



ENG 213 Survey of United States Literature

Wesleyan College

Syllabus

Summer 2024, May 13 - June 14

Professor Contact Information

Professor: TBA

Office Hours: by appointment

Contact Information: TBA

Text/ISBN: *The Norton Anthology of American Literature*, Shorter Ninth Edition, Vols. 1&2, Edited by Robert S. Levine, 2017. ISBN: 978-0-393-264531

Additional materials will be provided by the instructor.

Policies and Procedures

Course Goals

To familiarize students with the range of American literature through intensive study of major American authors and texts. Content: writings by important American literary figures, from Native America and the Puritans to modern times.

Credit Hours

3

Learning Outcomes

1. Read and analyze works of literature.
2. Develop critical thinking and active reading skills.
3. Develop an appreciation for a particular genre, artist, or movement in art and literature.
4. Communicate ideas clearly.
5. Organize and plan collaborative group discussions.
6. Use evidence to build arguments and support claims.
7. Communicate complex ideas effectively and persuasively.
8. Strengthen writing skills.

Grading

Your grade in this course will be determined by your performance in the following categories:



Assignments	Percentage
Weekly Quote Analysis (4 x 10%)	40%
Sustained Analysis Essay (1)	30%
Collaborative Projects (2 x 10%)	20%
Participation (attendance at all Zoom meetings)	10%
Total	100%

Weekly Quote Analyses:

A weekly 250-word analysis of themes in United States literature using given quotations from the readings.

Collaborative Projects:

In Week 2 and Week 4, students collaborate to make PowerPoint documents showing perennial themes in United States literature that remain current in popular culture.

Sustained Analysis Essay:

A three-page essay tracing the development of a theme or an idea through different eras of United States literature.

Grading Scale

The grading scale in the class will be as follows:

- A=90-100%
- B=80-89%
- C=70-79%
- D=60-69%
- F=59% And Below

You may track your running point total throughout the term via our course site. Please be aware, however, that the course grade you see in the site will reflect only assignments and activities you have already completed and that your professor has graded.

Late assignments will be penalized five percentage points.

Academic Integrity

Wesleyan's College expects student to show integrity in all of their work. Cheating, plagiarism, unauthorized collaboration, inventing or falsifying information, turning in work for more than one class without authorization, or helping someone else all are violations of the Honor Code and are not tolerated. Any of these forms of cheating will not be tolerated and will be grounds for a grade of zero on the exam or assignment and a grade of F for the course, in addition to any penalties imposed by the Provost.

Potential Changes to Course Schedule

The following week-to-week schedule is a general plan for the course. Deviations may be necessary and will be announced in advance via announcement and/or e-mail. Students should check their course site announcements and emails at least once every twenty-four hours throughout the term to watch for updates regarding this course.



Course Schedule

Week 1 From Beginnings to the Colonies

Read in *Norton Volume 1*

[Native American Oral Literature]

“The Iroquois Creation Story” pp. 31-35

[Colonial Writing]

Christopher Columbus, “Letter of Discovery” pp. 44-53

William Bradford, “Of Plymouth Plantation” pp. 75-78, 82-83, 91

Anne Bradstreet, “Here Follows Some Verses on the Burning of Our House” pp. 125-127

Mary Rowlandson, *Narrative of the Captivity and Restoration of Mrs. Mary Rowlandson* pp. 132-137 (to half page), 151 (last two paragraphs)

Cotton Mather, *The Wonders of the Invisible World* pp. 160-165

Jonathan Edwards, “Sinners in the Hands of an Angry God” pp. 197-204

Benjamin Franklin, from *The Autobiography* pp. 272-284

Thomas Jefferson, from *The Autobiography of Thomas Jefferson* pp. 354-360, from *Notes on the State of Virginia* p. 819

Week 2 America to the Civil War: Ideals and Realities

Read in *Norton Volume 1*

[Autobiography and Resistance; Native American Removal]

Phillis Wheatley, “On Being Brought from Africa to America” pp. 422

Cherokee Women, “To Governor Benjamin Franklin” p. 483

Judith Sargent Murray, “On the Equality of the Sexes” pp. 409-415

Petalesharo, “Speech of the Pawnee Chief” pp. 636-638

Black Hawk, from *Life of Ma-ka-tai-me-she-kia-kiak* pp. 631-635

David Walker, from *David Walker’s Appeal in Four Articles* pp. 820-823

Angelina Grimké, from *Appeal to the Christian Women of the South* pp. 829-832

[American Gothic]

Nathaniel Hawthorne, “Young Goodman Brown” pp. 668-677

Edgar Allan Poe, “The Tell-Tale Heart” pp. 762-766

Herman Melville, “Bartleby, the Scrivener” pp. 1157-1183

[Transcendentalism]

Ralph Waldo Emerson, *Nature* pp. 553-558, 566-570

Henry David Thoreau, from *Walden* pp. 920-926

Walt Whitman “Song of Myself” parts 1-6 and 52 pp. 1088-1093, 1132; “When I heard the Learn’d Astronomer” p. 1144



Week 3 From Civil War to Modernity

Read in *Norton Volume 1*

[Slave Narratives]

Sojourner Truth, "Speech to the Women's Rights Convention in Akron, Ohio, 1851" p. 833

Harriet Jacobs, from *Incidents in the Life of a Slave Girl* pp. 879-882, 886-889

Emily Dickinson, poems #260 p. 1254, #409 p. 1260, #448 p. 1261, #598 and #620 p. 1264, #706 pp. 1266-1267, #788 p. 1268, #1263 p.1270

Read in *Norton Volume 2*

[New Black Voices]

Paul Laurence Dunbar, "We Wear the Mask," "Sympathy" pp. 636-637

Booker T. Washington, from *Up from Slavery* pp. 471-475

W.E.B. DuBois, from *The Souls of Black Folk* pp. 562-564, 573-577

[Early Feminist Voices]

Kate Chopin, "Desiree's Baby," "The Story of an Hour" pp. 442-448

Sui Sin Far, "Mrs. Spring Fragrance" pp. 550-558

Week 4 From 1914 to 1945: The Modernist Era

Read in *Norton Volume 2*

Mina Loy, "Feminist Manifesto" pp. 806-809

Robert Frost, "Mending Wall," "Desert Places," "Design" pp. 737-738, 747-748

T.S. Eliot, "The Love Song of J. Alfred Prufrock" pp. 830-834

Susan Glaspell, *Trifles* pp. 751-761

William Carlos Williams, "To Elsie," "The Red Wheelbarrow," "Landscape with the Fall of Icarus" pp. 791-792, 795

[The Harlem Renaissance]

Jean Toomer, "Fern" pp. 969-972

Zora Neale Hurston, "How It Feels to Be Colored Me" pp. 958-961

Langston Hughes, "The Negro Speaks of Rivers" p. 1037, "I, Too" p. 1038, "Visitors to the Black Belt" p. 1041, "Note on Commercial Theatre" p. 1042, "Democracy" pp. 1042-1043

Ernest Hemingway, "Hills Like White Elephants" pp. 1032-1036

F. Scott Fitzgerald, "Babylon Revisited" pp. 991-1005

Marianne Moore, "Poetry," "The Paper Nautilus" pp. 824-826

Gwendolyn Brooks, "kitchenette building," "the mother," "the white troops had their orders but the Negroes looked like men," "We Real Cool" pp. 1301-1303

Week 5 From Postwar to Postmodernity

Read in *Norton Volume 2*

[Queer Voices]



Allen Ginsberg, "Howl" pp. 1394-1401
James Baldwin, "Sonny's Blues" pp. 1343-1365

[Confessional Poets; Women's Voices]

Sylvia Plath, "Morning Song," "Daddy" pp. 1444, 1447-1449
Adrienne Rich, "Diving into the Wreck" pp. 1421-1423
Elizabeth Bishop, "In the Waiting Room" pp. 1113-1115

[Revising the Canon: Latinx, Asian-American, African-American Authors]

Alice Walker, "Everyday Use" pp. 1568-1574
Maxine Hong Kingston, "No Name Woman" pp. 1544-1553
Sandra Cisneros, "Woman Hollering Creek" pp. 1614-1622

[Postmodernism; Critiques of Whiteness]

Don DeLillo, from *White Noise*, pp. 1501-1518
Art Spiegelman, from *MAUS* pp. 1588-1604
George Saunders, "CivilWarLand in Bad Decline" pp. 1665-1677

Civility in the Academic Community

Students, faculty, and staff are expected to treat one another with respect in all interactions both during class meetings and on the Moodle course site. Rude, disruptive and/or disrespectful behaviors as determined by a faculty member interfere with other students' rights and with the professor's ability to teach. Therefore, any student exhibiting unacceptable behaviors during a class meeting or Moodle collaborative activity will be asked to leave and will be counted absent for that class period or activity. Failure to cooperate with this process will result in disciplinary action that may include withdrawal from the class or dismissal from the College. Violations will be reported to the Provost.

Disabilities Statement

Wesleyan College is committed to equal education, full participation and access to facilities for all students. Any student who requires reasonable academic accommodations, use of auxiliary aids or facility access for a class must first register with Disability Resources by contacting Jill Amos, Director of Disability and Advocacy Services, jamos@wesleyancollege.edu or (478) 757-5219. If reasonable accommodations are established, students should request Accommodation Letters from Disability Resources then schedule an appointment to meet with the professor to determine how the accommodations will be implemented for each class as early in the semester as possible. Accommodations require advance notice to implement and will not be retroactively administered for the semester. Accommodations that decrease the integrity of a course will not be approved.

Privacy in Teaching & Learning Spaces

In order to promote an environment in which ideas may be freely expressed, the interior offices; in-person and virtual classrooms; and Moodle course sites at Wesleyan are private spaces. The unauthorized creation of photographic images, audio recordings, or video recordings of students or faculty in these spaces is considered to be disruptive behavior which may result in a student's removal from class according to the professor's discretion. The distribution of unauthorized images or recordings, or of class meeting recordings shared by a professor for instructional purposes, without the express written permission of the College is strictly prohibited and is subject to disciplinary action by the Provost of the College.