, 3-25 ▪ In class: lecture on Puritan worldview and American rhetoric
	8/26 Wed	▪ Read John Winthrop: ○ Biographical note, Norton, 101-102 ○ <i>A Model of Christian Charity</i> (1630), 102-113
	8/28 Fri	▪ Read William Bradford: ○ Biographical note, Norton A, 79-81 ○ from <i>Of Plymouth Plantation</i> (1630-1650), Norton, 83-100
	Week 2: The Tenth Muse	
	8/31 Mon	▪ Read Anne Bradstreet (1678, et al.) ▪ Biographical note, Norton 120-121 ▪ “The Author to Her Book,” Norton, 130-131 ▪ “Before the Birth of One of Her Children, Norton, 131 ▪ “To My Dear and Loving Husband,” Norton, 132 ▪ “A Letter to Her Husband, Absent on Public Employment,” Norton, 132-133 ▪ “In Memory of My Dear Grandchild, Elizabeth Bradstreet,” Norton, 133 ▪ “Here Follows Some Verses Upon the Burning of Our House, July 10th, 1666” Norton, 133-134 ▪ “To My Dear Children,” Norton, 135-138
	9/2 Wed	▪ Continue discussion of Anne Bradstreet poetry
	9/4 Fri	▪ Read Mary Rowlandson: ○ Biographical note, Norton, 138-139 ○ <i>A Narrative of the Captivity and Restauration of Mrs. Mary Rowlandson</i> (1682), Norton A, 140-150

	Week 3: Captivity Narrative	
	9/7 Mon	No Class (Labor Day)
	9/9 Wed	No class—I will be taking my son to college out of state (I’m not crying, YOU’RE crying!)
	9/11 Fri	Read Mary Rowlandson, <i>A Narrative of the Captivity</i>, Norton, 150-159
	Week 4: Enlightenment and the Gospel of the Self-Made Man	
	9/14 Mon	In class: lecture on the Enlightenment and end of Puritan New England
	9/16 Wed	- Read Benjamin Franklin: - Biographical note, 185-188 <i>The Autobiography of Benjamin Franklin</i> (1791), Norton 201-218
	9/18 Fri	Read Franklin, <i>The Autobiography of Benjamin Franklin</i>, Norton 218-248
UNIT 2 DECLARATIONS OF LITERARY INDEPENDENCE FOR A NATION IN CRISIS	Week 5: The Emergence of Fiction in a New Nation	
	9/21 Mon	Read Franklin, <i>The Autobiography of Benjamin Franklin</i>, Norton 248-264
	9/23 Wed	TBA
	9/25 Fri	CLOSE READING EXAM
	Week 6: The Emergence of Fiction in a New Nation	
	9/28 Mon	- Read “American Literature, 1820-1865,” Norton 439-457 - In class: lecture on the literary marketplace of the early nineteenth century
	9/30 Wed	Periodicals project: for this assignment, explore a volume of <i>Godey’s Lady’s Book</i> and see what you can find. Bring a paper summarizing some of your findings. (More details will be provided in class.) Link to the periodical is here: https://archive.org/details/godeys-1860-v-61/mode/2up

10/2 Fri	▪ Read Washington Irving: ○ Biographical note, Norton 461-463 ○ “The Legend of Sleepy Hollow,” located in D2L Week 6 or at https://etc.usf.edu/lit2go/171/american-short-fiction/3446/the-legend-of-sleepy-hollow/ PLEASE BRING A COPY OF THE STORY OR HAVE IT PULLED UP ON YOUR PHONE OR LAPTOP FOR CLASS
Week 7: Gothic Romances	
10/5 Mon	▪ Read Nathaniel Hawthorne: ○ Biographical note, Norton 600-603 ○ “Young Goodman Brown” (1836), Norton 617-626
10/7 Wed	▪ Read Edgar Allan Poe: ○ Biographical note, Norton 660-664 ○ “The Tell-Tale Heart” (1843), Norton 691-695 ○ “The Black Cat” (1843), Norton 695-701 ○ “Ligeia” (1838), 668-678
10/9 Fri	NO CLASS—FALL BREAK
Week 8: The “Peculiar Institution”	
10/12 Mon	▪ Read Edgar Allan Poe: ○ “The Bells” (1850), read online at https://www.poets.org/poetsorg/poem/bells ○ “The Raven” (1845), Norton 664-667 ○ “The Philosophy of Composition” (1846), Norton 714-722
10/14 Wed	▪ Read William Apress: ○ Biographical note, Norton 494-495 ○ “An Indian’s Looking-Glass for the White Man” (1833), Norton 495-500 ▪ Read Elias Boudinot, “An Address to the Whites” (1826), located in D2L, Week 8 or at https://nationalhumanitiescenter.org/pds/triumphnationalism/expansion/text3/addresswhites.pdf
10/16 Fri	▪ Introduction to Harriet Beecher Stowe, <i>Uncle Tom’s Cabin</i> (1851, 1852)
Week 9: The “Peculiar Institution”	
10/19 Mon	▪ Read Stowe, <i>Uncle Tom’s Cabin</i>, Chapters 1-8
10/21	▪ Read Stowe, <i>Uncle Tom’s Cabin</i>, Chapters 9-14

	Wed	
	10/23 Fri	▪ TBA
	Week 10: The “Peculiar Institution”	
	10/26 Mon	▪ Read Stowe, <i>Uncle Tom’s Cabin</i> , Chapters 15-19
	10/28 Wed	▪ Read Stowe, <i>Uncle Tom’s Cabin</i> , Chapters 20-28
	10/30 Fri	▪ Read Stowe, <i>Uncle Tom’s Cabin</i> , Chapters 29-37
	Week 11: The “Peculiar Institution”	
	11/2 Mon	▪ Read Stowe, <i>Uncle Tom’s Cabin</i> , Chapters 38-45
	11/4 Wed	▪ Continue discussing <i>Uncle Tom’s Cabin</i>
	11/6 Fri	▪ TBA
	Week 12: The “Peculiar Institution”	
	11/9 Mon	▪ Read Frederick Douglass: ○ Biographical note, Norton 970-974 ▪ <i>Narrative of the Life of Frederick Douglass</i> (1845), Norton 974-995 (Chapters I-V)
	11/11 Wed	▪ Read Douglass, Norton B, 996-1027 (Chapters VI-X)
	11/13 Fri	▪ Read Douglass, Norton B, 1027-1040 (Chapters XI-Appendix)
	Week 13: American Transcendentalism, America Transcendent	
	11/16 Mon	▪ TBA
	11/18 Wed	▪ Read Ralph Waldo Emerson: ○ Biographical note, Norton 500-503 ○ from <i>Nature</i> (1836), Norton 503-506 ○ “Each and All” (1839), Norton 578-579 ▪ In class: lecture on American Transcendentalism
	11/20 Fri	▪ Read Henry David Thoreau: ○ Biographical note, Norton 879-882 ○ from <i>Walden</i> (1854), Norton 899-906 (section from “Economy”) and 941-952 (“Where I Lived and What I Lived For”)

Week 14: American Transcendentalism, America Transcendent	
11/23 Mon	Read Henry David Thoreau, from <i>Walden</i>, Norton 951-969 (“Spring” and “Conclusion”)
11/25 Wed	TBA
11/27 Fri	NO CLASS: THANKSGIVING BREAK - Share what you know about the Pilgrims with friends and family!
Week 15: American Transcendentalism, America Transcendent	
11/30 Mon	- Read Walt Whitman: - Biographical note, Norton 1044-1047 “Song of Myself” (1855), Norton 1062-1106
12/2 Wed	Reread “Song of Myself”
12/4 Fri	Continue discussing “Song of Myself”
MAJOR PROJECT DUE IN WEEK 15 DROPBOX by 11:59 p.m. Wednesday 12/9	