

American Literature I
Fall, 2009
<http://www.timtrask.com/amli>
ENGL 213

Syllabus

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Office hours: 1:00 MW
FA 343 8:30 TR

Required textbooks (all are published as Dover Thrift Editions and are available in the college bookstore):

Swann, ed. *Native American Songs and Poems: An Anthology*. Dover, 1996.
Nathaniel Hawthorne. *The Scarlet Letter*. 1850; rpt. Dover, 1996.
Thomas Paine. *Common Sense*. 1776; rpt. Dover, 1997.
Benjamin Franklin. *The Autobiography of Benjamin Franklin*. 1868; rpt. Dover, 1996.
Sherman, ed. *African-American Poetry: An Anthology, 1773-1927*. Dover, 1997.
Negri, ed. *101 Great American Poems*. New York: Dover, 1998.
Edgar Allan Poe. *The Gold-Bug and Other Tales*. Dover, 1991.
Ralph Waldo Emerson. *Self-Reliance and Other Essays*. Dover, 1993.
Nathaniel Hawthorne. *Young Goodman Brown and Other Short Stories*. Dover, 1992.
Frederick Douglass. *Narrative of the Life of Frederick Douglass*. Dover, 1995.
Henry David Thoreau. *Walden: Or, Life in the Woods*. 1854; rpt. Dover, 1995.
Henry David Thoreau. *Civil Disobedience and Other Essays*. Dover, 1993.
Herman Melville. *Bartleby and Benito Cereno*. Dover, 1990.
Harriet Jacobs. *Incidents in the Life of a Slave Girl*. 1861; rpt. Dover, 2001.

Course description (from college bulletin): "An introduction to American literature, this course examines the major contributors to the development of American literature, culture, and ideals from the colonial period to the era of American Romanticism."

Prerequisite: English Composition II.

Goals:

1. To study representative selections from the literature of the United States prior to the Civil War.
2. To get a view of the topics and issues that have concerned our writers from the Colonial Period to the Civil War, including representatives from the European colonists, the natives they encountered, and the people brought by force from Africa.
3. To improve skills in reading and critiquing imaginative and narrative writing.
4. To put research skills to use.

Objectives:

1. To read assignments.
2. To participate in class discussions.
3. To pass quizzes on assigned reading.
4. To write a research paper using approved techniques for research and writing.
5. To pass three examinations, including the Final Exam.

Teaching Method, Class Attendance, and Participation. I expect you to be in class on time, to remain in class for the duration, and to participate in discussions. This class is an interactive discussion group in which we will examine passages from the readings and discuss the implications of the writing from a critical perspective. It will not work unless you are there and willing to participate. You will be expected to have read all assignments before the class during which they will be discussed. I may give frequent pop quizzes on the assigned reading, and they will be graded. Attendance and participation count toward your grade. You may on occasion find some of the reading difficult. In these cases, prepare questions to bring to the class discussion. If you miss more than five hours of class, you will be in jeopardy of being dropped from the class. Please silence or shut off cell phones before entering class. Please do not text during class.

Examinations. There will be three major examinations. Each will cover assignments given before the date of the exam. I will go over the material to be covered and the form of each examination during the class before the examination date. The last examination will be part of the Final Examination. The Final Examination will be in two parts. Part I will cover the last third of the course, and Part II will cover the entire course with a single essay. There will be no makeup examinations for those who skip class on an examination date without making prior arrangements with me.

Research Paper. There is a sequence of steps for completing the research paper on a separate handout. I will be going over each step in class well before the assignments are due. Late papers will lose a step-grade for each class that they are late, will be graded without corrections, and will not be eligible for revision. A list of suggested topics appears on page six. Please use this as a guide to come up with your own topic.

It is suggested that you follow the MLA style for documentation. However, if you are in a program that requires another style (i.e., APA), you are free to follow that style. If you are not following the MLA style, please indicate the style you are following. Instructions for using the MLA style are included in the handbook that you used for Comp I and Comp II.

Grading. Grades for the course will be weighted as follows:

Attendance/Participation	20% (full credit for perfect attendance)
Examination I	15%
Examination II	15%
Final Exam	30% (15 for Part A, and 15 for Part B)
Research Paper	20%

A, A-	90 - 100
B+, B, B-	80 - 89
C+, C, C-	70 - 79
D	60 - 69
F	below 60

If at any time you feel that the grade you receive for any part of this class or that your final grade is inappropriate, please talk to me about it.

Academic Resource Center. Tutoring and assistance in writing is available in the ARC. I may suggest that you seek assistance in some particular area of writing. You pay for this assistance with your tuition and fees, so make use of it.

Library resources. The library at Massasoit is staffed by competent professionals. They can provide access to Internet and assistance in doing research. Books on American literature are shelved primarily in the PR and PS sections of the stacks. Other colleges in the area have excellent research materials as well.

Web resources: The web page for this class is <http://faculty.massasoit.mass.edu/ttrask/amliti>, which is mirrored on www.timtrask.com/amliti. During this semester, I will be adding materials to that site and will welcome suggestions for making the site richer and more useful.

Computer usage: I strongly recommend that every student make frequent use of the computer facilities of the college during the semester. I encourage email and will respond to email queries in a timely manner.

Disability Statement: Students with disabilities who believe that they may need accommodations in the classroom are encouraged to contact a disability counselor as soon as possible. Students at the Brockton Campus with learning disabilities should contact Andrea Henry, at extension 1805. Students with physical disabilities at the Brockton Campus should contact Mary Berg, at extension 1425. All students at the Canton Campus should contact Mary Berg at extension 2132.

Tentative Schedule, Fall 2009

September

- 9 First day of class; introduction to the course
- 11 Swann, *Native American Poetry*, 1 - 13
- 14 Swann, *Native American Poetry*, 16 - 27
- 16 Columbus (handout); Native American Stories (Web)
- 18 Bradford, Powhatan, Winthrop (handout)
- 21 Hawthorne, *The Scarlet Letter*, 33 - 68
- 23 Hawthorne, *The Scarlet Letter*, 68 - 100
- 25 Hawthorne, *The Scarlet Letter*, 101 - 141
- 28 Hawthorne, *The Scarlet Letter*, 141 - 180
- 30 Edwards, "Sinners in the Hands of an Angry God" (handout)

October

- 2 Bradstreet, poems (handout); Wheatley (*African-American Poetry*), 1 - 2
- 5 Taylor, poems (handout)
- 7 **EXAMINATION I**
- 9 Hawthorne, "My Kinsman, Major Molineaux"
- 12 **Columbus Day (No classes)**
- 14 Hawthorne, "My Kinsman, Major Molineaux"
- 16 Franklin, *Autobiography*, 1 - 38
- 19 Franklin, *Autobiography*, 38 - 50; 60 - 72
- 21 Franklin, *Autobiography*, 92 - 105
- 23 Paine, 1 - 17
- 26 Paine, 17 - 33
- 28 Poe, "The Raven"; Bryant, "To a Waterfowl" (handout)
- 30 Poe, "The Fall of the House of Usher"

November

- 2 Douglass, *Narrative*, Chapters I - V (1 - 19)
- 4 Douglass, *Narrative*, Chapters VI - IX (19 - 34)
- 6 Douglass, *Narrative*, Chapters X - XI (34 - 69)
- 9 Jacobs, *Incidents*, Chaps. 1 - 3, 5, 6, 10 - 13
- 11 **Veterans Day (No classes)**
- 13 Jacobs, *Incidents*, Chaps. 17 - 19, 21, 39 - 41
- 16 **EXAMINATION II**
- 18 Emerson, Poems (handout)
- 20 Emerson, "Divinity School Address"
- 23 Emerson, "Self-Reliance"
- 25 Thoreau, "Civil Disobedience"
- 27 **Thanksgiving Recess (No classes)**
- 30 Thoreau, *Walden*, 1 - 23

December

- 2 Thoreau, *Walden*, 24 - 35; 53 - 64
- 4 Thoreau, *Walden*, 84 - 90; 100 - 108
- 7 **RESEARCH PAPER DUE**; Thoreau, *Walden*, 136 - 144; 193 - 206
- 9 Sherman, *African-American Poetry*, 2 - 23
- 11 Whitman, Dickinson, *101 Great American Poems*.
- 14 Melville, *Benito Cereno*, 35 - 55
- 16 Melville, *Benito Cereno*, 55 - 75
- 18 Melville, *Benito Cereno*, 75 - 104

Additional readings may be required
Additional resources will be available on the World Wide Web

Final Exams will be held December 21 - 24

Research Project

American Literature I

Length: minimum of five typewritten pages (1250 words).

Number of sources: minimum of three outside sources not including your text, encyclopedia articles, or other general reference sources (these may be used as additional sources of information).

Format: Typed, double spaced, with 1" margins on all four sides. Please use one side of the page only.

Essay: Your essay should have a beginning, a middle, and an end. It should be your own work. Outside sources should be used either to corroborate or to clarify your point of view, and every use of an outside source should be documented as indicated below.

Documentation style: MLA recommended. If you are planning to study a discipline that requires another form (i.e., APA), then you are free to use that form. Please identify the form you are using. Instructions for using the MLA style are in most English handbooks. Links for both the MLA and APA styles are available on the World-Wide Web at <http://www.timtrask.com>

I would prefer that you come up with your own research topic, but here are a few suggested topics:

1. Compare a theme in the work of two or more authors from the course.
2. Explore a question that has come up in class discussion. For example, In what senses are Franklin and Edwards contemporaries?
3. One or two continuing effects of the New England Puritans or slavery on our culture.
4. Native Americans influences in our culture.
5. A comparison of Jacobs's and/or Douglass's *Narratives* either with each other or with Franklin's *Autobiography* or Thoreau's *Walden*. (Pick a point for making your comparison.)
6. Representative women.

Dates: **Topic due, third week of October**
 List of sources, first week of November
 Tentative outline, third week of November
 Paper due, 7 December

**PLEASE USE THE COVER SHEET PROVIDED AFTER THE NEXT PAGE AS THE SOLE
COVER FOR YOUR PAPER, AND STAPLE IN THE UPPER LEFT CORNER**

Trask's Ten Tips for Using the World Wide Web in Research

1. **Be skeptical.** Anyone can post material on The Web. That is both its beauty and its danger. Skepticism is the key to all these tips. Websites come with many email accounts, these days, so the variety is nearly infinite. (NOTE on Wikipedia: Use it carefully; cross check with other sources.)
2. **Look for verification.** Can you verify the information you got from your web source by some other source? Does it fit with or contradict everything else you've seen on the subject?
3. **Consider the source.** Who is the author of the information? Who maintains the site? Why do they do it? A professor providing course materials may be more reliable than a private person with an agenda.
4. **Look for documentation.** Does the author of the information on the website provide sources? Is there a bibliography? Are there notes?
5. **Check the documentation where possible.** Spot check the sources cited by the author. Do they check out? Are they used accurately and fairly?
6. **In general, rely more on books and articles.** It is much more difficult to publish a book or an article in a journal than it is to place material on The Web. Although there are privately published books, they are not usually easy to find. Most books in a college library have been bought at the request of a faculty member or after a check by a librarian. Most journals are subject to editorial and peer review. There are no such controls on most websites. On the other hand, websites can be updated much more rapidly than can either books or journals, so the information may be more current.
7. **Is what you're looking at an original document?** One of the most exciting features of The Web is the availability of original documents that have been scanned or typed in and posted in electronic form. As with any other publishing medium, however, unless the provider of documents is extremely careful, mistakes will be introduced in the electronic form of the document.
8. **Personal anecdotes versus hard research.** Some personal anecdotes are very compelling. However, without verification or replication, they are not to be taken with, say, the importance of hard research that is based on many such sources. A personal account of an event should be considered, but it should not by itself be taken as refutation of broader based studies.
9. **Avoid propaganda sites.** Why does this site exist? Some sites on the Internet exist primarily to promote a particular point of view, to spread a religion, to support a political party, or to grind a private axe. These sites are usually easy to spot because they announce themselves in many ways, but a few of them are more sophisticated, making it harder to see that they have a stake in what they're promoting. That doesn't mean that they are entirely useless, but it does mean that they are not to be relied upon as sources without other verification.
10. **Document the site using MLA style (or the appropriate style for your subject area) documentation.** If you properly document the site, readers will be able to check it easily. Follow a current handbook or style sheet (perhaps the MLA Style Citations for Electronic Sources). Make sure that you include the date that you visited the site. Most sites change on a regular basis, and many of them include the date of the most recent change. Also, sites come and go. For example, if the Internet Service Provider is not paid on time, it may delete a site without notice. The Web is a volatile, rich, dangerous, rewarding, wonderful resource. Use it with caution.

Tim Trask
1997; revised, August, 2009

Checklist for Research Paper

(to be filled out and handed in as the cover for your research paper)

MY NAME: _____

TITLE:

- _____ 1. My paper has a title. (Don't underline your own title unless it's also the title of a book. Don't use quotation marks around the title unless it's an actual quotation. Either capitalize each important word in your title, or capitalize the entire title.)
- _____ 2. My **name** and **date** appear in the upper left hand corner of the first page, and my **title is centered** a few lines below that.
- _____ 3. I have used one-inch margins on all four sides.
- _____ 4. I have bound my paper with either a single staple or paper clip in the upper left hand corner.
- _____ 5. I have cited all information that I got from other people, articles, websites, or books. (See the section on plagiarism in the Brief Research Paper Guide.)
- _____ 6. My Works Cited page is done using _____ MLA format _____ APA format.
- _____ 7. I have numbered each page.
- _____ 8. My paper is double spaced. Each paragraph is indented. (There should be no extra space (line) between paragraphs unless you want to indicate another section of your paper by doing so.)
- _____ 9. I have used a 12-point font--Times Roman or Courier. (Stay away from fancy or script-like fonts.)
- _____ 10. I have explained any particular qualities that the instructor should take into consideration in the space below (optional).

EXPLANATION: