

ENGL 5324: Topics in American Literary Genres  
**The Early American Novel**  
Fall 2018  
Tuesdays 6-8:50pm  
CAR 212

**Instructor:** Dr. Desiree Henderson

**Office:** CAR 603

**Phone:** English Department Main Office 817-272-2692

**Email:** dhenderson@uta.edu

**Office Hours:** Tuesdays 3:30-4:30pm and by appointment

**Course Description:** This course focuses on two key moments in American literary history: when the first novels were published in the United States at the end of the eighteenth century, and when the first novels were published by African American authors in the early nineteenth century. We will trace the links between these two historical moments, exploring the origins of American fictional representations of race and slavery through three major themes: sex, sentiment, and captivity. Students will not only develop original research materials related to each assigned novel, they will “pitch” or make the case for the significance of an additional novel.

**Student Learning Outcomes:** Upon completion of this course students will be able to:

- Identify the main critical debates within American literary studies regarding the history and development of the novel.
- Research and explain the historical, literary, or socio/political contexts of assigned primary sources.
- Explain and analyze the meaning and significance of assigned primary and secondary sources.
- Develop original analysis of early American novels that responds to and participates in ongoing critical conversations.

**Required Textbooks and Other Course Materials:**

**Note to Students:** I have assigned editions of these novels that I believe represent the highest standards of scholarly editing, including useful introductions and supplemental materials. However, almost all of these novels are available in other forms: in other print editions (including inexpensive used books at Half Price Books) or in free online versions. You may use whatever edition you want, as long as you have access to the text during class so that you can fully participate in class discussion.

Broadview Press is offering a 4-for-3 bundle, which allows you to purchase *Edgar*

*Huntley, Secret History, Clotel, and Uncle Tom's Cabin* for the price of only three of these books. The bundle is available at the UTA Bookstore under ISBN #978-1-4881-0836-5.

The Broadview editions are also available at a lower price as e-books on their website: <https://broadviewpress.com/>

- 1) Susanna Rowson, *Charlotte Temple* (1791). Edited by Marion Rust, Norton Critical Edition, 2010. ISBN: 978-0-393-92538-8
- 2) Charles Brockden Brown, *Edgar Huntley* (1799). Edited by Siân Silyan Roberts, Broadview Editions, 2018. ISBN: 1554813387
- 3) Leonora Sansay, *The Secret History; or, The Horrors of St. Domingo and Laura* (1808) Edited by Michael Drexler, Broadview Editions, 2007. ISBN: 1551113465
- 4) William Wells Brown, *Clotel* (1853). Edited by Geoffrey Sanborn, Broadview Editions, 2016. ISBN: 1554812895
- 5) Harriet Wilson, *Our Nig; or, Sketches from the Life of a Free Black* (1859). Edited by P. Gabrielle Foreman and Reginald Pitts, Penguin Edition, 2009. ISBN: 978-0143105763.

All other required course materials will be available online or through Blackboard.

**Recommended Textbooks:** Alternate editions of these works will be made available to students but you might find it useful to have your own copies. *Not required.*

- 1) Herman Melville, *Billy Budd, Bartleby, and Other Stories*. Edited by Peter M. Coviello, Penguin, 2016. ISBN-13: 978-0143107606
- 2) Harriet Beecher Stowe's *Uncle Tom's Cabin* (1855), Edited by Christopher G. Diller, Broadview Editions, 2009. ISBN: 1551118068

### **Grade Policy/Requirements:**

Literature Circle Reports (3) = 25%  
 Essay 1 = 25%  
 Essay 2 = 25%  
 Essay 3 = 25%

**Descriptions of major assignments and examinations:** This course employs a Literature Circle format and students are responsible for contributing reports to three of the research portfolios we will compile about our five main novels; see Literature Circles handout for more information. Students will also author three analytical essays, 5 pages minimum; see the essay prompts for more information. All requirements and due dates are subject to revision at the discretion of the instructor.

**Attendance Policy:** At The University of Texas at Arlington, taking attendance is not required but attendance is a critical indicator in student success. Each faculty member is free to develop his or her own methods of evaluating students' academic performance, which includes establishing course-specific policies on attendance.

As the instructor of this section, I have established the following attendance policy:

*Attendance is mandatory. Excessive absences will result in an "F" for the course. Be sure to talk to Dr. Henderson if you must miss class.*

However, while UT Arlington does not require instructors to take attendance in their courses, the U.S. Department of Education requires that the University have a mechanism in place to mark when Federal Student Aid recipients "begin attendance in a course." UT Arlington instructors will report when students begin attendance in a course as part of the final grading process. Specifically, when assigning a student a grade of F, faculty report the last date a student attended their class based on evidence such as a test, participation in a class project or presentation, or an engagement online via Blackboard. This date is reported to the Department of Education for federal financial aid recipients.

**Late Policy:** Essay 1 & 2 will be accepted late with a penalty of 5 points per day. Essay #3 will only be accepted late in the case of a family or medical emergency.

**Technology in the Classroom Policy:** I reserve the right to ask students to put away laptops, tablets, e-book readers, and/or phones, which I will do if we are completing work for which access to technology is neither useful nor beneficial, or if technology use is causing distraction to the student or to the class as a whole.

## UNIVERSITY POLICIES

**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. For more information, contact the Office of Financial Aid and Scholarships (<http://www.uta.edu/aao/fao/>).

**Disability Accommodations:** UT 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), The Americans with Disabilities

Amendments Act (ADAAA), and Section 504 of the Rehabilitation Act. 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 disability. Students are responsible for providing the instructor with official notification in the form of a letter certified by the Office for Students with Disabilities (OSD). Only those students who have officially documented a need for an accommodation will have their request honored. Students experiencing a range of conditions (Physical, Learning, Chronic Health, Mental Health, and Sensory) that may cause diminished academic performance or other barriers to learning may seek services and/or accommodations by contacting: The Office for Students with Disabilities (OSD) <http://www.uta.edu/disability/> or calling 817-272-3364. 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).

**Counseling and Psychological Services (CAPS):** <http://www.uta.edu/caps/> or calling 817-272-3671 is also available to all students to help increase their understanding of personal issues, address mental and behavioral health problems and make positive changes in their lives.

**Non-Discrimination Policy:** The University of Texas at Arlington does not discriminate on the basis of race, color, national origin, religion, age, gender, sexual orientation, disabilities, genetic information, and/or veteran status in its educational programs or activities it operates. For more information, visit [uta.edu/eos](http://uta.edu/eos).

**Title IX Policy:** The University of Texas at Arlington (“University”) is committed to maintaining a learning and working environment that is free from discrimination based on sex in accordance with Title IX of the Higher Education Amendments of 1972 (Title IX), which prohibits discrimination on the basis of sex in educational programs or activities; Title VII of the Civil Rights Act of 1964 (Title VII), which prohibits sex discrimination in employment; and the Campus Sexual Violence Elimination Act (SaVE Act). Sexual misconduct is a form of sex discrimination and will not be tolerated. For information regarding Title IX, visit [www.uta.edu/titleIX](http://www.uta.edu/titleIX) or contact Ms. Michelle Willbanks, Title IX Coordinator at (817) 272-4585 or [titleix@uta.edu](mailto:titleix@uta.edu)

**Academic Integrity:** Students enrolled all UT Arlington courses are expected to adhere to the UT Arlington Honor Code:

*I pledge, on my honor, to uphold UT Arlington's tradition of academic integrity, a tradition that values hard work and honest effort in the pursuit of academic excellence.*

*I promise that I will submit only work that I personally create or contribute to group collaborations, and I will appropriately reference any work from other sources. I will follow the highest standards of integrity and uphold the spirit of the Honor Code.*

UT Arlington faculty members may employ the Honor Code in their courses by having students acknowledge the honor code as part of an examination or requiring students to incorporate the honor code into any work submitted. Per UT System Regents' Rule 50101, §2.2, suspected violations of university's standards for academic integrity (including the Honor Code) will be referred to the Office of Student Conduct. Violators will be disciplined in accordance with University policy, which may result in the student's suspension or expulsion from the University. Additional information is available at <https://www.uta.edu/conduct/>. Faculty are encouraged to discuss plagiarism and share the following library tutorials <http://libguides.uta.edu/copyright/plagiarism> and <http://library.uta.edu/plagiarism/>

**Electronic Communication:** UT Arlington has adopted MavMail as its official means to communicate with students about important deadlines and events, as well as to transact university-related business regarding financial aid, tuition, grades, graduation, etc. All students are assigned a MavMail account and are responsible for checking the inbox regularly. There is no additional charge to students for using this account, which remains active even after graduation. Information about activating and using MavMail is available at <http://www.uta.edu/oit/cs/email/mavmail.php>.

**Campus Carry:** Effective August 1, 2016, the Campus Carry law (Senate Bill 11) allows those licensed individuals to carry a concealed handgun in buildings on public university campuses, except in locations the University establishes as prohibited. Under the new law, openly carrying handguns is not allowed on college campuses. For more information, visit <http://www.uta.edu/news/info/campus-carry/>

**Student Feedback Survey:** At the end of each term, students enrolled in face-to-face and online classes categorized as "lecture," "seminar," or "laboratory" are directed to complete an online Student Feedback Survey (SFS). Instructions on how to access the SFS for this course will be sent directly to each student through MavMail approximately 10 days before the end of the term. Each student's feedback via the SFS database is aggregated with that of other students enrolled in the course. Students' anonymity will be protected to the extent that the law allows. UT Arlington's effort to solicit, gather, tabulate, and publish student feedback is required by state law and aggregate results are posted online. Data from SFS is also used for faculty and program evaluations. For more information, visit <http://www.uta.edu/sfs>.

**Final Review Week:** For semester-long courses, a period of five class days prior to the first day of final examinations in the long sessions shall be designated as Final Review Week. The purpose of this week is to allow students sufficient time to prepare for final examinations. During this week, there shall be no scheduled activities such as required field trips or performances; and no instructor shall assign any themes, research problems or exercises of similar scope that have a completion

date during or following this week unless specified in the class syllabus. During Final Review Week, an instructor shall not give any examinations constituting 10% or more of the final grade, except makeup tests and laboratory examinations. In addition, no instructor shall give any portion of the final examination during Final Review Week. During this week, classes are held as scheduled. In addition, instructors are not required to limit content to topics that have been previously covered; they may introduce new concepts as appropriate.

**Emergency Exit Procedures:** Should we experience an emergency event that requires us to vacate the building, students should exit the room and move toward the nearest exit, which is located **through the stairwells at the end and middle of the hallway**. When exiting the building during an emergency, one should never take an elevator but should use the stairwells. Faculty members and instructional staff will assist students in selecting the safest route for evacuation and will make arrangements to assist individuals with disabilities.

**Student Support Services:** UT 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. Resources include tutoring, major-based learning centers, developmental education, advising and mentoring, personal counseling, and federally funded programs. For individualized referrals, students may visit the reception desk at University College (Ransom Hall), call the Maverick Resource Hotline at 817-272-6107, send a message to [resources@uta.edu](mailto:resources@uta.edu), or view the information at <http://www.uta.edu/studentsuccess/success-programs/programs/resource-hotline.php>

**The IDEAS Center** (2nd Floor of Central Library) offers FREE tutoring to all students with a focus on transfer students, sophomores, veterans and others undergoing a transition to UT Arlington. Students can drop in, or check the schedule of available peer tutors at <http://www.uta.edu/IDEAS>, or call (817) 272-6593.

**The English Writing Center** (411LIBR): The Writing Center offers FREE tutoring in 15-, 30-, 45-, and 60-minute face-to-face and online sessions to all UTA students on any phase of their UTA coursework. Register and make appointments online at <https://uta.mywconline.com>. Classroom visits, workshops, and specialized services for graduate students and faculty are also available. Please see [www.uta.edu/owl](http://www.uta.edu/owl) for detailed information on all our programs and services.

The Library's 2nd floor **Academic Plaza** offers students a central hub of support services, including IDEAS Center, University Advising Services, Transfer UTA and various college/school advising hours. Services are available during the library's hours of operation. <http://library.uta.edu/academic-plaza>

**Library & Research Assistance:** University-level research requires university-level sources. Appropriate sources include scholarly and peer-reviewed journal articles,

scholarly books, and credible news magazines and newspapers. The UTA Library <http://library.uta.edu/> offers a plethora of resources and subject specialists to help you select and locate appropriate sources. Find library staff at the Service Zone on the first floor of the UTA Central Library, by phone at (817) 272-3395, by text at (817) 727-8395, email at AskUs@uta.edu, or the chat widget on the library's homepage, <http://library.uta.edu/>. For a list of useful guides to help you start your research, visit: <http://libguides.uta.edu/>.

Your librarian is Diane Shepelwich, [dianec@uta.edu](mailto:dianec@uta.edu). Diane is available through email, individual or group meetings, or phone appointments. If you need help getting started with your research or course assignment or have questions along the way, please contact Diane for personalized research assistance.

<p><b>Emergency Phone Numbers:</b> In case of an on-campus emergency, call the UT Arlington Police Department at <b>817-272-3003</b> (non-campus phone), <b>2-3003</b> (campus phone). You may also dial 911. Non-emergency number 817-272-3381</p>
-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

## ENGL 5324 The Early American Novel: Reading and Assignment Schedule

*All requirements and due dates are subject to change at the discretion of the instructor.*

- Students are expected to bring copies of assigned materials to class on the day they will be discussed, in either hard copy or digital format. Laptops, tablets, and e-readers are allowed in class.

BB = sources available through Blackboard.

LIB = sources accessible through the UTA Library; students are responsible for retrieving these pieces on their own.

WEB = sources available online, link provided.

8/28	<p>Introduction</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Read the introduction to the <i>Just Teach One</i> project: <a href="http://jto.common-place.org/">http://jto.common-place.org/</a></li> <li><input type="checkbox"/> “Amelia; or the Faithless Briton” (web) Click on the “View pdf” link. <a href="http://jto.common-place.org/just-teach-one-homepage/amelia-or-the-faithless-briton-1789/">http://jto.common-place.org/just-teach-one-homepage/amelia-or-the-faithless-briton-1789/</a></li> <li><input type="checkbox"/> “The Story of Constantius and Pulchura”(web) <a href="http://jto.common-place.org/just-teach-one-homepage/the-story-of-constantius-and-pulchera-1789/">http://jto.common-place.org/just-teach-one-homepage/the-story-of-constantius-and-pulchera-1789/</a></li> </ul>
9/4	<p>Theories and Histories of the Novel</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Read all but <b>select one assigned essay/excerpt from below and complete the Annotated Bibliography: Secondary Sources form</b>. Have a copy accessible during class.</li> <li><input type="checkbox"/> Eagleton, “What is the Novel?” (BB)</li> <li><input type="checkbox"/> Bakhtin, from <i>The Dialogic Imagination</i> (BB)</li> <li><input type="checkbox"/> Gallagher, “The Rise of Fictionality” (BB)</li> <li><input type="checkbox"/> Davidson, from <i>Revolution and the Word</i> (BB)</li> <li><input type="checkbox"/> Morrison, from <i>Playing in the Dark</i> (BB)</li> </ul>
Literature Circle #1: Rowson, <i>Charlotte Temple</i>	
9/11	<ul style="list-style-type: none"> <li><input type="checkbox"/> Rowson, <i>Charlotte Temple</i></li> <li><input type="checkbox"/> Rust, “Introduction” (in Norton edition, p. xi or BB)</li> <li><input type="checkbox"/> Davidson, “Life and Times of <i>Charlotte Temple</i>” (in Norton edition, p. 241 or BB)</li> </ul>

	<input type="checkbox"/> Joanne Dobson, "Reclaiming Sentimental Literature" (in Norton edition, p. 292) OR in <i>American Literature</i> , vol. 69, no. 2 (June 1997), pp. 263-288. (LIB)
9/18	<input type="checkbox"/> Jan Lewis. "The Republican Wife: Virtue and Seduction in the Early Republic." <i>William and Mary Quarterly</i> , vol. 44, no. 4 (1987), pp. 689-721. (LIB) <input type="checkbox"/> Additional Reading TBA
Literature Circle #2: Brown, <i>Edgar Huntley</i>	
9/25	<input type="checkbox"/> Brown, <i>Edgar Huntley</i> <input type="checkbox"/> Roberts, "Introduction" (in Broadview edition, p. 9 or BB) <input type="checkbox"/> Brown, "The Difference between History and Romance" (in Broadview edition, p. 283 or BB)
10/2	<input type="checkbox"/> Greta LaFleur, "Sex and 'Unsex': Histories of Gender Trouble in Eighteenth-Century North America." <i>Early American Studies</i> , vol. 12, no. 3 (2014), pp. 469-99. (LIB) <input type="checkbox"/> Additional Reading TBA
Literature Circle #3: Sansay, <i>Secret History</i>	
10/9	<input type="checkbox"/> Sansay, <i>Secret History</i> (pp. 59-154) <input type="checkbox"/> Drexler, "Introduction" (in Broadview edition, p. 10 or BB) <input type="checkbox"/> Rosemarie Zagarri, "The Significance of the 'Global Turn' for the Early American Republic: Globalization in the Age of Nation-Building," <i>Journal of the Early Republic</i> , vol. 31, no. 1 (2011), pp. 1-37. (LIB) <b>[Read pp. 1-11 only]</b> <input type="checkbox"/> Mary Eyring, Christopher Hodson, Matthew Mason, "Introduction: The Global Turn and Early American Studies." <i>Early American Studies</i> , vol. 16, no. 1 (2018), pp. 1-6. (LIB)
10/16	<input type="checkbox"/> Timothy Sweet, "Projecting Early American Environmental Writing." <i>Early American Literature</i> , vol. 45, no. 2 (2010), pp. 403-16. (LIB) <input type="checkbox"/> Daniel J. Philippon, "Is Early American Environmental Writing Sustainable?" <i>Early American Literature</i> , vol. 45, no. 2 (2010), pp. 417-23. (LIB). <input type="checkbox"/> Additional Reading TBA

10/23	Rowson Revisited  <input type="checkbox"/> Rowson, <i>Sincerity</i> (web) <a href="http://jto.common-place.org/just-teach-one-homepage/rowsons-sincerity-1803-04/">http://jto.common-place.org/just-teach-one-homepage/rowsons-sincerity-1803-04/</a>
<b>Essay #1 due Saturday 10/27 by midnight</b>	
10/30	The Early African American Novel  <input type="checkbox"/> Read the introduction to <i>Just Teach One: Early African American Print</i> (web) <a href="http://jtoaa.common-place.org/">http://jtoaa.common-place.org/</a>  <input type="checkbox"/> "Theresa: A Haitian Tale" (web) <a href="http://jtoaa.common-place.org/welcome-to-just-teach-one-african-american/theresa-a-haytien-tale/">http://jtoaa.common-place.org/welcome-to-just-teach-one-african-american/theresa-a-haytien-tale/</a>  <input type="checkbox"/> Frances Smith Foster. "A Narrative of the Interesting Origins and (Somewhat) Surprising Development of African American Print Culture." <i>American Literary History</i> , vol. 17, no. 4 (Winter 2005), pp. 714-740. (LIB)
Literature Circle #4: Brown, <i>Clotel</i>	
11/6	<input type="checkbox"/> Brown, <i>Clotel</i> <input type="checkbox"/> Sanborn, "Introduction" (in Broadview edition, or BB) <input type="checkbox"/> Ann duCille, "Where in the World is William Wells Brown? Thomas Jefferson, Sally Hemings, and the DNA of African-American Literary History." <i>American Literary History</i> , vol. 12, no. 3 (Fall 2000), pp. 443-62. (LIB)
11/13	<input type="checkbox"/> Reading TBA
Literature Circle #5: Wilson, <i>Our Nig</i>	
11/20	<input type="checkbox"/> Wilson, <i>Our Nig</i> <input type="checkbox"/> Foreman and Pitts, "Introduction" (in Penguin edition, p. xxv or BB) <input type="checkbox"/> Carla L. Peterson, "Capitalism, Black (Under)Development, and the Production of the African-American Novel in the 1850s." <i>American Literary History</i> , vol 4., no. 4 (1992), pp. 559-83. (LIB)

11/27	<input type="checkbox"/> Reading TBA
<b>Essay #2 due Saturday 12/1 by midnight</b>	
12/4	Canonical Connections & New Directions <input type="checkbox"/> <b>Early American Novel Pitchfest!</b> <input type="checkbox"/> Melville, "Benito Cereno" (BB) <input type="checkbox"/> Stowe, <i>Uncle Tom's Cabin</i> (excerpts)
<b>Essay #3 due Tuesday 12/11 by 5pm.</b>	