

## History of American Literature

ENGL 3340.003 Fall 2012 Syllabus

Tues.-Thurs. 2:00-3:20 p.m. Trimble 218

Prof. Neill Matheson

office: Carlisle 406

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### Course Description:

In this course, we will explore a range of authors and works, both canonical and less well-known, illustrating the diversity of perspectives and kinds of writing produced in what is now the United States. Because a one-semester survey of at least four centuries of American writing must be selective, we will focus more closely on some representative literary problems and important historical contexts, while keeping in view the broader movements of American literary history. We will read the works of mainstream American writers alongside those who represent more marginalized perspectives, exploring shifting ideas of cultural identity and national belonging. One central framework will involve considering “America” as a contact zone, a geographical, social, and political space, and ultimately an idea, that has been continually renegotiated, as a result of the interrelations of its diverse inhabitants, and their cultures and languages. We will also discuss the evolution of different literary forms, as well as changing definitions of the literary itself. We will treat the category of “American Literature” as an open question: both a tenuous historical achievement and a lingering critical problem, its defining characteristics and boundaries remain contested.

### Course text:

*The Bedford Anthology of American Literature Vols. 1 & 2*

### Course Requirements:

1. Two papers (4-6 and 8-12 pages). Papers should be turned in on the assigned day in class. I will only accept emailed papers under extraordinary circumstances; you should then turn in a hard copy at the first opportunity. If you submit a paper outside of class (including via email, with permission), it is your responsibility to confirm that I received it.
2. Midterm.
3. Final exam.
4. Reading quizzes. Because these quizzes are part of the daily work of the course, a measure of your preparation and participation, make-ups will not be offered if you miss class on the day a quiz is given.
5. Participation in class discussion.

**Note:** All major assignments (i.e., both papers, midterm, and final) must be completed in order to pass the course.

**Course Grade:**

First paper	20%
Second paper	25%
Midterm	20%
Final	25%
Participation (incl. quizzes)	10%

**Attendance, Participation, Preparation:**

Student participation is an extremely important part of this course. The course will primarily be organized around discussion of the readings, rather than lectures; student interests will play a major role in shaping our discussions. I expect you to come to class having carefully read the texts for each day's meeting, prepared with questions, ideas, enthusiasms, or objections.

Because this course depends on your full involvement, regular attendance is also essential for its success. More than three absences will have a significant impact on your grade for the course. More than eight absences may result in failure for the course. Late arrivals (and early departures) are disruptive, and a pattern of tardiness will also affect your grade.

**Policy on Electronic Devices:**

Please turn off and stow away all cell phones, laptops, iPads, Kindles, and other electronic devices at the start of each class. Such digital devices are of course essential academic tools, but their potential to be distracting can outweigh their value in the classroom. Follow this link for an account of one influential recent study of "media multitasking" and distraction:  
<http://news.stanford.edu/news/2009/august24/multitask-research-study-082409.html>

**UTA Drop Policy:**

Students may drop or swap (adding and dropping a class concurrently) classes through self-service in MyMav from the beginning of the registration period through the late registration period. After the late registration period, students must see their academic advisor to drop a class or withdraw. Undeclared students must see an advisor in the University Advising Center. Drops can continue through a point two-thirds of the way through the term or session. It is the student's responsibility to officially withdraw if they do not plan to attend after registering. Students will not be automatically dropped for non-attendance. Repayment of certain types of financial aid administered through the University may be required as the result of dropping classes or withdrawing. Contact the Financial Aid Office for more information.

**Student Learning Outcomes:**

1. Students should be able to demonstrate critical understanding of the specific authors and texts covered in the course.
2. Students should be able to identify connections synthetically between these texts, comparing and contrasting them, and locating them within larger narratives of American literary history.
3. Students should be able to demonstrate knowledge of major themes, issues, and movements in the history of American literature.
4. Students should be able to recognize and identify the characteristics of various literary genres important to American literary history.

5. Students should be able to demonstrate a complex understanding of the relationship between American literature and larger historical and cultural contexts, including analyzing the relevance of important historical events to specific literary works.
6. Students should be able to explain and make use of analytical and theoretical concepts and literary critical terminology covered in the course.
7. Students should be able to express ideas and perform analysis in clear, concise, logical, and persuasive writing.
8. Students should be able to express ideas clearly through relevant oral contributions to class discussion, and to respond substantially to the ideas of other students.

### **Academic Integrity:**

It is the philosophy of The University of Texas at Arlington that academic dishonesty is a completely unacceptable mode of conduct and will not be tolerated in any form. All persons involved in academic dishonesty will be disciplined in accordance with University regulations and procedures. Discipline may include suspension or expulsion from the University. "Scholastic dishonesty includes but is not limited to cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, any act designed to give unfair advantage to a student or the attempt to commit such acts" (*Regents Rules and Regulations*).

The policy for this course is that any assignment found to involve plagiarism or other significant academic dishonesty will receive a zero. No rewrites are allowed for plagiarized papers. All incidents of academic dishonesty will be reported to the UTA Office of Student Conduct.

### **Americans with Disabilities Act:**

The University of Texas at Arlington is on record as being committed to both the spirit and letter of all federal equal opportunity legislation, including the *Americans with Disabilities Act (ADA)*. All instructors at UT Arlington are required by law to provide "reasonable accommodations" to students with disabilities, so as not to discriminate on the basis of that disability. Any student requiring an accommodation for this course must provide the instructor with official documentation in the form of a letter certified by the staff in the Office for Students with Disabilities, University Hall 102. Only those students who have officially documented a need for an accommodation will have their request honored. Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at [www.uta.edu/disability](http://www.uta.edu/disability) or by calling the Office for Students with Disabilities at (817) 272-3364.

Let me know if you have a disability, and we can work together to ensure that you are able to participate fully in the course.

### **Student Support Services Available:**

The University of Texas at Arlington provides a variety of resources and programs designed to help students develop academic skills, deal with personal situations, and better understand concepts and information related to their courses. These resources include tutoring, major-based learning centers, developmental education, advising and mentoring, personal counseling, and federally funded programs. For individualized referrals to resources for any reason, students may contact the Maverick Resource Hotline at 817-272-6107 or visit [www.uta.edu/resources](http://www.uta.edu/resources) for more information.

## Electronic Communication Policy:

The University of Texas at Arlington has adopted the University “MavMail” address as the sole official means of communication with students. MavMail is used to remind students of important deadlines, advertise events and activities, and permit the University to conduct official transactions exclusively by electronic means. For example, important information concerning registration, financial aid, payment of bills, and graduation are now sent to students through the MavMail system. All students are assigned a MavMail account. *Students are responsible for checking their MavMail regularly.* Information about activating and using MavMail is available at <http://www.uta.edu/oit/email/>. There is no additional charge to students for using this account, and it remains active even after they graduate from UT Arlington.

To obtain your NetID or for logon assistance, visit <https://webapps.uta.edu/oit/selfservice/>. If you are unable to resolve your issue from the Self-Service website, contact the Helpdesk at [helpdesk@uta.edu](mailto:helpdesk@uta.edu).

I will use your UTA email address for course handouts and announcements, as well as to contact you individually if necessary. So be sure to check your MavMail account frequently.

## Course Schedule:

Except for occasional handouts, all readings are in the two-volume *Bedford Anthology*, with page numbers in parenthesis. This schedule is provisional: I may make substitutions in readings or changes in the dates of assignments if necessary.

**Aug. 23** Introduction: What is “American Literature”?

**Aug. 28** “Native American Origin and Creation Stories” (29-33); Seneca: “Origin of Folk Stories” (34-36); Pima: “The Story of the Creation” (43-46); Lakota: “Wohpe and the Gift of the Pipe” (46-50); Modern Lens: Momaday, “The Becoming of the Native: Man in America Before Columbus” (54-59); “Explorations and Early Encounters” (61-65); Columbus, “Letter” (66-73)  
**Aug. 30** Cabeza de Vaca, from *The Narrative* (74-85); Mary Louise Pratt, “Arts of the Contact Zone” (handout)

**Sept. 4** “Colonial Settlements” (93-106); Bradford, from *Of Plimoth Plantation* (124-46)

**Sept. 6** Bradstreet, “The Prologue,” “The Author to Her Book,” “Before the Birth of One of Her Children,” “To My Dear and Loving Husband,” “A Letter to Her Husband, Absent upon Public Employment,” “Here Follows Some Verses upon the Burning of Our House” (167-71, 181-85); Modern Lens: Murray, “Puritan Woman” (187-89); begin reading Rowlandson, “The Sovereignty and Goodness of God” (190-228; read to at least p. 200 for this class)

**Sept. 11** finish Rowlandson

**Sept. 13** Franklin, from *The Autobiography* (340-71); “Print Culture and the Road to Revolution” (314-24)

**Sept. 18** Equiano, from *The Interesting Narrative* (414-26); “The Emerging Idea of ‘America’” (427-29); Crèvecoeur, “What is an American,” from *Letters from an American Farmer* (429-33); Abigail and John Adams, Letters (442-46); Jefferson, “Draft of the Declaration of Independence” (446-52)

**Sept. 20** Wheatley, “On Being Brought from Africa to America,” “To the Right Honourable William, Earl of Dartmouth,” “Letter to Samson Occom” (503-506, 507-508, 516); Irving, “Rip Van Winkle” (520-23, 530-42)

**Sept. 25** “The Era of Reform” (607-16); “The Rhetoric of Antebellum Reform” (617-18); Catherine Beecher, from *A Treatise on Domestic Economy* (627-29); Seneca Falls Women’s Rights Convention: “Declaration of Sentiments” (629-32); Sojourner Truth, “Speech to a Women’s Rights Convention” (637-38); Fanny Fern, entire selection (1062-72); additional Fern journalism as handouts; **first paper due**

**Sept. 27** Harriet Jacobs, from *Incidents in the Life of a Slave Girl* (763-65, 768-91)

**Oct. 2** Thoreau, “Resistance to Civil Government” (792-809)

**Oct. 4** Melville, “Bartleby” (1072-1101)

**Oct. 9** Poe, “Ligeia” (1018-30), “To Helen,” “The Raven,” “Annabel Lee” (1224-30); Hawthorne, “The Birth-Mark” (966-68, 1007-18)

**Oct. 11 Midterm**

**Oct. 16** Whitman, “Song of Myself” sections 1-24, 51-52 (1236-40, 1240-59, 1285); Modern Lens: Hughes, “Old Walt”; Ginsberg, “A Supermarket in California” (1311-13)

**Oct. 18** Whitman, “The Wound-Dresser,” “Reconciliation” (1298-1300), from *Memoranda during the War* (1390-91); Alcott, “The Brothers” (1178-93)

**Oct. 23** Sigourney, “Indian Names,” “To a Shred of Linen” (1202-1207); Dickinson, headnote (1314-17), “Her breast is fit for pearls” (1318), “I’m ‘wife’ — I’ve finished that —” (1319), “I like a look of Agony” (1321), “There’s a certain Slant of light” (1322-23), “The Soul selects her own Society—” (1324-25), “What Soft—Cherubic Creatures—” (1328), “This is my letter to the World” (1329), “I heard a Fly buzz—when I died—” (1331), “I’m ceded—I’ve stopped being Theirs—” (1332-33), “The Soul has Bandaged Moments—” (1334), “Publication—is the Auction” (1338), “Title divine—is mine!” (1341-42), “Tell all the Truth but tell it slant—” (1342-43), “Rearrange a ‘Wife’s’ affection!” (1345), letters to Susan Gilbert Dickinson and Thomas Wentworth Higginson (1346-49)

**\*\*Page numbers for the following texts are for Vol. 2 of the Bedford Anthology\*\***

**Oct. 25** Jewett, “A White Heron” (193-202); Freeman, “A New England Nun” (202-13); Cather, “A Wagner Matinee” (378-87)

**Oct. 30** Marti, “Impressions of America” (404-11); Du Bois, “Of Our Spiritual Strivings,” from *The Souls of Black Folk* (450-59); Zitkala-Sa, “The School Days of an Indian Girl” (426-38)

**Oct. 31 Last day to drop classes**

**Nov. 1** “Modernisms in American Poetry” (529-37); Pound, “A Few Don’ts by an Imagist” (542-44), “A Pact,” “In a Station of the Metro” (641-43, 645-46, 647); Williams, headnote (626-29), “The Young Housewife” (631), “Danse Russe” (632), “Portrait of a Lady” (633-34), “Spring and All” (635-36), “To Elsie” (636-38), “The Red Wheelbarrow” (638), “This Is Just to Say” (639), “A Sort of a Song” (640); Moore, “Poetry” (658-62); Stevens, “Of Modern Poetry” (617)

**Nov. 6** Eliot, “The Love Song of J. Alfred Prufrock” (669-76); E.E. Cummings, entire selection (716-26)

**Nov. 8** McKay, “The Harlem Dancer,” “If We Must Die,” “The Lynching,” “America” (704-708); Hughes, “The Negro Artist and the Racial Mountain” (557-61), entire selection of poetry (752-65); Cullen, entire selection (765-71)

**Nov. 13** Hurston, from *Characteristics of Negro Expression* (839-41), “The Gilded Six-Bits” (880-91); Larsen, “Sanctuary” (891-98); Toomer, from *Cane* (905-15)

**Nov. 15** Anderson, from “An Apology for Crudity” (828-30), from *Winesburg, Ohio* (857-68); Hemingway, “Big Two-Hearted River” (976-92)

**Nov. 20** Faulkner, “Barn-Burning” (948-51, 963-76); O’Connor, “A Good Man is Hard to Find” (1301-15)

**Nov. 22 Thanksgiving; no class!**

**Nov. 27** Ginsberg, “Howl” (1315-27)

**Nov. 29** Barthelme, “The School” (1360-64); Morrison, “Recitatif” (1364-80); DeLillo, “Videotape” (1421-26); Carver, “Are These Actual Miles?” (1433-41)

**Dec. 4** Silko, “Yellow Woman” (1472-81); Alexie, “What You Pawn I Will Redeem” (1502-20);  
**final paper due**

**Final exam: Tuesday Dec 11 2:00 – 4:30 p.m.** (in our usual classroom)