

Tom Shields
East Carolina University

ENGL 6220 (sect. 001) American Literature before 1865 "Early American Discourse and the Fields of English Studies" Fall 2015

6220. American Literature Before 1865 (3)

May be repeated for a maximum of 9 s.h. with change of topic. Advanced study of authors, periods, subjects, and genres within, as well as approaches to, American literature before 1865.

Thus course will focus on texts from or about the Americas, with an emphasis on North America, from the first continuous interactions between Europeans and Native Americans of the late fifteenth and early sixteenth centuries to the beginnings of the United States of America in the late eighteenth and early nineteenth centuries.

Texts will be examined through various lenses of English studies using the outline of fields given in the 2006 NCTE (National Council of Teachers of English) collection *English Studies: An Introduction to the Disciplines(s)*: linguistics and discourse analysis; rhetoric and composition; creative writing; literature and literary criticism; critical theory and cultural studies; and English education.

The core question of the semester will be how literary study may—or may not—intersect with other approaches to texts. This includes the study of *belle lettres* using non-literary approaches and the study of works whose primary function is not aesthetic using literary critical approaches.

The syllabus and other course materials are posted on ECU's *Blackboard* system. Class announcements, the most up-to-date version of the syllabus, assigned readings, other course documents, and links to useful sites will be found through the Blackboard site.

In the event of a weather or other emergency, information about the status of classes at ECU is available through the ECU emergency information hotline (252-328-0062) and on the ECU emergency alert website <<http://www.ecu.edu/alert>>. In the event that the course cannot meet face-to-face because of a weather or other emergency, students should log onto *Blackboard* for the revised assignment schedule, which may include online assignments in place of class meetings.

East Carolina University seeks to comply fully with the Americans with Disabilities Act (ADA). Students requesting accommodations based on a disability must be registered with the Department for Disability Support Services located in Slay 138 (252-737-1016 [Voice/TTY]).

TEXTS:

The following print texts are required for this course:

- Bogaert, Harmen Meyndertsz van den. *Journey Into Mohawk Country*. Illus. George O'Connor. New York: First Second, 2006.
- Hill, Frances, ed. *The Salem Witch Trials Reader*. N.p.: De Capo P, 2000.
- Casas, Bartolomé de las. *An Account, Much Abbreviated, of the Destruction of the Indies*. Ed. Franklin W. Knight. Trans. Andrew Hurley. Indianapolis, IN: Hackett, 2003.

- McComiskey, Bruce, ed. *English Studies: An Introduction to the Disciplines(s)*. Urbana, IL: National Council of Teachers of English, 2006. (ES)
- Rowson, Susanna. *Charlotte Temple and Lucy Temple*. Ed. Ann Douglas. New York: Penguin, 1991.
- Torres, Larry, trans. *Six Nuevomexicano Folk Dramas for the Advent Season*. Albuquerque: U of New Mexico P, 1999.

In addition, students will need to have access to the following text:

- Byrd, William. *William Byrd's Histories of the Dividing Line betwixt Virginia and North Carolina*. Ed. William K. Boyd. Raleigh: North Carolina Historical Commission, 1929. Intro. Percy G. Adams. New York: Dover, 1967.

You may wish to purchase a used copy of the Dover edition, or you may want to use an electronic versions of the original 1929 edition available online through the North Carolina State Library's *North Carolina Digital Collections* <<http://digital.ncdcr.gov/cdm/ref/collection/p249901coll22/id/259739>> or through the *Internet Archive* <<https://archive.org/details/williambyrdshist00byrd>>.

In addition, other required readings will be available online. The file or directions about how to find the site or file will be found on the class *Blackboard* site.

SCHEDULE:

August	25	Introduction: Native American Accounts of Encounter <ul style="list-style-type: none"> • “The White People Who Came in a Boat” (Online) • “The Mayan Account of the Spanish Conquest (1540-1546) in the <i>Chilam Balam of Chumayel</i>” (Online)
	27	Introduction: European Accounts of Encounter <ul style="list-style-type: none"> • <i>The Columbus Letter</i> (Online) <ul style="list-style-type: none"> ◦ Read the translation and look at the facsimile for the illustrations in the original edition • Sebastian Brant, “Of the Folysshe Descripcion and Inquisicion of Dyuers Contrees and Regyons,” <i>The Ship of Folyes</i>, trans. Alexander Barclay. (Online)
September	1	Rhetoric and Composition <ul style="list-style-type: none"> • Janice M. Lauer, “Rhetoric and Composition,” <i>ES</i>, 106-52.
	3	The Language of Conquest <ul style="list-style-type: none"> • Bartolomé de las Casas, <i>An Account, Much Abbreviated, of the Destruction of the Indies</i>, xi-lv and 1-28 (Introduction and up through the section “On the Province of Nicaragua”).
	8	The Language of Conquest <ul style="list-style-type: none"> • Bartolomé de las Casas, <i>An Account, Much Abbreviated, of the Destruction of the Indies</i>, 28-88.
	10	Rhetorical Genre <ul style="list-style-type: none"> • Carolyn R. Miller, “Genre as Social Action,” <i>Quarterly Journal of Speech</i> 70 (1984): 151-167. (Online)
	15	Cultural Studies <ul style="list-style-type: none"> • Amy J. Alias, “Critical Theory and Cultural Studies,” <i>ES</i>, 223-74.

	17	Colonization and Folk Culture <ul style="list-style-type: none"> Introduction and <i>Los cuatro apariciones de Guadalupe/The Four Apparitions of Guadalupe, Six Nuevomexicano Folk Dramas for the Advent Season</i>, x-xxi and 1-48.
	22	Colonization and Folk Culture <ul style="list-style-type: none"> <i>Los moros y los cristianos/The Christians and the Moors, Six Nuevomexicano Folk Dramas for the Advent Season</i>, 111-34.
	24	Colonization and Folk Culture <ul style="list-style-type: none"> Each student will be assigned one of the remaining folk dramas from the book to react to and bring into class discussion.
	29	Literature <ul style="list-style-type: none"> Richard C. Taylor, "Literature and Literary Criticism," <i>ES</i>, 199-222.
October	1	Early American Novel <ul style="list-style-type: none"> Susanna Rowson, <i>Charlotte Temple</i>.
	6	Early American Novel <ul style="list-style-type: none"> Susanna Rowson, <i>Charlotte Temple</i> and <i>Lucy Temple</i>.
	8	Early American Novel <ul style="list-style-type: none"> Susanna Rowson, <i>Charlotte Temple</i> and <i>Lucy Temple</i>. Leonard Tennenhouse, "Revisiting A New World of Words," <i>Early American Literature</i> 42-2 (2007): 363-68. (Online) <p>Close Reading Due</p>
	13	Fall Break
	15	Creative Writing <ul style="list-style-type: none"> Katharine Haake, "Creative Writing," <i>ES</i>, 153-98.
	20	Salem Witch Trials: Primary and Secondary Documents <ul style="list-style-type: none"> Deodat Lawson, from <i>A Brief and True Narrative of Witchcraft at Salem Village, The Salem Witch Trials Reader</i>, 61-66. "George Burroughs (1650-1692)," <i>The Salem Witch Trials Reader</i>, 177-209.
	22	Salem Witch Trials: Primary and Secondary Documents <ul style="list-style-type: none"> Selections chosen by the class: <ul style="list-style-type: none"> James Sprenger and Heinrich Kramer, from <i>Malleus Maleficarum</i>; from William Perkins, <i>A Discourse on the Damned Art of Witchcraft</i>; from Cotton Mather, <i>Memorable Providences, Relating to Witchcrafts and Possessions</i>; and selected sixteenth- and seventeenth-century witchcraft-related woodcuts, <i>The Salem Witch Trials Reader</i>, 4-7, 17-23. Stacy Schiff, "The Witches of Salem: Diabolical Doings in a Puritan Village," <i>The New Yorker</i> (7 Sept. 2015). (Online)
	27	Salem Witch Trials: Reinterpretations <ul style="list-style-type: none"> "Young Goodman Brown," <i>The Salem Witch Trials Reader</i>, 314-25. Items chosen by the class: <ul style="list-style-type: none"> John Neal, from <i>Rachel Dryer, The Salem Witch Trials Reader</i>, 309-14. "The Vow," <i>Salem</i>, WGN America, 20 April 2014, Television/Web. (Available online through Netflix and Amazon)

	29	Linguistics <ul style="list-style-type: none"> Ellen Baron, "Linguistics and Discourse Analysis," <i>ES</i>, 67-105.
November	3	Public Discourse <ul style="list-style-type: none"> William Byrd, <i>The History of the Dividing Line</i>, 1-122.
	5	Private Discourse <ul style="list-style-type: none"> William Byrd, <i>The Secret History of the Line</i>, 13-125
	10	Completing the Task <ul style="list-style-type: none"> William Byrd, <i>The History of the Dividing Line</i>, 138-320, and <i>The Secret History of the Line</i>, 125-325.
	12	English Education <ul style="list-style-type: none"> Robert P. Yagelski, "English Education," <i>ES</i>, 275-319.
	17	Reinterpreting a Text <ul style="list-style-type: none"> Bogaert, Harmen Meyndertsz van den. <i>Journey Into Mohawk Country</i>. Illus. George O'Connor.
	19	Reinterpreting a Text <ul style="list-style-type: none"> Bogaert, Harmen Meyndertsz van den. <i>Journey Into Mohawk Country</i>. Illus. George O'Connor.
	24	Modern Popular Culture and Early American Discourse <ul style="list-style-type: none"> Episode of the TV show <i>Sleepy Hollow</i> to be chosen by the class. Research Project Due
	26	Thanksgiving Break
December	1	Approaches to Texts <ul style="list-style-type: none"> McComiskey, Introduction, <i>ES</i>, 1-65. Washington Irving, "The Legend of Sleepy Hollow." (Online)
	3	Approaches to Texts <ul style="list-style-type: none"> McComiskey, Introduction, <i>ES</i>, 1-65. Washington Irving, "The Legend of Sleepy Hollow." (Online)
	8	Reading Day
	10	Final Exam Period (11:00-1:30 p.m.) TAKE-HOME FINAL ESSAY

Grades:

Grades will be based on regular reading responses, a close reading, a research project, and a take-home final essay due during the final examination period. The breakdown of the final grade is as follows:

Online Reading Responses	25%
Close Reading	25%
Research Project	30%
Take-Home Final Essay	20%
	100%

Final grades are averaged using a 4.0 scale (A=4.0, A-=3.7, B+=3.3, B=3.0, and so on). Not doing a major assignment (the close reading, the research project, or the take-home final essay) will result in the final grade being dropped one full letter grade.

Attendance:

Attendance is taken each class period. While there is no attendance policy, students are responsible for anything missed in class.

Online Reading Responses:

Each student will submit short online reading responses (one-paragraph per entry is the minimum required) to the assigned readings for each class period. The responses are reflections on the readings to start class discussion; they are not quizzes with right and wrong answers.

The reading responses grade will be based on the completeness and timeliness of entries. To be complete, the responses should reflect the student's having read the assignment and addressed any points required by the prompt. For timeliness, entries made before the start of the class period can receive full credit. Entries made after the class meeting in which the assignment was discussed can receive half credit. Any entry made more than a week after the class meeting in which the assignment was discussed will be counted as a zero.

Strategies for how to approach the reading response entries is available in Blackboard in the Course Documents section.

Project and Paper Submission

Students will write about different works in each of the two major projects.

The close reading and the research project will be submitted online by 6:00 pm on the due date. Submission will be done through SafeAssign on Blackboard, found under the Assignment button. Late papers will be marked down; papers turned in more than a week late will receive an F.

Close Reading

The close reading will be a short (1000- to 1250-word) analysis of a single text based on details within the text. Outside sources will most likely be used, generally to set up the context of the primary work being analyzed, but the majority of the evidence for the discussion will come from the primary source. The argument or thesis of the analysis is based on specific details from the work—specific imagery, plot elements, symbolism, diction, word choice, etc. The emphasis of the close reading can be on how the text has been put together (the aesthetic, the form) or the meaning of the text (the rhetorical, the function), but almost always includes both elements. An overview of how to do a close reading will be given in class and will be available on Blackboard. **The close reading is due by 6:00 pm, October 8.**

Research Project

For the research project, students will bring to bear the approach of one or more of the areas of English Studies to examine one or more examples of early American discourse. These projects can be traditional academic papers of 2000-2500 words (the approximate length of an academic conference presentation) or they can take other forms, such course proposals or creative works. The form should be one that best serves the student. Projects that are not traditional academic papers will be of a length commensurate with that of the academic papers and will include discussion of the research done. Papers focusing on works not read in class are possible, but at least one of the primary sources should be a work written before 1830. There will be a required informal paper proposal and source discussions. The due dates and formats for these informal pre-writing submissions will be given in class.

While the focus of the research project is on the primary text(s), each project will need to include research connected to the English Studies approach taken, including at least one source aside from those read for class. This is in addition to research more specifically connected to the text(s) being explored. Papers are to be documented using MLA format. **The research project is due by 6:00 pm November 24.**

Final Essay

A take-home final essay will be due by the time of the final examination period (**December 10, 11:00-1:30 pm**). Students will be asked to use Washington Irving's "The Legend of Sleepy Hollow" along with three other works from the syllabus of their choosing to discuss how they do or don't see at least three of the areas of English Studies examined during the semester interrelating with one another. More will be said about the final essay as the semester comes to a close.

University Policies

Academic Integrity

Academic integrity as described in the ECU Student Handbook is a fundamental value of higher education and East Carolina University; cheating, plagiarism, falsification or attempts to cheat, plagiarize, or falsify are not tolerated. Academic integrity violations will be dealt with following the procedures outlined in the University's academic integrity policy. Penalties for violating the Academic Integrity policy include grade penalties up to and including an F for the course.

The East Carolina Creed reflects the University's expectation that students exhibit personal and academic integrity. Cheating, plagiarism, falsification, multiple submissions, and attempting or assisting with an academic integrity violation is a violation of the Academic Integrity policy and the expectations set forth in the Creed. Students are expected to know and adhere to the Academic Integrity policy. Penalties for violating the Academic Integrity policy can include a grade penalty up to and including an F for the course.

Students may review the Academic Integrity policies and procedures online at http://www.ecu.edu/osrr/students-academic_conduct_process.cfm.

Classroom Conduct

Students are expected to conduct themselves at all times in a manner that does not disrupt teaching or learning. Behavior that disrupts the learning process may lead to disciplinary action and/or removal from class as specified in university policies, including the Student Code of Conduct, which is available at <http://www.ecu.edu/PRR/11/30/01>. Some guidelines for classroom behavior include being on time to class, ready to begin class at this time and not packing up until class has been dismissed by the instructor; being civil and respectful to everyone during class discussion; turning off electronic devices such as cell phones during class.