

ENG 360.02: Survey of American Lit to 1865
SYLLABUS

Semester:	Summer II 2008	Credit Hours:	3
Location:	EV 356	Time:	10:00-11:50
Instructor:	Zach VandeZande	Office:	Evans 107
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Office Hours:	TuTh 12:00-01:00, other times by appointment		

Course Description

A survey of themes, genres, and authors in American literary history from the period of exploration and settlement through the American Renaissance and the Civil War. Required of all English majors; also required of all English minors not seeking certification.

Prerequisite

ENG 164, 165, and 265 or 266

Course Objectives

- Develop an understanding of the period through reading, lecture, and in-class discussion
- Exercise critical skills through exams and a term paper

Required: William E. Cain, *American Literature, Vol. 1.*

Recommended Text: a good collegiate dictionary (e.g., one of the Webster's series or *The American Heritage Dictionary of the English Language*), a handbook of grammar, mechanics, and usage (e.g., the *Harbrace* or *Strunk and White*)

Grade breakdown

Midterm: 20%

Quizzes/Participation: 30%

Term Paper: 25%

Final: 25%

Classroom Structure and Expectations:

I do my best to avoid straight lecture with regards to literature, so your participation is both essential to the learning process and a large aspect of your grade in the course. I prefer loosely controlled chaos when I teach; that is, we will pursue the threads that interest us while keeping an eye on the big picture. I will be the first to admit that some of this stuff, no matter how important it is for us to read, is aggressively boring to the modern reader. That said, complaining is not expected, nor is it constructive, and we'll all take our medicine with a smile on our faces so we can get to the good stuff.

Each day will begin with a very simple reading quiz, likely consisting of just one or two questions. People who can't answer these questions will be asked to kindly leave for the day. This may seem harsh or excessive, but I don't much care; I'd rather be the prof that kicks people out of class than the one that stands in front of twenty lifeless faces every day. Learning is a privilege that must be earned, and if you can't read the basic material before arriving then you haven't earned a thing.

In regards to classroom behavior: be an adult. This should be easy for you, but if you're not sure what that is, a quick look at the student code of conduct is a good place to start. Any shiny gadgets that you paid too much money for should be silent for the duration of class time and should not become a distraction. Anyone texting or playing games will be asked to leave.

Finally, open minds are expected. Some of the things we will be reading this semester have obvious philosophical or religious slants. Disagreement with the text is welcome. Dismissal of the text is not. The same goes for the opinions of your fellow students.

The Paper

Our term paper for this class is very open-ended, because I want you to explore this era in the way that most interests you. The length expectation is 5-7 pages, the scholarly source requirement is 3-5 sources, and you can cover any author(s) we discuss in class. If you want to cover a text that we haven't read or apply what you're learning to some other period (for example, reconciling a post-war period with a pre-war period), please clear it with me first. Otherwise, I would just advise you that the works we're covering towards the end of the semester may be the most ripe for analysis, so reading ahead may help you.

Incomplete (X) Grade

At times, due to extenuating circumstances beyond your control, you may not be able to finish the course, and you may request a grade of X (incomplete). Students who request an X grade for ENG 164 must provide adequate documentation of the reason for their not being able to complete the course, and they must have satisfactorily completed at least 50 percent of the course's assignments in order to be eligible for a grade of X. If an instructor feels an X to be warranted, the instructor will recommend this grade to the Department Chair who then will decide whether the X should be entered as the semester's grade. If an X is approved, the student has one semester to complete the remaining work; if the student does not complete the work in that time period, the X grade automatically converts to an F.

Plagiarism and Academic Misconduct

All students are expected to engage in all academic pursuits in a manner that is above reproach. Students are expected to maintain complete honesty and integrity in the academic experiences both in and out of the classroom. Any student found guilty of dishonesty in any phase of academic work will be subject to disciplinary action. The University and its official representatives may initiate disciplinary proceedings against a student accused of any form of academic dishonesty including, but not limited to, cheating on an examination or other academic work which is to be submitted, plagiarism, collusion and the abuse of resource materials.

It is academically dishonest, and often illegal, to present someone else's ideas of writing as your own. You cannot use even short phrases or parts of sentences obtained from other sources unless you properly document those sources. Documentation includes marking quotations as well as providing notes, citations, and a reference list. If you receive assistance from a source other than your instructor, your colleagues in the class, or The Writing Center, then you must acknowledge that assistance. Identify the source and the nature of the assistance in an acknowledgments note at the end of the assignment. Failure to acknowledge constitutes academic misconduct. In addition, it is academically dishonest to submit your own previously written work for a current assignment or to submit an assignment in more than one class without the prior permission of the instructors.

You will be held responsible for furnishing upon request all the sources and preliminary work (notes, rough drafts, etc.) that you used to prepare written assignments. If you cannot produce those materials upon request, the assignment will be considered incomplete and so will not fulfill the requirements. You will be given the opportunity to redo the assignment on a different topic, one you negotiate with your instructor.

You are responsible for protecting your own work. It is your responsibility to ensure that other students do not copy your work or submit it as their own. Allowing your work to be used in this manner constitutes academic misconduct.

Plagiarism and academic misconduct of any kind may constitute grounds for failing this course and may result in further disciplinary action according to university policy. Consult the *SHSU Student Handbook* regarding your responsibilities and rights concerning plagiarism and academic dishonesty. (In addition, writing textbooks often contain useful discussion of plagiarism.)

Your instructor may require that you submit all of your essays to a plagiarism detecting service such as turnitin.com. Your enrolling in the course and electing to stay in that section constitutes your agreeing to submit your work as your instructor requires.

Attendance Policy

You are responsible for your success in this class, so regular attendance is important. After your second absence, your grade may be adversely affected by additional absences. For each absence over three, you may be assessed a five-point deduction from your end-of-semester grade.

Student Absences on Religious Holy Days Policy

Section 51.911(b) of the Texas Education Code requires that an institution of higher education excuse a student from attending classes or other required activities, including examinations, for the observance of a religious holy day, including travel for that purpose. A student whose absence is excused under this subsection may not be penalized for that absence and shall be allowed to take an examination or complete an assignment from which the student is excused within a reasonable time after the absence. University policy 861001 provides the procedures to be followed by the student and instructor.

Americans With Disabilities Act

It is the policy of Sam Houston State University that individuals otherwise qualified shall not be excluded, solely by reason of their disability, from participation in any academic program of the university. Further, they shall not be denied the benefits of these programs nor shall they be subjected to discrimination. Students with disabilities that might affect their academic performance are expected to visit with the Office of Services for Students with Disabilities located in the Counseling Center. They should then make arrangements with their individual instructors so that appropriate strategies can be considered and helpful procedures can be developed to ensure that participation and achievement opportunities are not impaired.

SHSU adheres to all applicable federal, state, and local laws, regulations, and guidelines with respect to providing reasonable accommodations for students with disabilities. If you have a disability that may affect adversely your work in this class, then I encourage you to register with the SHSU Counseling Center and to talk with me about how I can best help you. All disclosures of disabilities will be kept strictly confidential. NOTE: no accommodation can be made until you register with the Counseling Center. Please contact the Chair of the Committee for Continuing Assistance for Disabled Students and Director of the Counseling Center, Lee Drain Annex, or by calling (936) 294-1720.

The Writing Center

The Writing Center is located in 111 Farrington; its phone number is 4-3680. It is open Monday through Thursday from 8:00 a.m.-7:00 p.m. on Friday from 8:00 a.m.-3:00 p.m. and on Sunday from 2:00 p.m.-7:00 p.m. The Writing Center is a place you can go for help with your writing in all your classes, including developing ideas and then structuring them in a paper. You may also visit the Writing Center online: www.shsu.edu/~wctr. There is no additional charge for using the Writing Center, and we encourage you to do so.

The Syllabus Defined

A syllabus is a living entity that grows from the first of the semester till the last and comprises every assignment and handout that you receive. Keep your syllabus in a separate section of your Writer's Notebook so that you'll have everything together in one place.

Week 1:

Tue, July 8th: Intro to course

Wed, July 9th: Historical context and settlement

Christopher Columbus "Letter to Luis de Santangel" p 36

Christopher Columbus "Letter to Ferdinand and Isabella" p 38

Bartolome de las Casas "The Devestation of the Indies: Hispaniola" p 41

John Smith "A Description of New England" p 50

William Bradford "Of Plymouth Plantation" pp 53-67

Thu, July 10th: The Role of Religion

John Winthrop "A Model of Christian Charity" pp 67-83

Anne Bradstreet (all included poems) pp 84-92

Edward Taylor (all included works) pp 175-191

Jonathan Edwards "Sinners in the Hands on an Angry God" pp 175-191

Fri, July 11th: No class

Week 2:

Mon, July 14th: Patriotic Grab-bag 1

Benjamin Franklin, "The Way to Wealth" pp 193-201

Benjamin Franklin, "Remarks Concerning the Savages of North America" pp 201-206

J. Hector St. John de Crevecoeur, "Letters from an American Farmer" pp 305-312

John Adams "John Adams to Abigail Adams, July 3, 1776" pp 313-316

Tue, July 15th: Patriotic Grab-bag 2

Thomas Paine from "Common Sense" pp 317-332

Thomas Paine from "The American Crisis" pp 332-240

Thomas Paine from "The Age of Reason" pp 340-342

James Madison "The Federalist No. 10" pp 370-377

Thomas Jefferson *TBA

Wed, July 16th: Freneau / Wheatley / Irving

All selections

Thu, July 17th: Mostly Emerson

William Cullen Bryant, "Thanatopsis" and "The Prairies" pp460-467

Henry Wadsworth Longfellow, "The Jewish Cemetary at Newport" and "My Lost Youth" pp780-785

Ralph Waldo Emerson "Nature" pp 477-515

Ralph Waldo Emerson "The American Scholar" pp 515-532

Other Emerson TBA

Fri, July 18th: Hawthorne

"Young Goodman Brown" pp 559-570

"The May-Pole of Merry Mount" pp 570-581

"The Minister's Black Veil" pp 581-592

Week 3:

Mon, July 21st: Hawthorne / Poe

"To Helen" pp 788

"The Raven" pp 789-792

"Annabel Lee" pp 792-793

"The Philosophy of Composition" pp 830-843

Tue, July 22nd: Poe

"The Fall of the House of Usher" pp 793-809

“The Tell-Tale Heart” pp 809-814
“The Purloined Letter” pp 814-830

Wed, July 23rd: MIDTERM

Thu, July 24th: Lincoln / Fuller / Stowe
All selections

Week 4:

Mon, July 28th: Thoreau
“Resistance to Civil Government” pp 957-977
“Walden; Chapter 2: Where I Lived, and What I Lived For” pp 977-990
“Life Without Principle” pp 990-1009

Tue, July 29th: Douglass
Selections from *Narrative of the Life of Frederick Douglass, an American Slave, Written by Himself*
*TBA

Wed, July 30th: Melville
“Bartleby, The Scrivener” pp 1114-1147
“Battle Pieces: The Portent” pp 1218-1219
“Battle Pieces: The March into Virginia” pp 219-1221

Thu, July 31st: Whitman
“Song of Myself” pp 1225-1278

Week 5:

Mon, Aug 4th: Whitman
All other included works

Tue, Aug 5th: Whitman / Dickinson
All included Dickinson

Wed, Aug 6th: Dickinson / final exam prep

Thu, Aug 7th: FINAL EXAM, TERM PAPERS DUE