



Survey of American Literature

ENG 213 – Wesleyan College

Syllabus

Summer 2022, July 18 - August 19

Professor Contact Information

Professor: TBA

Office Hours: by appointment

Contact Information: TBA

Text/ISBN: *The Norton Anthology of American Literature*, Shorter Ninth Edition, Vols. 1&2, Edited by Robert S. Levine, 2017. ISBN: 978-0-393-264531

Additional materials will be provided by the instructor.

Policies and Procedures

Course Goals

To familiarize students with the range of American literature through intensive study of major American authors and texts. Content: Writings by important literary figures from America, from the Puritans to modern times.

Credit Hours

3

Learning Outcomes:

1. Read and analyze works of literature
2. Develop critical thinking and active reading skills
3. Develop an appreciation for a particular genre, artist, or movement in art and literature
4. Communicate ideas clearly
5. Organize and plan collaborative group discussions
6. Use evidence to build arguments and support claims
7. Communicate complex ideas effectively and persuasively.

Participation and Grading

Your grade in this course will be determined by your performance in the following categories:



Assignments	Percentage
Weekly Quote Analysis Posts	30%
Classmate Comments	20%
Creative Influence/Sustained Analysis Piece	20%
Participation	30%
Total	100%

Grading Scale:

The grading scale in the class will be as follows:

A=90-100%

B=80-89%

C=70-79%

D=60-69%

F=59% And Below

You may track your running point total throughout the term via our course site. Please be aware, however, that the course grade you see in the site will reflect only assignments and activities you have already completed and that your professor has graded.

Academic Integrity

Wesleyan's College expects student to show integrity in all of their work. Cheating, plagiarism, unauthorized collaboration, inventing or falsifying information, turning in work for more than one class without authorization, or helping someone else are all violations of the Honor Code and are not tolerated. Any of these forms of cheating will not be tolerated and will be grounds for a grade of zero on the exam or assignment and a grade of F for the course, in addition to any penalties imposed by the Provost.

Potential Changes to Course Schedule

The following week-to-week schedule is a general plan for the course. Deviations may be necessary and will be announced in advance via announcement and/or e-mail. Students should check their course site announcements and emails at least once every twenty-four hours throughout the term to watch for updates regarding this course.

Course Schedule

Week 1

Native American Oral Literature; Early Colonial Writings

Read: "Iroquois Creation Story" pp. 31-35; from "The Winnebago Trickster Cycle" pp. 35-38; Christopher Columbus, "Letter of Discovery" pp. 44-53; William Bradford, "Of Plymouth Plantation" pp. 73-91

Anglo-American Colonies and Women's Voices



Read: Anne Bradstreet, "The Author to Her Book," "Before the Birth of One of Her Children," "To My Dear and Loving Husband" "Here Follows Some Verses on the Burning of Our House" pp. 112-130; Mary Rowlandson, "A Narrative of the Captivity and Restoration of Mrs. Mary Rowlandson" pp. 132-151

Puritan Roots

Read: Cotton Mather, "The Wonders of the Invisible World" pp. 160-163; Jonathan Edwards, "Sinners in the Hands of an Angry God" pp. 192-204; Benjamin Franklin, "Remarks Concerning the Savages of North America," pp. 216-220; *The Autobiography* (Part Two), pp. 268-284

Week 2

Autobiography and Resistance; Native American Removal

Read: Phillis Wheatley, "On Being Brought from Africa to America," "To the University of Cambridge, in New England," "To His Excellency George Washington" pp. 420-430; Judith Sargent Murray, "On the Equality of the Sexes" pp. 406-415; Black Hawk, "Life of Ma-ka-tai-me-she-kia-kiak"; Petalesharo, "Speech of the Pawnee Chief" pp. 631-638

Transcendentalism

Read: Ralph Waldo Emerson, *Nature*, pp. 553-558 and pp. 566-570; Henry David Thoreau, from *Walden*, pp. 920-962; Emily Dickinson, pp. 1252-1275, Selected poems and letters

The American Gothic

Read: Nathaniel Hawthorne, "Young Goodman Brown," "The May-pole of Merry Mount," pp. 668-685; Edgar Allan Poe, "The Tell-Tale Heart," pp. 762-766, "The Cask of Amontillado" pp. 785-790

Week 3

Slavery, Race, and the Making of American Literature

Read: Frederick Douglass, "Narrative of the Life of Frederick Douglass..." pp. 1008-1066 (focus on Appendix pp. 1062-1066); "What to the Slave is the Fourth of July?" pp. 1066-1069; Thomas Jefferson, from "Notes on the State of Virginia" pp. 815-819; David Walker, "Appeal in Four Articles" pp. 820-823; William Lloyd Garrison, "To The Public" pp. 827-829; Harriet Jacobs, "Incidents in the Life of a Slave Girl" pp. 878-899; Angelina E. Grimké, "Appeal to the Christian Women of the South"; Sojourner Truth, "Speech to the Women's Rights Convention" pp. 829-833

Early Feminist Voices

Read: **NOTE THAT WE'VE MOVED TO VOL. 2 OF THE NORTON: 1865 To The Present**

Kate Chopin, "The Story of an Hour" pp. 446-448; Sui Sin Far, "Mrs. Spring Fragrance" pp. 549-558

Week 4

Washington and Du Bois; The Harlem Renaissance

Read: **NOTE THAT WE'VE MOVED TO VOL. 2 OF THE NORTON: 1865 To The Present**

Booker T. Washington, from *Up from Slavery*, pp. 471-479; W.E.B. DuBois, from *The Souls of Black Folk*, pp. 561-577; Paul Laurence Dunbar, selected poems, pp. 634-639; Zora Neale Hurston, "How It Feels to Be Colored Me"; Jean Toomer, from *Cane* pp. 968-973



Modernist Manifestos

F.T. Marinetti, from "Manifesto for Futurism"; Mina Loy, "Feminist Manifesto"; Langston Hughes, from "The Negro Artist and the Racial Mountain" pp. 803-816; William Carlos Williams, "The Red Wheelbarrow," "This is Just to Say" p. 793; Robert Frost, "Mending Wall" pp. 737; Langston Hughes, Selected poems, pp. 1037-1044

Literature after the Bomb; Early Civil Rights Era; The Beats and Queer Consciousness

Read: James Baldwin, "Sonny's Blues" pp. 1343-1365; Walt Whitman "Crossing Brooklyn Ferry" pp. 69-73; Allen Ginsberg, "Howl" and "A Supermarket in California" pp. 1392-1403

Week 5

Confessional Poets; Women's Writing Before and After Civil Rights

Read: Sylvia Plath, Selected poems, pp. 1444-1450; Anne Sexton, Selected poems, pp. 1409-1414; Adrienne Rich, "Diving into the Wreck" pp. 1421-1423

Changing the Canon: Latinx, Asian American, African American

Read: Toni Morrison, "Recitatif" pp. 1429-1442; Maxine Hong Kingston, from *The Woman Warrior*, pp. 1544-1553; Sandra Cisneros, "Woman Hollering Creek" pp. 1614-1622;

Postmodernism and Critiques of Whiteness

Read: Don DeLillo, from *White Noise*, pp. 1501-1518; George Saunders, "CivilWarLand in Bad Decline" pp. 1665-1677

Civility in the Academic Community

Students, faculty, and staff are expected to treat one another with respect in all interactions both during class meetings and on the Moodle course site. Rude, disruptive and/or disrespectful behaviors as determined by a faculty member interfere with other students' rights and with the professor's ability to teach. Therefore, any student exhibiting unacceptable behaviors during a class meeting or Moodle collaborative activity will be asked to leave and will be counted absent for that class period or activity. Failure to cooperate with this process will result in disciplinary action that may include withdrawal from the class or dismissal from the College. Violations will be reported to the Provost.

Disabilities Statement

Wesleyan College is committed to equal education, full participation and access to facilities for all students. Any student who requires reasonable academic accommodations, use of auxiliary aids or facility access for a class must first register with Disability Resources by contacting Jill Amos, Director of Disability and Advocacy Services, jamos@wesleyancollege.edu or (478) 757-5219. If reasonable accommodations are established, students should request Accommodation Letters from Disability Resources then schedule an appointment to meet with the professor to determine how the accommodations will be implemented for each class as early in the semester as possible. Accommodations require advance notice to implement and will not be retroactively administered for the semester. Accommodations that decrease the integrity of a course will not be approved.



Privacy in Teaching & Learning Spaces

In order to promote an environment in which ideas may be freely expressed, the interior offices; in-person and virtual classrooms; and Moodle course sites at Wesleyan are private spaces. The unauthorized creation of photographic images, audio recordings, or video recordings of students or faculty in these spaces is considered to be disruptive behavior which may result in a student's removal from class according to the professor's discretion. The distribution of unauthorized images or recordings, or of class meeting recordings shared by a professor for instructional purposes, without the express written permission of the College is strictly prohibited and is subject to disciplinary action by the Provost of the College.