

**Winter 2020 ENG 3030-80
American Literature to 1865**

Professor: Rosa E. Soto

Email: sotor@wpunj.edu

Note: The ONLY WAY to contact me is through email.

American Literature to 1865

Course Description and Course Objectives: In this course, we will survey American literature written from the colonial period to 1865, including colonial foundations, Puritanism, the Enlightenment, and American Romanticism. We will look at important issues like contact between colonizers and native peoples, the slave trade, and the woman question. From the revolutionary period to the Civil War, we will look at how literature responded to the changes occurring in the United States. The writings of early Americans can teach us how their perceptions helped to shape the attitudes of the new nation and in turn informed what it meant to be an American.

Student Learning Outcomes: By the end of the semester, I expect you will be able to identify the major literary figures from the colonial period to 1865. You will also have a familiarity with the different genres of the period to include diaries, captivity narratives, slave narratives, religious poetry, historical chronicles, short stories, and the novel.

Required Texts:

Online.

Course Requirements:

Week 1 Test	25%
Week 2 Test	25%
Week 3 Test	25%
Discussion Boards	25%

It is important to note that you must complete all assignments to pass the class. (Do not ask to make-up assignments after their due dates and do not ask for extra credit)

Class Expectations:

Tests (25%): Tests are given at designated times which will open up on Blackboard. Each test will be timed. So, please keep a close eye on the time. Tests can and will include information on the author of the story. If you miss these tests, you cannot make them up. Each test will be made up of Quote Identification, Short Answer and a Small Essay.

Participation in Online Discussion Forums (25%): As mentioned above, participation in class is critical. Here's the thing. We will not be meeting face-to-face, so the only way that I can actively help you understand the material is to ask you to put a significant amount of effort on the Discussion Board, and because we don't meet for 16 weeks, then we have to be active on the Discussion Board all week long; that means, in order to get my attention and receive a high grade, you need to participate *daily*. It's important to understand that part of the way in which you will be

graded will be my determination of whether you put in all the effort you could and whether or not, I believe that you have read through the other comments and responded well. If you don't, it would be like being absent or attending class and playing on your cell phone the entire time. Every week, you are responsible for posting a number of answers related to the materials and your peer responses. These responses will be graded on a 100-point scale.

85-100 4-6 weekly responses, quotes from the text (and they should be beyond page one of the reading) and ANALYSIS.

84-70 3-4 weekly responses, quotes from the text and an attempt at analysis.

69-50 1-2 weekly responses, quotes from the text and an attempt at analysis.

49-0 No attempt to participate in the online environment.

Additionally, if you miss more than 6 responses in total, you cannot pass the class. This is equivalent to being absent for 3 weeks.

Don't submit work that is rushed, sloppy, or that is in an "instant message" or "text" format. Moreover, you should NOT post such responses as "I like what the author said," "she makes a lot of sense" or anything similarly trite, brief or summarizing. Do not just engage in summary. Summary has its time and place, but it's also vital to think about what the material is saying about society, culture, the time period, gender, race, ethnicity, Americanization, education, identity and so much more. The responses should be complex, adding to, informing us of or generally critically examining ideas and issues that others have thoughtfully brought up. Turning in summary or your like or dislike of the material isn't considered analysis and your grades will reflect that. You should use proper citations, correct spelling, and proper grammar. Each response must be at least 125-200 words in length, it must ask questions, debate with, add examples to or engage with the material in a thoughtful and considerate manner. (Please look carefully at my comments. Not only will "I" be the "student" participating the most, I will be a guideline for how you should be posting. Additionally, if I am not the guideline, I will direct you to peer responses that should be emulating, because those students have done what I am looking for).

Plagiarism: Issues of plagiarism will be taken seriously. Do not take, borrow or steal information from other sources without citing them in your paper (including questions). (This is easy to do, when you feel pressured to come up with a response and you feel like you don't understand the material. However, that is the point of the discussion board, to ask the questions that I can help answer. When you take something from a website, comment section, Amazon etc., you are a thief, stealing someone else's hard work and thoughts). This includes all work done for the Tests and all work done for the Discussion Boards. Make sure your sources are listed in your Works Cited. If you do engage in this or any other dishonest academic practice (spelled out clearly in the student handbook). I will pursue the matter with the committees on academic dishonesty and you will FAIL THE COURSE and/or receive disciplinary action from the university. Turn in only your own work and cite all of your sources (no matter how small). If you have any questions regarding the standards in place, please contact me. Please read WPU Academic Policy, found here: http://ww2.wpunj.edu/admroot/adminsrv/hr/polproc/academic_int.html
<http://www.wpunj.edu/library/copyright/copyright-plagiarism.dot>

Grading Scale: 94-100 A, A- 93-90, B+ 89-87, B 86-84, B- 83-80, C+ 79-77, C 76-74, C- 73-70, D+ 69-66, D 66-64, F 63-0

Tentative Schedule of Readings:
Subject to Change:
Readings for ENG 3030 American Literature Pre-1865
From Native American to the Civil War

Week 1

- December 26 Introduction to American Literature (PDF File in Blackboard)
Early American Literature to 1700 and Puritanism:
A Brief Introduction
<https://www.paulreuben.website/pal/chap1/1intro.html>
Native American Oral Traditions
<https://www.paulreuben.website/pal/chap1/native.html>
- December 27 William Bradford's "Of Plymouth Plantation"
Biography: <https://www.britannica.com/biography/William-Bradford-Plymouth-colony-governor>
Reading: <http://www.histarch.illinois.edu/plymouth/bradford.html>
- December 28 John Winthrop's "A Model of Christian Charity"
Biography: <https://www.britannica.com/biography/John-Winthrop-American-colonial-governor>
Reading: <http://teachingamericanhistory.org/library/document/a-model-of-christian-charity/>
- December 29 Anne Bradstreet Poems
Biography: <https://www.poetryfoundation.org/poets/anne-bradstreet>
Readings: "The Author to Her Book"
<https://www.poetryfoundation.org/poems/43697/the-author-to-her-book>
"Before the Birth of One of Her Children"
<https://www.poetryfoundation.org/poems/46450/before-the-birth-of-one-of-her-children>
- December 30 Mary Rowlandson "A Captivity..."
Biography: <https://www.britannica.com/biography/Mary-Rowlandson>
Reading: <http://www.gutenberg.org/files/851/851-h/851-h.htm>
(Beginning to 5th Removal)
- December 31 **Test # 1**

Week 2

January 1

Benjamin Franklin “The Way to Wealth”

Biography: <https://www.biography.com/people/benjamin-franklin-9301234> Reading: “The Way to Wealth”

<https://liberalarts.utexas.edu/coretexts/files/resources/texts/1758%20Franklin%20Wealth.pdf>

Thomas Jefferson

Biography: <https://www.biography.com/people/thomas-jefferson-9353715>

“Declaration of Independence”

<https://www.loc.gov/exhibits/jefferson/jeffdec.html>

January 2

St. John de Crevecoeur “What is an American?”

Biography: <https://www.britannica.com/biography/Michel-Guillaume-Saint-Jean-de-Crevecoeur>

Reading: “What is an American?”

http://avalon.law.yale.edu/18th_century/letter_03.asp

Philip Freneau Poems

Biography: <https://www.poetryfoundation.org/poets/philip-freneau>

“The American Solider”

<https://www.poetryfoundation.org/poems/52821/the-american-soldier>

“The Indian Burying Ground”

<https://www.poetryfoundation.org/poems/46094/the-indian-burying-ground>

January 3

John Adams and Abigail Adams:

Biographies:

<https://www.history.com/topics/us-presidents/john-adams>

<https://www.history.com/topics/first-ladies/abigail-adams>

Reading: John and Abigail Adams Letters (PDF File in Blackboard)

January 4

Phillis Wheatley

Biography: <https://www.poetryfoundation.org/poets/phillis-wheatley>

Readings:

“On Being Brought to Africa”

<https://www.poetryfoundation.org/poems/45465/on-being-brought-from-africa-to-america>

“On Imagination”

<https://www.poetryfoundation.org/poems/52632/on-imagination>

“His Excellency George Washington”

<https://www.poets.org/poetsorg/poem/his-excellency-general-washington>

- January 5 Transcendentalism Defined: <http://www.ushistory.org/us/26f.asp>
PAL Website: <https://www.paulreuben.website/pal/chap4/4intro.html>
- January 6 **Test # 2**
- January 7 Ralph Waldo Emerson
Biography: <https://www.poets.org/poetsorg/poet/ralph-waldo-emerson>
Reading: “The American Scholar”
<http://la.utexas.edu/users/hcleaver/330T/350kPEEEmersonAmerSchTable.pdf>
- Week 3
- January 8 Nathaniel Hawthorne
Biography: <https://www.biography.com/people/nathaniel-hawthorne-9331923>
Reading: “Young Goodman Brown”
<https://www.gutenberg.org/files/512/512-h/512-h.htm#goodman>
- January 9 Edgar Allen Poe
Biography: <https://www.poemuseum.org/poes-biography>
Readings: “The Raven”
<https://www.poetryfoundation.org/poems/48860/the-raven>
“Annabel Lee” <https://www.poetryfoundation.org/poems/44885/annabel-lee>
“The Tell-Tale Heart” <http://xroads.virginia.edu/~hyper/poe/telltale.html>
- January 10 Harriet Jacobs
Biography: <https://www.pbs.org/wgbh/aia/part4/4p2923.html>
Reading: <http://www.gutenberg.org/cache/epub/11030/pg11030-images.html> (Excerpts)
- January 11 Henry David Thoreau
Biography: <https://www.biography.com/people/henry-david-thoreau-9506784>
Reading: “Civil Disobedience”
<http://xroads.virginia.edu/~hyper2/thoreau/civil.html>
- January 12 Frederick Douglass
Biography: <http://www.wtdtheater.org/pdf/Biography%20of%20Frederick%20Douglass.pdf>
Reading: <https://www.victoria.ac.nz/lals/about/staff/publications/paul-nation/frederick-douglass-simplified-6000-level.pdf> (Chapters 1-5)

January 13

Test # 3

January 14

Last Day of Class