

English 350  
Spring 2010  
[sluria@holycross.edu](mailto:sluria@holycross.edu)

S. Luria  
Fenwick 211, x 3443  
OH: MWF. 12-1 & by appt.

## Early American Literature

### **Required Texts:**

*Norton Anthology of Literature: Volume A, 7<sup>th</sup> Edition*  
Charles Brockden Brown, *Wieland* (Penguin)

### **Requirements:**

Essay 1 = 20%; Mid-Term = 15%; Essay 2 = 25%; Final Exam = 25%; Participation = 10%;  
Thought Pieces = 5%

**Preparation:** Plan on spending about 3 hours preparing for each class. Read the assigned text. Spend a solid amount of time in which you focus on one or at most two short passages and analyze them in the way we do in class until you reach an insight into them. What problem or question do they raise? What do you admire about them? What more do they tell you about the character or situation? Always consider how your passage relates to the larger assigned reading as a whole. Answer any questions I may post on Moodle about the day's reading. Do this work in your notebook and be prepared to speak from it when you come to class. You will be developing these thoughts at four different times over the course of the semester into Thought Pieces. There are six times in the syllabus **(TP)** when you may turn one of these in. There will be a final exam and a two part mid-term. The mid-term will test your grasp of the key terms of the course. The way to do well on exams is to use all the homework prior to that to practice and develop your close reading skills.

**Participation:** Come well-prepared and ready to share your insights. We need all hands on deck in this class. We are looking for roughly equal participation here: not three students dominating the discussion—no one wants that—but each class member sharing the work and fun of cracking open a text. Those who have honest and thoughtful comments to make in class help to do the work of appreciating what is going on in a text. Even if you aren't used to speaking in class, here you will have space to do so. Being comfortable with presenting your ideas in the informal friendly atmosphere of our class is a crucial piece of your education. We will frequently go around the room, and I will also call on people. Do note that your class participation counts for 10% of your grade. Simply attending all classes earns a C for participation. Contributing to class discussion in a substantive way raises your grade accordingly. More than two unexcused absences will also lower your course grade.

**Your Integrity:** Academic work is based upon trust. Your work should be your own and should be prepared specifically for this class. That said, I heartily encourage you to talk with other students in the course about our poems and to respond to drafts of each other's written work. Beyond myself and your colleagues you should not go unless invited to by the assignment at hand—not to the web or other outside sources, never to your parents. This is

your college career, and yours only. What you get out of it will be only what you yourself put into it.

When you do use ideas from a colleague in class, or something you remember from a previous course (such as the fact that as an adult Edgar Allan Poe married his 13 year old cousin), you should cite your source. Failure to do so even in this seemingly innocent situation technically constitutes plagiarism, and that is a serious academic offense. If you ever have questions about what needs to be cited and what does not, please ask me. Please use MLA format for all citations. You'll find an overview of MLA format in *A Pocket Style Manual*.

Students who use any **language or ideas** from a web source or book or article in their essays for this course will earn a zero on the assignment, a letter in their college file, and two semesters of academic probation. Second-time offenders will be suspended for a year, and third-time offenders will be dismissed from the college. Read the College academic honesty policy at the end of this syllabus and ask me any questions you may have about it. It is your responsibility to understand what constitutes plagiarism and how it goes against everything that the joy and work of learning entails.

**Late papers:** If you do not submit your essay on the day it is due, you will need to get a note from your Class Dean to explain why it is late. If you do not come to class on the day your essay is due, then your essay will be counted late. If you do come to class but don't have your essay then you will have until 4 p.m. of that day to get it to me and it will not be counted late. Late essays are penalized 1/3 of a grade for each day they are late, including weekends. So Friday's A- is Monday's B-.

### ***Schedule of Readings and Assignments***

Assignments are due on the dates listed. Numbers preceding the readings are the year the text was first published. All page #s are to the *Norton Anthology*, unless otherwise specified. Read the headnotes to each author in the *Norton* even if I haven't listed them.

Jan.	20 W	Course Introduction, <i>New England Primer</i>
		<b>Pocahontas</b>
	25 M	John Smith, "General History of Virginia"; "Description of New England," 103-17 <i>Indian Village of Secoton</i> (painting, Norton C3)
	27 W	Robert Beverley, <i>History and Present State of Virginia</i> , (eres)
		See "New Land" and "Pocahontas" (films)
Feb.	1 M	Tilton, "Postscript" (eres) The Powhatan Nation, "The Pocahontas Myth" <a href="http://www.powhatan.org/pocc.html">http://www.powhatan.org/pocc.html</a> Pocahontas Images, The Pocahontas Archive/Images <a href="http://digital.lib.lehigh.edu/trial/pocahontas/images.php">http://digital.lib.lehigh.edu/trial/pocahontas/images.php</a> Images 1, 2, 8, 10, 18, 19, 22, 26, 40, 44
	3 W	Movie Review due in class: Disney's <i>Pocahontas</i> and <i>New Land</i>
		<b>Pilgrims</b>

	8 M	William Bradford, <i>Of Plymouth Plantation</i> , 104-38
	10 W	Bradford, <i>Of Plymouth Plantation</i> , cont.
	15 M	<b>Essay 1a due in class</b>
		John Winthrop, "A Model of Christian Charity" and "Journal," 147-67
	17 W	Anne Bradstreet, <i>Poems</i> , 204-17
	22 M	Aless, "Eulogy for King Philip," (eres) <b>TP</b>
	24 W	Mary Rowlandson, <i>Narrative of the Captivity</i> , 235-67
		<b>Spring Break</b>
Mar	8 M	<b>Essay 1b due in class</b>
		Jonathan Edwards, "Personal Narrative," 384-96; "Sinners in the Hands of an Angry God," 425-36
		<b>Nation</b>
	10 W	Phyllis Wheatley, "On Being Brought from Africa to America," "To the Right Honorable Wm., Earl of Dartmouth," 751-55 Jefferson, <i>Declaration of Independence</i> , 651-57 Trumbull, <i>Declaration of Independence</i> , (painting, Norton C7) <b>TP</b>
	15 M	Abigail and John Adams, <i>Correspondence</i> , 616-29
	17 W	Jefferson, <i>Notes on the State of Virginia</i> (eres) Catesby, <i>Hummingbird</i> (engraving, Norton C5) Peale, <i>Exhuming of the Mastadon</i> (painting, Norton C8)
	22 M	Jefferson and Adams, <i>Correspondence</i> (eres) <b>TP</b>
	24 W	Lewis and Clark, <i>Journals</i> , excerpts (eres) Tecumseh, "Speech to the Osages," 447-449
	29 M	William Bartram, <i>Travels</i> (eres)
	31 W	<b>Mid Term, in class</b>
		<b>Easter Break</b>
Apr.	7 W	<b>Self-Made Men</b>
		John Locke, <i>An Essay Concerning Human Understanding</i> , Book 2, Chap. 1, Sctns. 1-6 (eres) Franklin, <i>Autobiography</i> , Part I, 473-518
	12 M	Franklin, <i>Autobiography</i> , Parts II and III, 518-44
	14 W	Olaudah Equiano, <i>Narrative</i> , 674-709 <b>TP</b>
	19 M	<b>Early National Fiction</b>
		Susana Rowson, <i>Charlotte Temple</i> (eres); <b>Essay 2 due in class</b>
	21 W	<i>Charlotte Temple</i> , cont'd. <b>TP</b>
	26 M	Charles Brockden Brown, <i>Wieland</i> , chaps. 1-15
	28 W	<i>Wieland</i> , chaps. 16-end <b>TP</b>
May	3 M	Conclusion <b>Final Exam, date to be announced</b>

