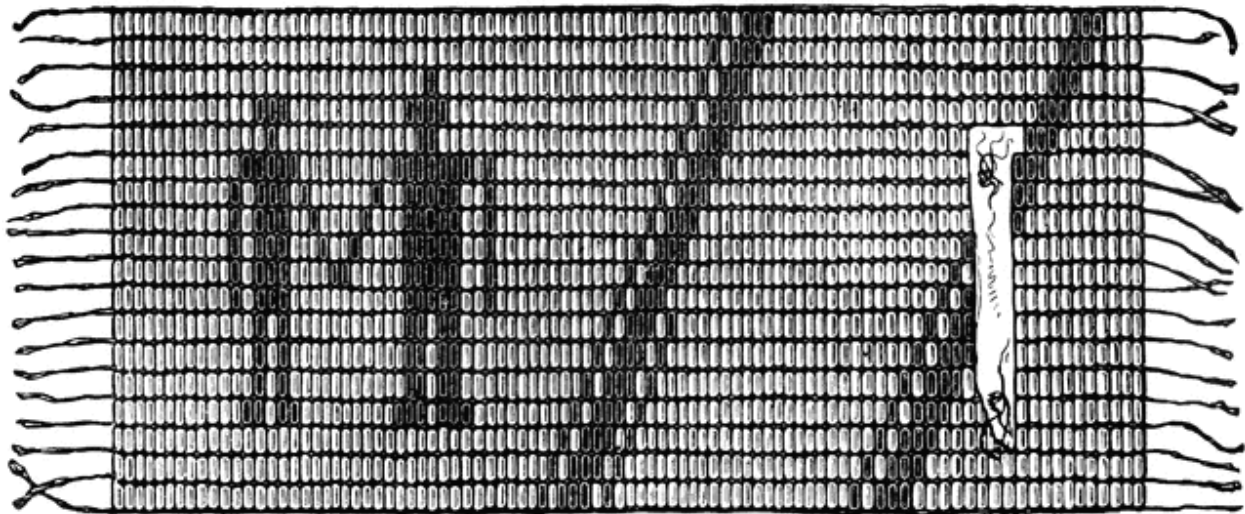


LITT 3621:001
Early American Literature (W2)
TR 8:30-10:20, B-010
Fall 2013

Dr. Deborah Gussman
Office: F137
Hours: TR 1:15-2:15 and by appointment
Phone: 609-652-4657
deborah.gussman@stockton.edu
<http://wp.stockton.edu/gussman>



Wampum received by William Penn in commemoration of an Indian Treaty. From E. Benjamin Andrews *History of the United States* (New York: Scribner's Sons, 1913)I:264

Required Texts:

Myra Jehlen and Michael Warner, eds. *The English Literatures of America, 1500-1800*.
Routledge 1997. ISBN: 978-0-415-90873-3 (paperback) req.
William Apess. *A Son of the Forest & Other Writings*. U of Massachussetts P 1997. ISBN-10:
1558491074 (paperback) req.
Catharine Maria Sedgwick. *Hope Leslie*. Penguin 1998. ISBN-10: 0140436766 (paperback, req.)
James Fenimore Cooper. *Last of the Mohicans*. Signet 2005. ISBN-10: 0451529820
(paperback, req.)
William Hill Brown and Hannah W. Foster. *The Power of Sympathy* and *The Coquette*.
Penguin,1996. ISBN-10: 0140434682 (paperback, req.)
Additional secondary readings will be posted on Blackboard.

Course Description and Goals

We will be looking at the development of an American literature from the period of exploration and contact through the 1820's (though not always in chronological order). We will read a variety of texts including essays, novels, poems, sermons, non-fiction narratives and

autobiographies. Through our readings, writing, and discussions, we will explore issues that were significant to writers and readers of the time, and that continue to interest us today such as: What is an American? Who defines when writing becomes literature? Is there an American literature, or many literatures?

We will be approaching this diverse body of writing with attention to historical contexts, literary and intellectual developments, and considerations of race, gender and class. In addition to gaining knowledge of a fascinating body of material that would deeply influence the work of later writers, you will be learning new questions and critical perspectives to bring to your reading and writing, and engaging with current scholarly debates over the changing literary canon.

Prerequisites: LITT 2123, or permission of instructor.

This course meets the Literature Program's "before 1800 requirement" and is an American literature course.

Course Requirements

Two essays: 5-6 pages each. We will discuss topics in advance.

Two exams: These will include short answer, identification, explication, and essay questions.

Attendance and participation: You are expected to attend class regularly having completed the assigned reading and/or writing and to be prepared to discuss the texts and your own work. We will also be using Blackboard for additional discussions, question-posing, problem-solving, and announcements. If you are frequently unprepared, late, or miss more than 4 classes, you will find it difficult to earn a satisfactory final grade. For obvious reasons, please silence cell phones and do not text message, check email, listen to music, or surf the web during class.

Grading -- In arriving at final grades, I will follow this breakdown:

20% –Essay #1

20% –Essay #2

25% - First exam

25% - Second exam

10%- Class preparation and participation, Blackboard participation

Other grading policies:

- Grades will be lowered by 5 pts. for each day late, unless prior arrangements have been made with me.
- All assignments must be completed in order to receive a passing grade for this course.
- In accordance with the College's policy, I do not give incomplete grades unless there are extremely serious circumstances, and then, only by prior arrangement.

Grading Scale:

100-93: A 82.9-80: B- 69.9-67: D+

92.9-90: A- 79.9-77: C+ 66.9-63: D

89.9-87: B+ 76.9-73: C 62.9-60: D-

86.9-83: B

72.9-70: C-

59.9 & below: F

Academic Honesty: The Literature program expects students to maintain the highest standard of academic honesty. You should make yourself aware of Richard Stockton College's Academic Honesty Policy, which can be found in the Student Handbook. You should also make yourself familiar with the penalties for violations of the policy and your rights as a student.

Please be aware that plagiarism (one form of academic dishonesty) includes, but may not be limited to: using all or part of a source, either directly or in paraphrase, either intentionally or unintentionally, whether that source is published, or online, or taken from a fellow or former student, *without properly acknowledging that source.*

If you are found to have represented the work or ideas of others as your own, intentionally, or unintentionally, you will face serious consequences, as follows:

1. If this is the first time the student has been found to have plagiarized, he/she will receive an "F" for that paper or assignment and/or the course.
2. For second offenses of plagiarism, the student will receive an F for the course.
3. Whenever possible, a student who is found to have plagiarized a paper or assignment, in full or in part, should meet with the professor of the class for which the paper is written in order to review and discuss the suspect work.

Additionally, in accordance with Stockton College policy, Literature faculty will report all instances of plagiarism to the Provost of Academic Affairs. Students may be subject to discipline by the college, such as being placed on academic probation or expelled. If you have a question specific to a paper you are working on, please bring it to my attention.

.....

Class Schedule (subject to revision – check Blackboard regularly)

PLEASE BRING YOUR TEXT TO EVERY CLASS (be sure you have the right book!)
(ELA= The English Literatures of America, H=handout, posted on Blackboard)

September

Section I: Visions and Versions of Early America

TH 9/5 Introductions, syllabus. **Origins and First Encounters:** View *The New World*, Terrence Malick, dir. (2005)

{Drop/Add from W 9/4 to W 9/11}

T 9/10 Finish viewing *The New World* and discuss. Read Native American narratives of origin and encounter: ““Premonitions and Prophecies” from *Native American Testimony*, Peter Nabokov, ed. 1991, pages 3-17 (H); Selections from *Native American Literature*, Lawanna Trout, ed, 1999, 75-109 (Blackboard)

TH 9/12 **Age of Discovery:** Ch. 1 Introduction, 3-6; Columbus, 11-17; Vespucci, 17-28; Nahatal accounts, 30-35, Noah Webster, “The Story of Columbus” 1791, 798-799 (ELA)

T 9/17 **English Diaspora (Virginia):** Ch. 3 Intro, 101-103, Selections 1-4 (Strachey, Smith, 5 letters, 104-129) (ELA).

TH 9/19 **English Diaspora (New England):** Ch. 3 selections 8-10 (Higginson, Winthrop, Cotton, 150-161) and 13-15 (Morton, Bradford, 168-191) (ELA) **Need two classes or cut Bradford significantly.**

T 9/24 **Journals and Diaries:** Ch.5 John Winthrop, from the journal 308-315; Michael Wigglesworth, from the diary 319-321; Anne Bradstreet, “To My Dear Children” 322-325; Samuel Sewall, from the diary, 382-388 (ELA)

TH 9/26 **Constructing the “Indian” and the “Puritan”:** Ch. 7 Roger Williams, from a *Key Into the Language of America*, 494-498; Ch. 5 Thomas Shepard, a visit to John Eliot’s Indian Mission, 316-317; John Eliot, Indians and imps, 318; Mary Rowlandson, *The Sovereignty and Goodness of God*, 349-357, 362-364, 373-382 (ELA) **Next time – cut Shepard and Eliot, spend more time on Rowlandson.**

October

T 10/1 **Puritan Poetry:** Ch.8, introduction, 527-30, Selections 3, 5, 6, 7, 10, 12
Preparation for first exam. **Next time – cut the anon selections, do more on Wigglesworth’s day of Doom.**

TH 10/3 **Puritan Poetry:** Ch. 8, Selections 11 (Bradstreet) and 14 (Taylor). **Choose specific poems to look at.**

T 10/8 **FIRST EXAM**

Section II: Early America in the 19th-century Imagination

TH 10/10 Start reading Cooper, *Last of the Mohicans*, 1826 (Ch. 1-10). View film: *Last of the Mohicans*, 1992 (114 minutes)

T 10/15 Cooper, Ch. 11-20
Assign paper #1

TH 10/17 Cooper, Ch. 21-33

T 10/22 Begin Sedgwick, *Hope Leslie*, 1827, 3-83

TH 10/24 Sedgwick, 84-177

T 10/29 Preceptorial Advising for Seniors and Juniors – no classes, but keep reading *Hope Leslie*, 181-276

TH 10/31 Sedgwick, 277-371

November

T 11/5 Apess, *Eulogy on King Philip*, 1836 need two classes

** W 11/6 Preceptorial Advising - no classes until 3:35PM

Section III: Eighteenth Century Lives: The Emergence of the Individual

TH 11/7 View *A Midwife's Tale*.

Paper #1 due on Blackboard, Fri. 11/9, by midnight.

T 11/12 John Rogers, Jr. "The Declaration and Confession of Esther Rodgers" 404-407; Sarah Knight, "Journal," 415-427 –boring – maybe just an excerpt; Elizabeth Ashbridge, from *Some Account of the Fore-Part of the Life*, 659-667 (ELA)

I forgot Edwards Personal Narrative!

W 11/13 Deadline to withdraw from a full term course with a "W" grade.

TH 11/14 Benjamin Franklin, *Autobiography*, 725-54, 768-770 (ELA)

T 11/19 Olaudah Equiano, from the *Interesting Narrative*, 792-798; Stephen Burroughs, from *Memoirs of the Notorious Stephen Burroughs* 801-812; John Filson, *The Adventures of Daniel Boone*, 781-791. (ELA)

Section IV: Inventing a National Literature

TH 11/21 **Fiction:** Hannah Webster Foster, *The Coquette*, 1797.

Paper #2 due on Blackboard, Fri. 11/22, by midnight.

T 11/26 Foster, *The Coquette*, cont. Debate over the national novel: Selections 10, 11, 12, 14, 15, and 16 from Chapter 13 (ELA)

TH 11/28 Thanksgiving holiday – no classes

December

T 12/2 **Poetry:** Ch. 14, Selections 10, 11, 16, 17, 18, 19, 23, 27, 30 (ELA)

TH 12/4 Discussion of poetry continued. Review for final exam.

T 12/10 **Final examination**

W 12/11 Catch-up/make-up day if needed.

12/12 Graduating student grades due by 10:00PM
12/15 Summer and Fall 2013 Commencement
12/20 Non-Graduating student grades due by 12:00PM