

INGL-3251 Survey of American Literature to 1865

Class is online through Google Meet

Professor: Roberto Sánchez Zayas

Time: Mondays and Wednesdays-8:30am to 9:50am

Office hours: by appointment through email

Email: Pertinent emails only to robertoc.sanchez@upr.edu

Course description: Close readings of U.S. Literature from its inception to the mid-nineteenth century with attention to national discourses as the United States is founded and begins to expand toward global imperial power. The founding myth of the nation will be critically analyzed and discourses of liberty coexisting with contradictory practices such as slavery and indigenous genocide will be explored. We will ask: What is a national literature? How does the body of national literature, or canon, function and how has it recently been radically reconfigured? How did literature help manage the racial tensions and linguistic, religious and cultural definitions of the United States? We will study major figures, including Benjamin Franklin, Thomas Jefferson, Ralph Waldo Emerson, Nathaniel Hawthorne (*The Scarlet Letter* is our only novel, unless we choose to read Henry David Thoreau's *Walden* instead), Edgar Allan Poe, Herman Melville, Walt Whitman, Emily Dickinson, as well as Latino, indigenous and African-American works by Christopher Columbus, The Cherokee and Frederick Douglass.

Teaching strategies: Classes will consist of analysis and discussion of assigned readings, and conceptual understanding of related issues. Visual and audio materials will be incorporated as needed and available.

- Los estudiantes que reciban servicios de Rehabilitación Vocacional deben comunicarse con el/la profesor/a al inicio del semestre para planificar el acomodo razonable y equipo asistivo necesario conforme a las recomendaciones de la Oficina de Asuntos para las Personas con Impedimiento (OAPI) del Decanato de Estudiantes. También aquellos estudiantes con necesidades especiales que requieren de algún tipo de asistencia o acomodo deben comunicarse con el/la profesor/a.
- In a preplanned fashion, via in class and/or email announcements, classes occasionally may be held outside the assigned classroom, for example to see films at a screening room, to read poetry outside, or for a class trip to a museum. This is intended to pedagogically encourage learning and thinking beyond our class.

Methods of Evaluation:

- Class attendance and punctuality: 15 percent
- Class participation: 15 percent
- Short freewriting assignments: 15 percent
- One brief oral report: 5 percent
- Midterm Exam: 25 percent
- Final Exam: 25 percent

- Absences: 6 absences will affect your grade and 8 absences are grounds for failure.
- Late assignments: I will accept freewrites no more than two class dates after the due date. I can't accept assignments that are more than one week late, or accept all assignments at the end of semester. I am open to exam deadlines extensions...just ask!

- THE CLASS WILL BE THROUGH GOOGLE MEET. INVITATIONS WILL BE SENT OUT WEEKLY. TRY TO HAVE CAMERAS ON DURING THE WHOLE CLASS. THE PROFESSOR'S NAME AND CLASS CODE MUST BE IN THE HEADING OF ANY WRITTEN ASSIGNMENT, OTHERWISE, IT WILL BE RETURNED TO YOU TO REVISE AND RESUBMIT.

Papers and Exams: Essays will require analyzing in depth and citing at least three works we have studied. THE MIDTERM EXAM WILL BE A 10 MINUTE ORAL PRESENTATION ON ANY WORK PERTINENT TO THE TIME PERIOD WE ARE COVERING. IT MUST BE ON POWERPOINT. THE FINAL ESSAY/EXAM WILL BE BASED ON THE 1989 FILM, GLORY, WHICH YOU MUST WATCH AND WRITE ABOUT ANY ASPECT WITHIN IT. IT MUST BE A MAXIMUM OF 2 PAGES, DOUBLE SPACE, AND USING THE MLA 9TH EDITION STYLE GUIDELINES FOR IN-TEXT QUOTES AND WORKS CITED LIST. THIS FINAL IS DUE THE LAST DAY OF CLASS AND IS ESSENTIAL FOR YOUR FINAL GRADE.

Text (at Libreria Norberto Gonzalez in downtown Río Piedras or online at Alibris, etc.): *The Norton Anthology of American Literature, 7th or 8th edition*, Volumes A and B in one package. Make sure to get volumes A and B (not C, D & E and not English Lit). If you use 8th edition instead of 7th most of the readings are the same, but are not on the same pages. If several students obtain both editions, I will orient with both in class.

- Please avoid buying the earlier editions, as the readings have changed more.
- Please always bring assigned texts to class.

• **Required 1st assignment due Monday or Wednesday of next week:** A minimum two-page response to your anthology textbook. Closely examine and analyze the cover art, the maps inside the covers, and tables of contents of both volumes, and comment on anything that strikes you, makes you curious, or fills you with dread. You can comment on all these areas OR just one (the covers, the maps or the contents or just one volume). This can be informal. Express yourself freely without worrying about correct grammar. However, you should examine the covers, maps and/or contents closely before beginning to write. Copies of the book will be left at the Richardson Seminar Room of the English Department (1st floor Pedreira, end of the hall), or you could look it up online.

As a separate exercise, to be included on a page attached to your anthology freewrite (or at the bottom of the last page under a separate heading), name one artist of any medium who has influenced you (in your past or now). Then “Google” them. Tell me briefly (in a paragraph or two or three) why or how this artist is important to you.

Please also Google and review a brief synopsis of *The Scarlet Letter* by Nathaniel Hawthorne and a synopsis of *Walden* by Henry David Thoreau, to anonymously vote in class next week which you would rather read this semester. Wikipedia works fine for this.

Finally, please review the syllabus to choose an author you would like to make a brief (5-10 minutes) presentation on to the class the day that author is taught.

Reading List and Course Outline

Week 1 – Introduction to course, in next class fill out index cards

Week 2 – For this week, read Introduction and Timeline to first part of Volume A, Literature to 1700, AND pick from our syllabus an author you would like to briefly report to the class about (5-10 minutes), on your own OR with partner of choice. I will email you the full syllabus.

Note: If your books have not arrived yet, I will upload a PDF file of the readings.

Due: Required short responses to textbook cover art, maps, and/or contents.

Week 3 – Iroquois Creation Story and Pima or Navaho Stories of the Beginning of the World (all selections)

• **Key Words:** Oral traditions, performance, religious freedom, translation

Christopher Columbus (biographical intro and all selections) AND Bartolomé de las Casas (all selections)

• **Key Words:** romanticizing, rhetorical strategies, savagery, translation, early Latino U.S. literary history

Week 4 – William Bradford, biographical intro and selections from Chapter I, Chapter IV, Chapter IX, Chapter X, Chapter XI to Chapter XII (The First Thanksgiving), and Chapters XXVII and XXVIII (pages 132-136 in 7th ed.)

• **Key Words:** Puritans, primitivism, religious freedom, official histories

Anne Bradstreet bio and poems “Before the Birth of One of Her Children,” “To My Dear and Loving Husband,” “In Memory of My Dear Grandchild Elizabeth...,” “In Memory of My Dear Grandchild Anne...,” “In Memory of My Dear Grandchild Simon...” and “As Weary Pilgrim”

• **Key words:** iambic pentameter, tone, rhyming couplet, literal/figurative meanings

• Recommended film: The Crucible (with Daniel Day Lewis, Winona Ryder)

Week 5- Freewrite will be assigned on Ben Franklin, due either Mon or Wed next week
Introduction & Timeline to 1700-1820 (next historical period)

Week 6 - Benjamin Franklin, biographical intro, “The Way to Wealth” AND “Remarks Concerning the Savages of North America”

• **Key Words:** cultural relativism, rhetorical strategy, persona, dominant discourses

• Freewrite on Franklin due today or Wednesday

Thomas Jefferson, bio and all selections. Pay attention to first and final draft of Declaration of Independence, as anthology highlights differences

• **Key Words:** liberty, cataloging impulse, separation of church and state, slavery

Week 7 – Phillis Wheatley “On Being Brought from Africa to America”

• **Key Words:** internal colonialism, civilizational binaries, iambic pentameter

Oulaudah Equiano, *Interesting Narrative of the Life* (36 pgs)

• **Key Words:** Abolitionism, civilizational binaries, manumission, freedom, capitalism

- Take-home Midterm exam to be handed out in class, due next week

Week 8 – Finish Equiano. End historical period, survey Table of Contents

We will screen in class *Slavery and the Making of America*, Episode 2, “Liberty in the Air” (PBS, 2004)

- **Midterm due** (please ask if you need an extension, instead of being late or absent)

Week 9 – Introduction, Timeline to Vol. B, 1820-1865

- Bring Volume B to class please.

Memorial of the Cherokee Citizens or Cherokee Memorials

- **Key Words:** sovereignty, land, ancestors, oral/scribal traditions, nation

Note: Your partial grades should be available online by March 18.

Week 10 James Fenimore Cooper, bio, from *The Pioneers*, Chapter III, *The Slaughter of the Pigeons*

- Recommended film *The Last of the Mohicans* (Daniel Day Lewis again)

- **Key Words:** Rugged individualism, mythological character, environmentalism

Edgar Allan Poe, poem “Annabel Lee” & story “The Tell-Tale Heart.”

- **Key Words:** American Gothic, horror & detective genres, macabre, obsession

Week 11 Nathaniel Hawthorne, bio, short story “Young Goodman Brown”

- **Key Words:** supernatural, magical realism, “romance,” historical fiction

- Will assign freewrite on *Walden*, due next week

Ralph Waldo Emerson, bio, and essay “The American Scholar”

- **Key Words:** Transcendentalism and its main tenets, US exceptionalism

Week 12 Henry David Thoreau’s book-length *Walden*

- **Key words:** simplicity, self-reliance, nature, experience, ethics, spirituality, individualism

- *Walden* freewrite due in class this week (or in my mailbox)

Continue and finish discussing *Walden*

Week 13- Also by Thoreau, essay “Resistance to Civil Government”

• **Key Words:** dissidence, state repression, visionary Herman Melville, bio, select selections from *Moby-Dick*, Chapter 1, Loomings; Chapter 27, Ahab; Chapter 36, The Quarter-Deck; Chapter 42, The Whiteness of the Whale

- **Key Words:** whaling industry, imperial sublime, signification (again, for color white), hubris (Ahab as symbol), global capitalism, labor (multicultural ship crew)

Week 14 Fanny Fern “Male Criticism of Ladies’ Books” and “A Law More Nice Than Just” (short, witty 1850s columns by 1st famous female U.S. journalist)

Key words: The Women Question, Femme Fatale, the Fallen Woman

Margaret Fuller, *The Great Lawsuit: MAN versus MEN, WOMAN versus WOMEN* (early US feminist philosophy and theory, 1843)

Week 15 – Frederick Douglass, bio, and speech “What to the Slave is the Fourth of July?” AND Harriet Jacobs, all selections *Incidents in the Life of a Slave Girl*

- **Key Words:** abolitionist movement (again), African Americans and women as heterogeneous categories (re class, race, gender, sexuality)

Abraham Lincoln “A House Divided: Speech Delivered at Springfield, Illinois, at the Close of the Republican State Convention, June 16, 1858,” “Address Delivered at the Dedication of the Cemetery at Gettysburg, November 19, 1863,” and “Second Inaugural Address, March 4, 1865.”

Week 16 – Walt Whitman, bio, “Song of Myself” (40+ page poem) **AND** “When I Heard the Learn’d Astronomer”

- **Key Words:** expansionist style, Pantheism, vernacular language, free verse, homoeroticism
- **Will hand out Take Home Final Exam due** over email before or by Monday, May 16.
 - Exam covers Cherokee Memorials to Whitman and Dickinson.

LAST CLASS! Emily Dickinson, bio, “Wild Nights-Wild Nights!,” “Much Madness is Divinest Sense,” “I Felt a Funeral, in my Brain,” “I Heard a Fly buzz-when I died-,” “The Brain is wider than the Sky-,” “Tell all the Truth but Tell is Slant-.”

• **Key Words:** imagination, structured style, innovative use of dash, capitalization and punctuation.

- **Final exam due** via email, with INGL3251 Final Exam in subject heading--
¡ÉXITO!

• **Sexual harassment policy:** “The University of Puerto Rico prohibits discrimination based on sex, sexual orientation, and gender identity in any of its forms including that of sexual harassment. According to the Institutional Policy Against Harassment at the University of Puerto Rico, Certification Num. 130, 2014-2015 from the Board of Governors, any student subjected to acts constituting sexual harassment, must turn to the Office of the Student Ombudsperson, the Office of the Dean of Students, and/or the Coordinator of the Office of Compliance with Title IX for an orientation and/or a formal complaint.

- Los estudiantes que reciban servicios de Rehabilitación Vocacional deben comunicarse con la profesora al inicio del semestre para planificar el acomodo razonable y equipo asistivo necesario conforme a las recomendaciones de la Oficina de Asuntos para las Personas con Impedimiento (OAPI) del Decanato de Estudiantes. También aquellos estudiantes con necesidades especiales que requieren de algún tipo de asistencia o acomodo deben comunicarse con el/la profesor/a.

• **Integridad académica:** La Universidad de Puerto Rico promueve los más altos estándares de integridad académica y científica. El Artículo 6.2 del Reglamento General de Estudiantes de la UPR (Certificación Núm. 13, 2009-2010, de la Junta de Síndicos) establece que “la deshonestidad académica incluye, pero no se limita a: acciones fraudulentas, la obtención de notas o grados académicos valiéndose de falsas o fraudulentas simulaciones, copiar total o parcialmente la labor académica de otra persona, plagiar total o parcialmente el trabajo de otra persona, copiar total o parcialmente las respuestas de otra persona a las preguntas de un examen, haciendo o consiguiendo que otro tome en su nombre cualquier prueba o examen oral o escrito, así como la ayuda o facilitación para que otra persona incurra en la referida conducta”. Cualquiera de estas acciones estará sujeta a sanciones disciplinarias en conformidad con el procedimiento disciplinario establecido en el Reglamento General de Estudiantes de la UPR vigente.

• ¡OJO! PLAGIARISM WILL EARN A FAILING GRADE FOR THE COURSE AND CAN RESULT IN SUSPENSION FROM ENTIRE UPR SYSTEM.

Please remember that if you copy any writing off the internet, you need to cite it “in quotes” and state which website it came from. Even if you paraphrase (summarize) or put another writer’s ideas into your own words, you need to write, as NAME the AUTHOR states, or I agree/disagree with NAME of AUTHOR, or in parenthesis after the sentence (NAME of AUTHOR) or footnote the author and website.

I grade according to your ability, so no matter what your comfort level is with writing in English, you are better off submitting your own work, even with errors! Please ask if you need a deadline extension...I am flexible with deadlines to a degree.

Plagiarism Statement from English Department website:

Plagiarism is the use of another person's ideas or experience in your writing without acknowledging the source. Other forms include repeating another's particular apt phrase without appropriate acknowledgement, paraphrasing someone else's argument as your own, introducing another's line of thinking as your own development of an idea, and failing to cite the source for a borrowed thesis or approach (The MLA Style Manual). Plagiarism may be punished by failure in a course as well as by suspension or dismissal from the English Graduate Program and the entire University.