

American Literature I: The Period of Exploration and Encounter through the Civil War

ENGL 2327-60 CID 0841
Fall 2007

MWF 11:00 - 12:15 noon
Navasota High School

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Conference hours: MW 12:00-12:59; TR 8:20-9:20; TR 1:15-2:15; and by appointment

979 830 4412

Course Description

English 2327: Survey of American Literature I introduces students to American literary expression from the Period of Exploration and Encounter through the Civil War Era. Papers required. Prerequisites: English 1301 and English 1302. Three class hours per week; credit: three semester hours.

Course Objectives

The student's investigation of American literature involves the study of three literary periods—pre-Columbian through the sixteenth century literary expression, literature under the influence of both the Enlightenment and European colonialism, and the literature of the young republic. Students will become familiar with the cultural and historical circumstances—especially the political, social, and religious circumstances—that influenced both the cultures and the individual writers as well as the literature itself of each of these periods; students will begin to recognize the characteristics of each of the literary genres that have become synonymous with specific literary periods; and they will learn to appreciate the distinctive and/or representative aspects of an individual and his or her work that make that work significant in the development of the American canon in particular and of literary expression in general.

ENGL 2327 is a Core Course in the forty-two-hour Core of Blinn College. As such, students will develop proficiency in the appropriate Intellectual Competencies, Exemplary Educational Objectives, and Perspectives. For more information, see www.blinn.edu/corecurriculum.htm.

Texts

Baym, Nina, et al., eds. The Norton Anthology of American Literature. 7th ed. Pkg. 1: Vols. A-B. New York: Norton, 2007.

Fowler, H. Ramsey, and Jane E. Aaron. The Little, Brown Handbook. 10th ed. New York: Longman, 2007.

Zinn, Howard. A People's History of the United States. Rev. teaching ed. New York: The New Press, 2003. (text supplied)

Personal copies of primary source(s) read for documented researched projects.

Standard college-level dictionary.

Supplementary readings, historical, philosophical, and political, to be issued.

N.B.: Literary terms with full definitions and explanations, as well as brief discussions of broader literary topics, are found in Harmon and Holman's A Handbook to Literature 7e-10e, several copies of which can be found in the library.

Course Requirements

The student is required to bring the anthology and a "real" dictionary to class daily.

The student will compose and submit

- two MLA-format working bibliographies (associated with the researched papers);
- one MLA-format annotated bibliography (associated with the researched papers);
- two 1200- 1500+ word (text) minimum documented researched papers (two copies); and
- cumulative in-class essays as part of the final examination.

In addition to preparing for the **three scheduled major exams and a final examination**, the student should prepare himself for a few unannounced quizzes.

NB: All writing assignments must be submitted in order for the student to earn credit for the course; the 1500+ word documented researched papers must reflect a sincere effort in order for the student to earn credit for the course. The anthology, a college-level dictionary, a highlighter, and appropriate writing materials must be brought to class daily. Any assignment not meeting minimum requirements will not be read and will earn a zero.

Grade Determination

quizzes, participation, and conferences: date:_____ date:_____	10%
major examinations	35%
working bibliographies	10%
documented researched paper	10%
annotated bibliography	10%
documented researched paper (submit two copies): <i>passing grade on 2nd researched paper required to pass course</i>	10%
final examination	15%

Tentative Due Dates

26 September	first major examination
12 October	first working bibliography
15 October	second major examination
29 October	first researched paper (two copies)
5 November	third major examination
12 November	second working bibliography
28 November	annotated bibliography
30 November	second researched paper (two copies)
3 December	long class period
____ December	final examination

Class Attendance: Class Attendance and Participation Are Expected

The College District believes that class attendance is essential for student success; therefore, students are required to promptly and regularly attend all their classes. Each class meeting builds the foundation for subsequent class meetings. Without full participation and regular class attendance, students shall find themselves at a severe disadvantage for achieving success in college. Class participation shall constitute at least ten percent of the final course grade. It is the responsibility of each faculty member, in consultation with the division chairperson, to determine how participation is achieved in his or her class. Faculty will require students to regularly attend class and will keep record of attendance from the first day of class or the first day the student's name appears on the roster through the final examination meeting. If a student has one week's worth of unexcused absences during the semester, he or she will be sent an e-mail by the College requiring the student to contact his or her instructor and schedule a conference immediately to discuss his or her attendance issues. If the student subsequently accumulates two weeks' worth of unexcused absences, he or she will be administratively withdrawn from the class.

NB: The instructor is not responsible for ensuring that the student who elects not to attend class and who chooses not to complete a Change of Registration Card is dropped from this course. It is the student's responsibility to officially drop the class. The student should check the academic calendar for Last Day to Drop dates. The student accruing six hours of absences during the course of a long or short academic term is well on the way to ensuring his or her failing the course.

NB: This instructor views arriving to class late and, especially, leaving class before it is dismissed inexcusable. A student should not expect to successfully complete the course if he or she chooses not to attend class. Arriving late is grossly inconsiderate and inappropriate. Repeated tardiness can negatively affect a student's performance in this class. Leaving the room before class is dismissed—except in extremely dire circumstances—is also grossly inconsiderate and inappropriate and can negatively affect a student's performance in this class.

Conference [office] hours are reserved for students who come to class on a very regular basis: These students are encouraged to seek clarification or to pursue a line of questioning stemming from either classroom discussion or individual reading. If, however, the student's need for a conference is more along the lines of academic progress, the student—no matter how many classes he or she might have missed—should come by to discuss viable options.

Make-Up Policy

The student is responsible for all assignments, including those made during any class meeting from which the student has absented him- or herself. Any clarification of directions, etc. for any assigned work will take place during the instructor's conference hours. All assigned work is due before or on the designated day and time. Unless indicated otherwise, all assignments are due at the beginning of class on the day designated. If a student is unable to attend class on the day that an assignment is due, he or she should nevertheless ensure that the instructor receives the assignment by the designated time. In-class essays and daily quizzes can be made up only if the student's absence is excused in accordance with Blinn attendance policy. No late work is accepted without severe penalty unless the student and the instructor agree on a different due date well in advance of the original due date. Severe penalty means one letter grade off for each calendar day the assignment is late.

Manuscript Form

All papers should be written in dark ink or typed (dark ribbon, etc.) on standard-size paper—one side only—in accordance with the MLA format as outlined in the MLA Handbook for Writers of Research Papers, 5th or 6th edition. (See LBH and handouts.) Handwritten papers must exhibit an understanding of the MLA format, including adherence to margin requirements. All bibliographies and works-cited pages, as well as the researched essays, must be typed. Papers must be argued from the third-person and in the literary present tense. All essays and papers submitted must have a title that is both appropriate and adequate. English 2327 is not a course in creative writing: Be certain that the paper's title indicates fully the paper's contents.

----- No staples; use a paper clip. Do not align right. -----

Students with Disabilities

Students with documented disabilities may seek support from Blinn College's Office of Disability Services. Students are encouraged to contact this office as early as possible to initiate services. The Office of Disability Services (ODS) provides direct services and makes appropriate referrals to resources on and off campus. Students with documented disabilities requiring academic accommodations in the classroom or in testing situations must self-identify and provide current, appropriate documentation of the disability to the ODS. Information, education, and consultation about specific disabilities are available to interested parties on request. For answers to specific questions or to request an information packet contact ODS at 979 830-4157.

Decorum / Civility Statement / Civility Notification Statement

"Members of the Blinn College community, which includes faculty, staff, and students, are expected to act honestly and responsibly in all aspects of campus life. Blinn College holds all members accountable for their actions and words. Therefore, all members should commit themselves to behav[ing] in a manner that recognizes personal respect and demonstrates concern for the personal dignity, rights, and freedoms of every member of the College community, including respect for College property and the physical and intellectual property of others" (2007-2008 Blinn College Student Handbook 52).

"If a student is asked to leave the classroom because of uncivil behavior, the student may not return to that class until he or she arranges a conference with the instructor; it is the student's responsibility to arrange for this conference" (2007-2008 Blinn College Student Handbook 53)

Due Dates

No late work is accepted without severe penalty unless the student and the instructor agree on a different due date well in advance of the original due date. Unless otherwise indicated, all assignments are due at the beginning of the class. Severe penalty means one letter grade off for each calendar day the assignment is late.

Scholastic Integrity

Pride of accomplishment is the boon of any academic achievement. It should be the goal of each student to put forth the best effort possible for each assignment; progression toward better writing is the reward of diligent application to the tasks assigned. The student who demonstrates a lack of integrity by seeking academic gain (good grades, scholarships, etc.) through avenues that circumvent the rigors and rewards of truthful scholarship will be, at some point, thwarted and ill-prepared to work within an honest system.

College policy maintains that it is "the responsibility of instructors to maintain scholastic integrity at Blinn College by refusing to tolerate any form of scholastic dishonesty. [. . .] If there is compelling evidence that a student is involved in cheating or plagiarism, the instructor should assume responsibility and address the infraction" (2007-2008 Blinn College Student Handbook 50).

Any degree of plagiarism appearing in any assignment submitted by the student will earn that student a zero for that assignment. Egregious plagiarism may result in the student's failing the course. The 2007-2008 Blinn College Student Handbook states that "sanctions may be imposed by the instructor and the division chairman: an appropriate grade penalty ranging from a grade of zero on the assignment/examination up to and including the imposition of an F for the entire course" (52). For clarification of the concept, see Joseph Gibaldi's MLA Handbook for Writers of Research Papers, 6th edition, which is available for in-library use at the circulation desk, and/or The Little, Brown Handbook 10e, chapter 45. And because the numerical equivalent for an F earned for an honest paper is 50, it is better to submit a poor paper than to submit a plagiarized paper.

Blinn Board Policy FLB (Local) defines plagiarism as the "appropriating, buying, receiving as a gift, or obtaining by any means another's work and the unacknowledged submission or incorporation of it in one's own written work." All students should be aware of the several different types--not levels--of plagiarism, including the failure to properly indicate directly quoted passages, phrasings, or significant wordings as such by the proper use of quotation marks, as well as other failures, including misattribution of cited material, as early as possible in the semester. Students should also be made aware that collusion is considered to be as egregious an offense as plagiarism is.

Blinn Board Policy FLB (Local) defines collusion as the "unauthorized collaboration with another person in preparing written work for fulfillment of course requirements."

NB: In an effort to both discourage and detect plagiarism and, simultaneously, to show respect for the honest, diligent student, the Blinn College subscribes to Turnitin.com, an on-line plagiarism prevention service. Early in the semester, after receiving a class ID number and a class enrollment password from the instructor, each student will be required to go to <http://www.turnitin.com> in order to create a user profile, to enroll in this class's section, and to submit the final copy of each major assignment—the researched papers and the annotated bibliography. **Papers that are not submitted to Turnitin.com first will not be graded, resulting in automatic grades of zero.**

Other Considerations

Because the nature of the course and the nature of the presentation both invite classroom discussion, any potential impediment to the free flow of ideas cannot be allowed; therefore, **no mechanical recording of class meetings is allowed.** See instructor.

The Internet cannot be considered a final, authoritative source of information; therefore, the Internet and information obtained therefrom should not contribute to any aspect of the research for any paper associated with this course unless it has been cleared with the instructor well beforehand.

The student will be held responsible for all assignments, even reading assignments not actually discussed during scheduled class meetings. Class meetings are designed to further understanding; therefore, class time will be spent exploring—not explaining—the assigned reading. In short, the student must come to class prepared to discuss any and all aspects of the assigned reading.

The student should bring to the classroom setting notebook paper, highlighter(s), functioning pen, dictionary, the anthology, and all handouts. The student should not at any time rely on borrowing; borrowing will be construed as a sign of ill preparedness, which, in turn, affects the student's participation grade.

In an effort to enhance student engagement on the Brenham campus, **The Writing Room** provides, free of charge, a supportive, non-directive environment for all students at any stage of the writing process. Located in room 14 of the Academic Building, The Writing Room, while not providing proofreading or editing services, does provide activities for idea invention, computers and computer programs that simplify the task of composing, reference books to help students find the answers to their questions, and English consultants to offer feedback to students as they learn to identify both the strengths and weaknesses of their own writing. While computers in The Writing Room are available on a walk-in basis, students are encouraged to make appointments in advance to meet with Writing Room consultants.

Cell phones and beepers/pagers must be disengaged while the student is in the Blinn College Library or any classroom or lab.

Consumption of food and drinks is not allowed in Blinn College's library, classrooms, and labs.

Please allow for the passage of ten days' time before expecting the return of major written assignments.

Grading Symbols for Compositions and In-Class Essays

Editing symbols and chapter-section references used in the marking of student papers are found on the end sheets in The Little, Brown Handbook, tenth edition. The following common, inexcusable errors, absent from **A** and **B** papers, occur infrequently in **C** papers and guarantee, when they occur with any frequency, the paper's earning a **D** at best.

agr; s-v; p-a	= error in subject-verb or pronoun-antecedent agreement	Chapter 15a	-	15b
ap	= apostrophe needed or misused	30a	-	30d
cs	= comma splice	18a	-	18b
frag	= sentence fragment	17a	-	17d
fs; r-o; ro	= fused sentence; run-on sentence	18c	and	28; 29
huh?	= garbled, incoherent, or illogical grouping of words			
ref	= error in pronoun reference and/or shift, including the "indefinite you"	19a	-	19f
SLN	= see lecture notes! (for which you are always responsible)			
sp	= misspelled word	41		
vb	= error in verb form or verb tense	14a	-	14h
ww	= wrong word	38		
wc	= word choice: perhaps a synonym study, not a thesaurus, is the appropriate resource!			

Grading Criteria for Papers and In-Class Essays

The **A** paper represents original outstanding work; it shows careful thought, fresh insights, and stylistic maturity. Having practically no mechanical errors to distract the reader, it is free of jargon, clichés, and other empty language. Word choice is marked by a high degree of precision and a varied, advanced vocabulary; sentences are structured in a manner that creates interest and rhetorical power. The tone is appropriate for the designated audience. The reader moves through the **A** paper effortlessly because of its effective transitions, lucid organization, and thorough, purposeful development. Having finished, the reader feels that he has learned something, that he has received some unexpected and welcome illumination. In the **A** paper all research material is correctly documented, and formatting adheres to current standards of the Modern Language Association. Directly quoted passages are gracefully integrated into the text with appropriate attribution.

The **B** paper is significantly more than competent. Besides being almost free of mechanical errors, the **B** paper delivers substantial information and makes cogent, fresh arguments—that is, in both quality and interest-value. Its specific points are logically ordered, well developed, and supported, and unified around a clear organizing principle that is apparent early in the paper. The **B** paper's relatively few syntactic, usage, and mechanical errors do not seriously distract the reader, but the language, while neither trite nor bureaucratic, probably lacks the candor and the precision of the most memorable writing. Its transitions, while appropriate, emphasize the logical turnings of the writer's mind, making the reader occasionally more aware of the efforts taken to unify and control an idea than of the idea itself. In the **B** paper all research material is correctly documented, and formatting adheres to current standards of the Modern Language Association. Directly quoted passages are integrated into the text with appropriate attribution.

The **C** paper represents average college-level work. It is a competent expression of ordinary thoughts in ordinary language; its **content/focus** is general, commonplace, or trivial, or not adequately related to the assignment; its **development** is vague, incomplete, or inconsistent; its **organization** lacks adequate or appropriate transitions or relation of ideas. The **C** paper, in addition to meeting all the requirements of the assignment, exhibits a **writing style** that is basically correct and is marred by a relatively few syntactic, usage, and mechanical errors. By relying on generalities rather than precise, illustrative details, the writer of a **C** paper leaves the reader feeling not much better informed than when the reader first picked up the essay. In the **C** paper all research material is correctly documented, and formatting adheres to current standards of the Modern Language Association. Directly quoted passages are integrated into the text with appropriate attribution.

The **D** paper has only skeletal development and organization. Its serious mechanical errors, together with the awkwardness and ambiguity of its sentence structure, make the reader feel slighted, as if his or her time and attention were of little concern to the writer.

NB: A paper exhibiting major weaknesses in any specific area—**content, development, organization, grammar and mechanics, documentation conventions, writing style**—or, indeed, a failure to address the assignment is usually considered, at best, a **D** paper.

As writing that falls below minimum standards for college-level literacy, the **F** paper shows a lack of thought and purpose, little or no organization, numerous mechanical errors, and a garbled or immature style. Sometimes inadequacy in one area is enough to fail a paper—the writer, for instance, may not have control of punctuation, producing fragments or comma splices in almost every paragraph; however, serious weaknesses usually occur in several areas of concern.

A paper should earn the grade **zero** if it contains plagiarized content in any form, including the failure to acknowledge the source of any borrowed material (summarized, paraphrased, and directly quoted) and unmarked exact wording (directly quoted from either a primary or a secondary source), whether a specific well-chosen word, a phrase (two or more words), a clause, or full sentence(s). A paper can earn a **zero** if it does not address the assigned topic or if directions have been either ignored or not followed.

A	95	B+	88	C	75	D+	68	F	50
A-	91	B	85	C-	71	D-	61	F-	25

The Second Term Paper: A Brief Overview

The assignment calls for a final product that exhibits a familiarity with research methods and the MLA format. The final product, a typed 1200- 1500-word+ critical investigation of a representative literary work, should reflect an understanding of a **single** aspect of an author's work, e.g., his or her characterization technique, his or her use of setting, irony, etc. as it contributes to the presentation of the work's thematic concern(s). The authors and works eligible are not restricted to those found in the Norton anthology. The paper must reflect the student's use of library-housed scholarly journals (not reference volumes), as outlined below and as explained during lecture. The 1500-word text of the paper and its works-cited page should meet the following criteria. The paper

- must be argued in the third-person and in the literary present tense;
- must have a clearly stated thesis within a well-constructed, informative introduction;
- should be free from fragments, awkward sentencings, comma errors, misspellings, errors in subject-verb agreement and pronoun-antecedent agreement, and other egregious errors in mechanics and grammar;
- should have an average of two or three documented supporting passages (primary or secondary) per typed page;
- must exhibit a sixty-forty--**favoring the PRIMARY source**--balance of documented support passages;
- should not rely—to any extent--on information gleaned from the Internet;
- should not rely on excessively long quoted passages;
- should exhibit the correct use and placement of ellipsis points ([. . .]): note that they are spaced;
- must have a conclusion of adequate length and content, one that successfully sums up the argument;
- must have a works-cited page that, along with the text of the paper, reflects the effective use of no fewer than four critical articles from journals or from collections of articles and essays; however, biographical and/or critical overviews and selected criticism such as those found in reference volumes published by Magill's and Gale **ARE NOT ELIGIBLE**; full-text downloads from databases are discouraged. (See instructor on these delimiters.);
- must have a works-cited page that exhibits the correct bibliographic form for journal articles and essays that have been reprinted: See handouts for models (LBH does not offer sufficient modeling); and
- must have a minimum of six entries in the list of works cited, including primary source; no cross-referencing.

Please refrain from submitting cover sheets and folders of any type. Do not staple final product; please use a paper clip. The MLA Handbook for Writers of Research Papers and the MLA Style Manual are very clear on these matters. Two copies--one edited (SLN) and one clean—are to be submitted.

A passing grade on the second 1500+ word researched paper is required for the student to earn credit for the course.

Note and note well: The student will submit an annotated copy of each of the primary sources being investigated (to be returned to the student). The paper will not be read unless an annotated copy of the primary source is submitted along with each researched paper.

Tentative Course Outline and List of Readings

NB: The student is responsible for not only the actual text of each assigned reading but also for any introductory material associated with the reading; the student is also responsible for understanding the vocabulary found in the readings, the very words (familiar and unfamiliar to the student) that constitute the authors' written expression.

unmarked readings: The Norton Anthology of American Literature vols. A and B (continuous pagination)

Z-marked readings: Howard Zinn's A People's History of the United States

M	27 August	course inventory and introductions	
W	29 August	introduction and timeline: pre-Columbian through the sixteenth century literary expression Stories of the Beginning of the World	1-16 17-31
F	31 August	Bartolomé de las Casas (1474-1566) <i>from</i> <u>The Very Brief Relation of the Devastation of the Indies</u> <i>from</i> "Hispaniola" <i>from</i> "The Coast of Pearls, Paria, and the Island of Trinidad" Howard Zinn's Columbus, the Indians, and Human Progress	35-36 36-38 38-39 Z 3-13
M	3 September	Álvar Núñez Cabeza de Vaca (c. 1490-1558) <i>from</i> <u>The Relation of Álvar Núñez Cabeza de Vaca</u> Thomas Harriot (1560-1621) <i>from</i> <u>A Brief and True Report of the New Found Land of Virginia</u> <i>from</i> "Of the Nature and Manners of the People" John Smith (1580-1631) <i>from</i> <u>The General History of Virginia, New England, and the Summer Isles</u> <i>from</i> <u>A Description of New England</u> <i>from</i> <u>New England Trials</u> Howard Zinn's Drawing the Color Line	40-41 41-48 48-49 49-55 55-57 57-66 67-69 69-72 Z 23-31
W	5 September	Roger Williams (c 1603- 1683) "A Key to the Language of America" Representative Native American Trickster Tales The Winnebago "Felix White Sr.'s Introduction to Wakjankaga" <i>from</i> "The Winnebago Trickster Cycle" The Sioux "Itko Conquers Iya, the Eater" The Koasati "The Bungling Host" The Clatsop Chinook "Coyote Establishes Fishing Taboos" The Navajo "Coyote, Skunk, and the Prairie Dogs"	173-74 174-84 72-74 74 75-78 78-83 83-84 84-86 86-87 87-91 91-92 92-97 98 98-103
F	7 September	William Bradford (1590-1657) <i>from</i> <u>Of Plymouth Plantation</u> John Locke on acquiring land holdings in the New World	104-05 105-38 handout
M	10 September	Perry Miller's "Errand into the Wilderness" Thomas Morton (c. 1579-1647) <i>from</i> <u>New English Canaan</u> John Winthrop (1588-1683) "A Model of Christian Charity" <i>from</i> <u>The Journal of John Winthrop</u>	handout 138-39 139-46 147 147-58 158-67
W	12 September	Anne Bradstreet (c. 1612- 1672) "The Prologue" "The Flesh and the Spirit" "The Author to Her Book" "To My Dear and Loving Husband" Michael Wigglesworth (1631-1705) <i>from</i> "The Day of Doom"	187-88 188-89 202-04 204-05 206 217-18 218-34

F	14 September	Edward Taylor (c. 1642-1729) <i>from</i> <u>God's Determinations</u> "The Preface" "The Soul's Groans to Christ for Succor" "Christ's Reply" "Upon a Wasp Chilled with Cold"	267-68 278-79 279-80 280-83 284-85
M	17 September	Cotton Mather (1663-1730) <u>The Wonders of the Invisible World</u> : ["A People of God in the Devil's Territories"] Roger Williams (c 1603- 1683) <i>from</i> "The Bloody Tenet of Persecution" The New-England Primer introduction and timeline: literature under the influence of both the Enlightenment and European colonialism	390-92 392-94 235-37 353-55 357-67
W	19 September	William Byrd (1674-1744) <i>from</i> <u>The History of the Dividing Line</u> : ["The Other British Colonies"] Jonathan Edwards (1703-1758) "Sinners in the Hands of an Angry God" ["The Beauty of the World"] Perry Miller's "Jonathan Edwards and the Great Awakening" John Woolman (1720-1772) "Some Considerations on the Keeping of Negroes" Native Americans: Contact and Conflict Pontiac Pontiac's Speech at Detroit Red Jacket Red Jacket's Speech to the U.S. Senate Tecumseh Tecumseh's Speech to the Osages	378-79 379-84 384-86 425-36 handout handout 610-11 618-26 437-38 438 439-40 445 445-47 447 448-49
F	21 September	Benjamin Franklin (1706-1790) "Rules by Which a Great Empire May Be Reduced to a Small One" "Remarks Concerning the Savages of North America" "The Speech of Miss Polly Baker" Howard Zinn's <u>The Intimately Oppressed</u>	515-16 523-28 534-37 handout Z 81-94
M	24 September	Benjamin Franklin (1706-1790) <i>from</i> <u>The Autobiography of Ben Franklin</u>	472-73; 473-518 525-34; (more to come)
W	26 September	major examination	
F	28 September	J. Hector St. John de Crèvecoeur (1735-1813) Letters from an American Farmer <i>from</i> Letter III: "What Is an American?" <i>from</i> Letter X: "On Snakes; and on the Humming Bird" <i>from</i> Letter XII: "Distresses of a Frontier Man" Rubén Darío (1867-1916) "To Roosevelt" Franklin Delano Roosevelt and Winston Churchill The Atlantic Charter 1941	595-96 596-605 610-11 611-16 handout handout
M	1 October	Thomas Paine (1737-1789) <i>from</i> <u>Common Sense</u>	629-30 630-37
W	3 October	Thomas Paine (1737-1789) <u>The Crisis</u> : No. 1 <i>from</i> <u>The Age of Reason</u>	637-43 643-49
F	5 October	Thomas Jefferson (1743-1826) <i>from</i> <u>The Autobiography of Thomas Jefferson</u> : "The Declaration of Independence" <i>from</i> <u>Notes on the State of Virginia</u> , Query XVII: Religion	649-51 651-57 660-65

M	8 October	<u>The Federalist [Papers]</u> Alexander Hamilton (1757-1804) <u>The Federalist</u> , paper no. 1 Howard Zinn's Persons of Mean and Vile Condition	665-66 666-68 Z 33-43
W	10 October	James Madison (1751-1836) <u>The Federalist</u> , paper no. 10 Howard Zinn's Tyranny Is Tyranny Howard Zinn's A Kind of Revolution	668-74 Z 47-57 Z 61-57
F	12 October	Philip Freneau (1752-1832) "On the Emigration to America and Peopling of the Western Country" "The Wild Honey Suckle" "The Indian Burying Ground" "On Mr. Paine's Rights of Man" "On the Religion of Nature" Phillis Wheatley (c. 1753-1784) "On Being Brought from Africa to America" "To S. M., a Young African Painter, on Seeing His Works" Letter to Rev. Samson Occom ["The Natural Rights of Negroes"]	742-43 743-44 744-45 745-46 748-49 749-50 751-52 752-53 760-61 763-64
M	15 October	major examination	
W	17 October	introduction and timeline: literature of the young republic Washington Irving (1783-1859) "Rip Van Winkle" "The Legend of Sleepy Hollow"	929-50 951-53 953-65 965-85
F	19 October	James Fenimore Cooper (1789-1851) note on <u>The Pioneers</u> <i>from</i> <u>The Pioneers</u> : Chapter III: "The Slaughter of the Pigeons"	985-87 987-88 995-1002
M	22 October	The Cherokee Memorials Howard Zinn's "As Long as Grass Grows or Water Runs"	1029-39 Z 97-110
W	24 October	William Cullen Bryant (1794-1878) "Thanatopsis" "To a Waterfowl"	1044-45 1045-47 1045-48
F	26 October	Ralph Waldo Emerson (1803-1882) "John Brown" <i>from</i> "Nature"	1106-10 1211-13 1110~38
M	29 October	Ralph Waldo Emerson (1803-1882) "The American Scholar" Perry Miller's From Edwards to Emerson	1138-51 handout
W	31 October	Ralph Waldo Emerson (1803-1882) <i>from</i> "The Divinity School Address"	1151~63
F	2 November	Ralph Waldo Emerson (1803-1882) "Self-Reliance"	1163-80
M	5 November	major examination	
W	7 November	Nathaniel Hawthorne (1804-1864) "My Kinsman, Major Molineaux"	1272- 1276-
F	9 November	Nathaniel Hawthorne (1804-1864) "Young Goodman Brown" "Wakefield" "The May-Pole of Merry Mount"	1289-98 1298-1303 1304-11
M	12 November	Nathaniel Hawthorne (1804-1864) "The Minister's Black Veil" "The Birth-Mark" Roy Male's <u>Hawthorne's Tragic Vision</u> : Introduction	1311-20 1320-32 handout

W	14 November	Abraham Lincoln (1809-1865) Address Delivered at the Dedication of the Cemetery at Gettysburg, Nov. 19, 1863 Second Inaugural Address, March 4, 1865 Sojourner Truth (1797-1883) Speech to the Women's Rights Convention in Akron, Ohio, 1851 Frederick Douglass (1818-1895) "What to the Slave Is the Fourth of July": Speech at Rochester, NY, July 5, 1852 Howard Zinn's Slavery without Submission, Emancipation without Freedom	1627-28 1635 1635-36 1695 1695-96 2060-64 2140-43 Z 129-54
F	16 November	Henry David Thoreau (1817-1862) "Resistance to Civil Government" from <u>Walden, or Life in the Woods</u> <u>Howard Zinn's</u> We Take Nothing by Conquest, Thank God	1853-57 1857-72 1872~2046 Z 113-24
M	19 November	Walt Whitman (1819-1892) from Preface to <u>Leaves of Grass</u> (1855) from "Pent-up Aching Rivers" "Out of the Cradle Endlessly Rocking" "A Sight in Camp in the Daybreak Gray and Dim" "The Wound-Dresser" "Crossing Brooklyn Ferry"	2190-95 2195-2209 2254-56 2267-72 2278 2279-81 2263-67
M	26 November	Walt Whitman (1819-1892) ["Song of Myself"]	2210-33
W	28 November	Walt Whitman (1819-1892) ["Song of Myself"]	2233-54
F	30 November	Herman Melville (1819-1891) about <u>Moby-Dick</u> (1851) from <u>Moby-Dick, or the White Whale</u> : chapters I, XXVIII, and XLII	2304-05; 2320 2321-1224; 2335-37; 2349-55
M	3 December	Herman Melville (1819-1891) <u>Billy Budd, Sailor</u> [long class: two-hour meeting]	movie
W	5 December	Emily Dickinson (1830-1886) 67 ["Success is counted sweetest"] 214 ["I taste a liquor never brewed—"] 258 ["There's a certain Slant of light—"] 303 ["The Soul selects her own Society—"] 328 ["A Bird came down the Walk—"] 449 ["I died for Beauty—but was scarce"] 650 ["Pain—has an Element of Blank—"] 986 ["A Narrow Fellow in the Grass"] 1129 ["Tell all the Truth but tell it slant—"] 1463 ["A Route of Evanescence"] 1540 ["As imperceptibly as Grief"] Howard Zinn's "The Other Civil War"	2554-58 2558 2562 2567 2574 2571 2576 2584 2588 2590 2591 2588 handout

December final examination and course inventory TBA