**ENGL 4336: Transcendentalism & Reform, *a service-learning course***

University of Texas at Arlington, Spring 2019

Meets MWF, 10-10:50, Trimble Hall 01

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**Course Description:**

*Academic Content*

The Transcendentalists were a heterogeneous group of thinkers (some writers, some ministers, some educators) living in and around Concord, MA, in the mid-nineteenth century who believed in the power of the individual’s imagination to transform the world. While some, including Ralph Waldo Emerson and Henry David Thoreau, advocated the notion of change starting with the self (what they called “self-culture”), others, including Margaret Fuller, were more socially-minded, turning their attention to structures in the wider society that they believed ought to be altered. The Transcendentalists thus served as a kind of intellectual engine for a bevy of reform movements in the mid-nineteenth century, including reforms in education, abolition, women’s suffrage, and appreciation for and attention to nature. In this class we will learn about these movements by reading the literature written by people who devoted their lives and their considerable intellectual powers to changing the world, and thereby changing themselves—or is it changing themselves, and thereby changing the world? That’s a live question, one we’ll investigate this semester.

*Service-Learning Component*

At the same time as we read about these nineteenth-century reformers, you will become a twenty-first century reformer yourself because a requirement of this course is to work with one of three organizations in the wider Arlington community: H.O.P.E. Tutoring, the Arlington Public Library, or River Legacy Park. These organizations are devoted to two of the Transcendentalists’ primary reform areas: education and the environment. Do not mistake “service-learning” for community service. The word after the hyphen is as important as the word before it: your work in the community will be integrated into our course content, for it will provide a forum by which you can test out and investigate the ideas we’re learning about in class. Your writing assignments and classroom activities will be directly linked to the service you do.

**Learning Outcomes:**

1. Students will develop an understanding of and familiarity with major Transcendentalist writers; they will be able to contrast the writers’ themes, formal devices, intellectual philosophies, and rhetorical strategies.

2. Students will gain an understanding of the relationship between Transcendentalist writing and mid-nineteenth-century reform movements, thus learning how writers respond to particular social and historical contexts.

3. By participating in a service-learning project in the community, students will refine skills and traits that will be useful outside of academia: leadership, teamwork, reliability, empathy, and volunteerism.

4. By participating in a service-learning project in the community, students will experience, first-hand, the challenge behind the cliché of “making the world a better place,” thus enabling them to better understand and reflect on the complex relationship between would-be reformers and the society they seek to change.

5. Students will develop teaching skills as well, as they will be responsible for leading discussions and reviewing their peers’ essays.

**Materials:**

*Transcendentalism: A Reader,* Ed. Joel Myerson (Oxford UP)

Nathaniel Hawthorne, *The Blithedale Romance* (Penguin)

Additional readings, available on Blackboard

A notebook you’ll use as a journal

A MyMav email address that you check daily

**Grade Distribution and Overview of Requirements:**

Journal 20%

Service hours 15%

Participation 15%

Reflection essay 50%

Peer review incorporated into essay grade

*Journaling*

You’ll keep a journal this semester, which I’ll collect at four points (the weeks of Feb. 4, March 4, April 1, and April 29). I want you to be writing frequently, and though I’ll read the portions of your journal you direct me to, the idea is for the journal to become a liberating, audience-free repository for your own ideas, questions, and reflections. You will get full credit for your journaling if you do what is asked, but, though I will write to you in response every time I collect your journal, I will not be grading the quality of your writing. My hope is that journaling will become a meaningful and useful practice for you.

Requirements

1. that you compose **at least** two journal entries a week that are relevant to our course.
2. that you write a brief letter to me each time you turn your journal in reflecting on your journaling for that period, pointing me toward a few entries you’d like me to read, and engaging in whatever dialogue you find productive (e.g., asking me to weigh in on a thought, a question, or a problem).

Assessment

* You will get four journal grades, one for each collection period.
* If you meet both requirements you will get 100% for each collection period.
* If you turn in a journal but do not meet both requirements, you will get 50%.
* If you do not turn in your journal, you will get a 0.

What should you write about? Though it’s fine to jot down thoughts about what’s going on in your personal life, the main purpose of the journal is for you to reflect on and process the course material, including your service-learning work. Here are some ideas:

1. Write about your response to the readings, connecting the readings to the present day or to something you’re learning in another class.
2. Copy out passages from the readings (as in a commonplace book) that you find noteworthy; make a few notes on why that is so.
3. Reflect on/process what happened during your volunteer hours.
4. Reflect on/process our class discussions.

I will likely ask you to journal in class, so be sure to bring your notebook to our meetings.

*Service hours*

Our primary partnership this semester will be with H.O.P.E. Tutoring, with a mandatory training session on Wednesday, January 30, from 3:30-5 and a weekly tutoring commitment at McNutt Elementary from 3:30-4:40 on Wednesdays. Those of you whose schedules prevent you from entering into this partnership will be asked to volunteer either at the Arlington Public Library or at River Legacy Park; both organizations have a variety of needs, and you should visit their websites by January 30 to enroll. You must complete additional written work if you are unable to complete a full 12 hours of service. Your service requirement can be fulfilled one of three ways (see below), but I urge you to reflect on the central role that service has in a service-learning course and to complete as many hours as your schedule permits. Prompts for the additional writing assignments, which will be due March 18, will be available on Blackboard by the third week of the semester.

1. 12 hours = complete
2. 6-11 hours + 5-page investigation paper
3. 0-5 hours + 15-page research paper

The grade you receive for this component of the course will be 100% if you complete 12 hours; the participation levels that include writing assignments will be graded according to the quality of the writing. See prompts for details.

*Participation*

In service-learning pedagogy, students learn not only by serving their communities, but also by taking greater-than-usual ownership of their own learning. This course stresses active learning. It may be different from other undergraduate courses in the degree of responsibility you have for its success. I want you to think of yourselves as co-teachers. Together we are creating an environment where everyone can develop intellectually. For that reason, participating actively in class discussion and activities is required, and participation makes up a big portion (15%) of your grade. Every class day, you will receive one of three participation grades, and I will post your grades on Blackboard before our next meeting. You’ll receive participation grades for leading discussion, completing in-class writing and group work, and speaking up in class.

100: Given if you did what was asked of you (e.g., led discussion competently, completed the in-class writing, participated in group work, made helpful contributions to discussion).

70: Given on discussion days (when there is no in-class writing, group work, or other activity) to students who are present but who do not contribute to the class enterprise in a useful way. (I may give you a 100 the first time you fall into this category and reach out over email to discuss the situation, but 70 will be the go-to grade for people who aren’t speaking up in class.)

Given to students who do not bring the text to class, or, on journaling days, their journal.

0: Given if you either don’t do what is asked of you (you forget to lead discussion, for example, or leave class without completing the day’s activity) or if you are absent.

Given if you are on your phone or laptop in class.

*Reflection Essay*

There is only one formal writing assignment for this class, for which two drafts are required, and it’s due at the end of the semester. For your essay, you will draw on your personal experience completing the service hours, our class discussions, the readings, and any other material you find to be relevant. We’ll discuss the parameters and requirements of this assignment – as well as the peer review – on April 1.

**Grading Scale:**

The grades I assign indicate how well you meet the expectations of an assignment, which are explained on the prompts, which you will be able to access on Blackboard.

90-100=A, for work that exceeds expectations.

80-89= B, for work that meets expectations well.

70-79=C, for work that meets the expectations of an assignment competently.

60-69=D, for work that fails to meet the minimum requirements of an assignment.

59 and below=F, for work that is either incomplete or has flouted the requirements.

I keep a running tally of your grade on Blackboard under the heading “Warren Weighted Total.” This name distinguishes the column from Blackboard’s point-based tally, which does not take into account the weight of particular assignments.

**Attendance and Punctuality:**

At the University of Texas at Arlington, taking attendance is not required. Rather, each faculty member is free to develop her own methods of evaluating students’ academic performance, which includes establishing course-specific policies on attendance. As the professor for this course, I have established an attendance policy, explained below.

Regular class attendance is expected, and any absence is strongly discouraged.

I excuse absences under the following circumstances:

1. Military duty (documentation required)
2. Official university business (e.g., participation in a sporting event; documentation required)
3. Illness, *at my discretion* (doctor’s note required; if a child or dependent of yours gets sick and you are the caretaker, I will excuse that absence). Please note that I will not excuse your absence for a regularly scheduled doctor’s appointment. There is a limit of 4 absences due to illness. Should your health interfere markedly with your performance in the course, come talk to me.
4. Religious holidays (let me know ahead of time)

In some circumstances, I may excuse other kinds of absences, but only with documentation. Please bear in mind that although these absences are excused, any kind of absence is discouraged, as attendance in class is highly correlated to your understanding of the material.

You are allowed two unexcused absences this semester. Your participation grade will be voided for those two unexcused absences and/or for any excused absences. **If you record seven unexcused absences, you will automatically fail the course.**

Punctuality is essential. Coming to class late disrupts the rhythm of the class, and it is disrespectful to me and to your classmates. By missing the first few minutes of class, you miss important announcements. Egregious lateness (10 minutes +) or leaving early will be counted as an absence.

**Submission Requirements and Late Work:**

You will turn in your essay on Blackboard (elearn.uta.edu). A late essay will lose a letter grade (10 points) for each calendar day (*not* class day) it is late. Point deductions for lateness accrued on the first submission apply to the grade on the final submission. No extensions will be granted on the essay.

No late work will be accepted on the journals or the peer review. Journals must be submitted in class during a journal collection week (M, W, or F okay).

**Academic Integrity:**

All UTA students are expected to adhere to the University’s Honor Code, which reads as follows:

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.

The University’s policy is that faculty members may employ the Honor Code as they see fit in their courses, including (but not limited to) 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.

My policy is to hold students to the highest standards of academic honesty, and I have zero tolerance for violations of academic integrity. Plagiarism of any kind will result in strict penalties, including the possibility of failing the course. You will be turning in all of your assignments via SafeAssign, a program available via Blackboard that checks your work against work on the web and a database of student work, thereby flagging potential instances of plagiarism.

*What is plagiarism?*

Plagiarism is presenting another person’s ideas or words as one’s own. Plagiarism occurs when a writer quotes, paraphrases, or summarizes another person’s work without crediting his/her sources. Plagiarism occurs whether the text quoted is a book, article, website, Wikipedia, a reader’s guide like Cliffs Notes or Sparks Notes, another student’s paper, or any other source. Submitting a paper you got credit for in another class, also known as “self-plagiarism,” is also a violation of academic integrity and will result in the same penalty. *An entire essay is considered fraudulent even if only a single sentence is plagiarized.*Also, please note that plagiarism has nothing to do with intent. If you do not properly credit your sources, you have plagiarized, whether or not you meant to.

*How can I avoid plagiarism?*

1. Develop your own opinions and ideas whenever you write papers or exams. Resist the temptation to look to online reading guides, analyses, or summaries for inspiration; it’s way too easy for the language you read and ideas you’re exposed to to seep into your own writing.
2. As you work on your research paper, take good notes, being sure to keep your ideas about the primary text and the ideas of your interlocutors (i.e., your sources) separate.
3. Whenever you refer to another person’s ideas or words, use proper citation to give them credit. This can mean either paraphrasing an author’s ideas and indicating that you are doing so in your prose (e.g., writing, “As Brook Thomas has argued,” and following that opener with a statement of his argument in your own words) or citing a source directly via quotation (e.g., “As Brook Thomas writes, ‘xxxxxxxxxxxxxxxx’”). Because most English classes will require you to use MLA citation guidelines, the *MLA Handbook for Writers of Research Papers* is a recommended text for this course.
4. Do not turn in work for this class that you have submitted, or will submit, in another class.

*What are the consequences of plagiarism?*

If I suspect you of plagiarism, I will contact you so that we can discuss my concerns. You will then have the opportunity to either accept or deny responsibility for plagiarism. If you deny responsibility, your case will be handled by the Office of Student Conduct, and you will receive an Incomplete in our course until the investigation is complete. Students who commit plagiarism will most likely receive a reduced grade, possibly a zero, for the fraudulent assignment. (I assess the academic penalty on a case-by-case basis.) Without exception, I will report the incident to the Office of Student Conduct, whether or not the student accepts responsibility for the alleged plagiarism. Disciplinary probation for a year is a common penalty for plagiarism issued by the Office of Student Conduct.

If you have any questions about these policies or about what constitutes plagiarism and/or collusion, ask me. Be sure to visit the website for the Office of Student Conduct for clarification on any of the above:

http://www.uta.edu/studentaffairs/conduct/academicintegrity.html

**Etiquette:**

The way you comport yourself during the semester has a substantial effect on your ethos, or credibility. Please take the following etiquette guidelines into account:

1. Stow your phones and laptops during class meetings unless we are doing an exercise that requires them. The latest research indicates that despite our belief that we are good at multitasking, learning suffers significantly when it is interrupted by digital media. The use of any electronic device during class will result in a zero participation grade for that day. Check out these two articles if you’re interested in the research:

<http://www.sciencedaily.com/releases/2014/04/140424102837.htm>

<http://www.newyorker.com/tech/elements/the-case-for-banning-laptops-in-the-classroom>

1. Visit me during office hours, make an appointment outside of office hours, or email me for questions and help. Please seek help ahead of time. In general I do not check email over the weekend.
2. Please be sure your emails have both a salutation (call me Dr. Warren) and a closing. And you may benefit from reading this column on appropriate email etiquette:

<https://www.insidehighered.com/views/2015/04/16/advice-students-so-they-dont-sound-silly-emails-essay>

**Writing Center:**

If you’re serious about your writing, you should take advantage of the Writing Center, located in Room 411 of the Central Library. The Writing Center offers guidance to UT-Arlington students on writing assignments. Students must register with the Writing Center before making appointments and should bring a printed copy of their assignment sheet, any instructor or peer comments, and their draft to the appointment. Hours are 9 am-8 pm Mondays-Thursdays, 9 am-3 pm Fridays, and 12-5 pm Saturdays and Sundays. Walk-in “Quick Hits” sessions are available during all open hours Mon-Thurs. Register and make appointments online at [http://uta.mywconline.com](http://uta.mywconline.com/).  
  
Writing Center consultants assist students with writing development, from understanding an assignment and brainstorming ideas or revising an early draft to polishing a final document. However, the Writing Center is not a document editing service; consultants will neither identify every error nor rewrite student assignments. They focus on improving writing skills and helping students become better editors of their own writing, which includes learning to identify and correct their own grammar, punctuation, and editing errors.

**Syllabus and Schedule Changes:**

I’ve tried to make this document as complete as possible; however, during the course of the semester I may be required to alter, add, or abandon certain policies and/or assignments. I reserve the right to make such changes as they become necessary. You will be informed of any changes in writing.

**The Syllabus as a Contract:**

You may have noticed that much of what’s written above begins with the pronoun “you.” I have made very clear what is expected of each of you in the course. This syllabus is more than a list of what *you* need to do, though; it’s also a contract, a list of obligations and responsibilities that each of us takes on at the beginning of the semester. By reading this syllabus and deciding to stick with the course, you are consenting to the policies outlined above and promising to uphold your end of the bargain. I am promising a few things, too. As your instructor, I will:

1. Always start class on time, as I know your time is valuable.
2. Always end class on time, as I know you have places to be.
3. Grade your work within two weeks of it being turned in.
4. Hold office hours every week and advise you well ahead of time of any changes to them.
5. Be respectful of your opinions and open to your questions.

**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://wweb.uta.edu/aao/fao/>).

**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.

**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, or view the information at www.uta.edu/resources.

**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). 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), [www.uta.edu/disability](http://www.uta.edu/disability), or calling 817-272-3364. They may also contact Counseling and Psychological Services, (CAPS), [www.uta.edu/caps/](http://www.uta.edu/caps/), or call 817-272-3671.

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.

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**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)

**Student Feedback Surveys:**

At the end of each term, students enrolled in classes categorized as “lecture,” “seminar,” or “laboratory” shall be 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 enters the SFS database anonymously and is aggregated with that of other students enrolled in the course. UT-Arlington’s effort to solicit, gather, tabulate, and publish student feedback is required by state law; students are strongly urged to participate. For more information, visit http://www.uta.edu/sfs.

**Final Review Week:**

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 are the stairwells at both ends of the hall outside our door. 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.

**Safety Plan for an Active Shooter:**

See p. 12, below.

**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/>

**Emergency Phone Numbers**:

In case of an on-campus emergency, call the UT Arlington Police Department at **817-272-3003** (non-campus phone), **2-3003** (campus phone). You may also dial 911. The non-emergency number is 817-272-3381.

**Stop. Think. Protect Yourself. You Have Choices.**

The safety and security of our campus is the responsibility of everyone in our community. Each of us has an obligation to be prepared to appropriately respond to threats to our campus, such as an active aggressor.

This graphic provides each member of the UTA community with information and options for responding to an active threat. These options are not chronological, but are designed to address dynamic situations. Assess the situation (your location, the location of the threat, type of threat, etc.), identify and weigh your options, develop a plan of action and commit to it.

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| --- | --- | --- |
| **YOUR OPTIONS TO AN ACTIVE THREAT** | | |
| **You Have Choices!** | | |
| **A**  **V**  **O**  **I**  **D** | * **AVOID** the situation. Stay away from the area and campus. * If you can safely leave the area, RUN. * Get others to leave the area, if possible. * Prevent others from entering the area. | * Know your exit and escape options. * If in a parking lot, get to your car and leave. * If in an unaffected area, stay where you are. * When you are safe, call UTA PD at 817. 272.3003 or 911 with information you have. |
| **D**  **E**  **N**  **Y** | If you can’t leave the area safely, **DENY** or slow entry to the intruder: | |
| * Lock/barricade doors with heavy items. * Turn off lights/projectors/equipment. * Close blinds and block windows. * Stay away from doors and windows. | * Silence phones and **remain quiet**. Don’t let your phone give you away. * HIDE and take cover to protect yourself. * Be prepared to run or defend yourself. |
| **D**  **E**  **F**  **E**  **N**  **D** | If you can’t AVOID or DENY entry to the intruder, **DEFEND** your location: | |
| * As a last resort, FIGHT for your life. * Use physical force and any weapons available - fire extinguishers, books, chairs, belts, umbrellas, pens/scissors, hot coffee/drinks, trash cans, etc. | * Use the element of surprise. * Work together as a team. Develop a plan. Commit to your actions. Your life depends on it. * Be aggressive, loud, and determined in  your actions. |
| **Follow ALL instructions.**  **For more information, go to:** [**police.uta.edu/activeshooter**](https://police.uta.edu/activeshooter) | | |
| police-logo (2) | | Emergency: 817.272.3003  Non-Emergency: 817.272.3381  police.uta.edu |



***Working Course Schedule, subject to change***

Empty class days indicate the continuation of the previous meeting’s discussion.

Bb denotes readings available on Blackboard. All other texts are from the Myerson reader.

Introduction

1/14: Overview of course and policies

1/16: Philip Gura, Preface and Introduction to *American Transcendentalism* (Bb)

1/18:

Unitarian Roots

1/21: Martin Luther King, Jr., holiday (no class)

1/23: William Ellery Channing, “Likeness to God” (3-20)

1/25:

1/28: Ralph Waldo Emerson, “Divinity School Address” (230-245)

1/30: Assign discussion-leading; deadline for signing up to volunteer (email me your plan)

2/1: Theodore Parker, “A Discourse on the Transient and Permanent in Christianity” (340-351)

2/4: Theodore Parker, “A Discourse on the Transient and Permanent in Christianity” (351-364)

🡪Journal collection week

Transcendental Monuments

2/6: Emerson, *Nature* (124-134, up to “Language”)

2/8: Emerson, *Nature* (134-143, up to “Idealism”)

2/11: Emerson, *Nature* (143-150, up to “Spirit”)

2/13: Emerson, *Nature* (150-157)

2/15: Emerson, “Self-Reliance” (318-339)

2/18:

2/20: Mary Oliver on Emerson (Bb)

2/22: Henry David Thoreau, from *Walden:* “Where I Lived, and What I Lived For” (Bb)

2/25: Thoreau, from *Walden:* “Conclusion” (Bb)

2/27:

3/1: Margaret Fuller, “The Great Lawsuit. Man *versus* Men. Woman *versus* Women” (383-402, through the paragraph beginning “The child who sang this”)

3/4: Fuller, “The Great Lawsuit” (402-422)

🡪Journal collection week

3/6:

3/8: Judith Thurman, “An Unfinished Woman: The Desires of Margaret Fuller” (Bb)

3/11-3/15: Spring Break

Transcendentalism and Abolition

3/18: Thoreau, “Resistance to Civil Government” (547-564); **all service-learning complementary papers due on Blackboard by 5 pm**

3/20:

3/22: Listen to Andrew Delbanco talk about his book *The War Before the War* on the NYT Book Review podcast (link on Bb); Emerson, “Seventh of March Speech on the Fugitive Slave Law” (586-600)

3/25:

3/27: Harriet Beecher Stowe, from *Uncle Tom’s Cabin* (Bb)

3/29: Thoreau, “A Plea for Captain John Brown” (628-646)

4/1: **Discuss essay assignment**

🡪Journal collection week

Transcendentalist Utopias and Their Discontents

4/3: Orestes Brownson, from “The Laboring Classes” (Bb) and George Ripley-Emerson correspondence (307-313)

4/5: Nathaniel Hawthorne, *The Blithedale Romance*; I’ll post page numbers on Bb.

4/8: Hawthorne, continued

4/10: Hawthorne, continued

4/12: Hawthorne, continued

4/15: Hawthorne, continued

4/17: Hawthorne, continued; assign peer review partners

4/19: No class (to balance out Saturday hike); email your essay to your peer review partner

4/22: In-class peer review

4/24: Louisa May Alcott, “Transcendental Wild Oats” (Bb)

Transcendentalism and You

4/26: Thoreau, “Walking” (Bb, 243- 263, through paragraph beginning “Hope and the future for me,” and 278-280, from “Above all” to the end); **First submission of essay due on Blackboard by 5 pm**

4/27: Class hike, 10:00 am, place TBD. Those unable to join us must find a time during the semester to go hiking on their own, writing about the experience in an email to me and the rest of the class.

4/29: 🡪Journal collection week

5/1: Thoreau, “Life without Principle” (Bb)

5/3: Student Feedback Surveys; William Stafford, “Final Exam: American Renaissance” (I’ll hand it out in class; no need to read it ahead of time)

5/10: **Final submission of essay due on Blackboard by the end of our scheduled exam time (11 am)**