

University of Puerto Rico  
Río Piedras Campus  
Faculty of Humanities  
English Department

## **English 3251: American Literature to 1865**

Instructor: Marcos H. Pechio

Room: LPM 308

Office: Pedreira #12, 1:00pm - 2:00pm (in person office hours or by video conference)

Email: [mh.pechio@gmail.com](mailto:mh.pechio@gmail.com)

In person modality.

Required Text: *Norton Anthology of American Literature*, 10th Edition, Vol. A & B.

(You can buy or rent the textbook at the Norton Anthology website. DO NOT get the “Shorter Edition”)

Course description: close readings of U.S. Literature from its inception up to mid-nineteenth century. We will explore and identify fundamental themes pertaining to U.S. national narratives, myths, and individual character/identity, as well as its political and ideological ramifications.

Attendance and participation: complete all assigned readings before each class ready for class discussion, not just lecture, which means you must participate (by video or live-chat during on-line classes). Attendance is mandatory, but you will be allowed 3 absences without repercussions. Each absence over the 3 costs you 1/3 of a letter grade. I do not differentiate between excused and unexcused absences, so use your 3 wisely. Keep in mind that you are still responsible for the work on days you miss. Students with more than 3 absences should not expect to pass the course. Any excused absence is only relevant for hand-in dates and in-class attendance which makes up 10% of your overall grade.

Journals: 1-2 paragraphs for each writer. I will only check your journals when grading essays, so please don't let your entries accumulate. I advise you write your journal entries after class discussion for each reading. Journal entries are NOT formal essays. Rather, they should demonstrate reading comprehension by analysis based SOLELY on your own critical thinking skills and class discussions, NOT on outside sources, unless found on the UPR Online Database (in which case you'd need to cite. I highly encourage you do this sometimes, but it's not mandatory.)

Online Drive Folder: all work is to be uploaded onto a single online Main Folder using your institutional email on Google Drive (eg. YourName ENGL3251). This Main Folder is shared ONLY ONCE with my email address at the beginning of the semester. Please keep all your work organized in other folders within your Main Folder.

Exams: There will be 3 exams (dates on schedule) consisting of four or five comparative essay questions. All exams are to be uploaded onto your Google Drive folders. Quality exams will demonstrate critical thinking based on the actual texts and class discussions. NO outside sources.

Graded Work:

Participation	5%
Attendance	10%
Journals	10%
Exam 1	25%
Exam 2	25%
Exam 3	25%

Schedule: All page numbers are from the Norton Anthology's 10th edition

Week 1

Th Course introduction

Week 2

T Introduction (1-25),

Th Stories of The Beginning of The World (31-42), Powhatan's Discourse of Peace and War (47-48), Poetry: all selections (49-52)

Week 3

T First Encounters: Early European Accounts of Native America (76-77), Columbus (53-59), De Las Casas (61-66), Champlain (89-93)

TH Smith (118-124), Bradford (136-154)

Week 4

T Morton (162-170), Winthrop (184-192)

TH Rowlandson (262-294)

Week 5

T Franklin (441-457)

TH Crèvecoeur (553-568), Jefferson (622-629) |

Week 6

T Equiano (651- 673)

Th Wheatley (all poems) | \*Take-home **1st exam**

Week 7

- T Introduction: American Literature 1820-1865 (3-21)
- Th Cooper (*Chapter III*, 72-79), Apess (129-134)

Week 8

- T Native American Eloquence: Negotiation and Resistance (284-303)
- Th Hawthorn (321-329)

Week 8

- T Poe (629-641)
- Th Emerson (161-175)

Week 9

- T Thoreau (931-946)
- Th Fern (686-689) (691-695), Fuller (733-735)

Week 10

- T Douglass (bio: 1064-1068) (*Chapters I-V*)
- Th Douglass (1134-1140) (1144-1147)

Week 11

- T Jacobs (861-904) | \*Take-home **2nd exam**
- Th Melville (1348-1363)

Week 12

- T Melville (1322-1347)
- Th Whitman (*Song of Myself: 1-20*)

Week 13

- T Whitman (*Song of Myself: 21-40*)
- Th Whitman (*Song of Myself: 41-52*)

Week 14

- T Dickenson (1512-1518)
- Th Dickenson (1520-1527) (1547-1548)

Week 15

- T Alcott (1577-1591) | \*Take-home **3rd exam**

Th Film shown in class

Week 16

T **Hand in 3rd exam**

Th Course conclusion and final class

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#### Reasonable Accommodation

Students receiving Vocational Rehabilitation services must inform the instructor at the beginning of the semester so that reasonable accommodation and any necessary equipment can be provided, in keeping with the recommendations of the Coordinating Office for People with Disabilities (Oficina de Asuntos para las Personas con Impedimentos -- OAPI) under the Office of the Dean of Student Affairs. Students with special needs must also inform the instructor of any accommodation-related needs.

#### Academic Integrity

The University of Puerto Rico promotes the highest standards of academic and scientific integrity. Article 6.2 of the UPR General Student Bylaws (Certification No. 13, 2009-2010, of the UPR Board of Trustees ) establishes that “academic dishonesty includes but is not limited to: fraudulent actions, obtaining grades or academic degrees using false or fraudulent pretexts, entirely or partially copying academic work from another person, entirely or partially plagiarizing the work of another person, entirely or partially copying responses from another person to examination questions, having another person take any test, oral or written examination on the student’s behalf, as well as assisting or facilitating any person to incur in the aforementioned conduct.” Fraudulent conduct refers to “behavior with the intent to defraud, including, but not limited to, malicious alteration or falsification of grades, records, identification cards or other official documents of the University of Puerto Rico or any other institution.” Any of these actions shall be subject to disciplinary sanctions in accordance with the respective disciplinary procedure, as stated in the current UPR Student Bylaws.

#### Discrimination / Sexual Harassment

Important Notices: In accordance with the recommendation of the Dean of Students Office (Division for Persons with Disabilities), students who are clients of the Office of Vocational Rehabilitation must contact the professor at the beginning of the semester in order to make arrangements for reasonable accommodations and for any necessary auxiliary equipment. Other students with special needs who require any kind of assistance or reasonable accommodations should also contact the professor. Alternative evaluation methods will be provided to students with identified special needs.

“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 Impedimento (OAPI) del Decanato de Estudiantes. También aquellos estudiantes con necesidades especiales que requieren de algún tip 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.

En caso de surgir una emergencia o interrupción de clases, el profesor continuará ofreciendo el curso utilizando la modalidad a distancia o en línea, según establecidas en este prontuario oficial. De acuerdo a la información oficial y las directrices institucionales, el profesor realizará esfuerzos para comunicarse con los estudiantes vía correo electrónico institucional u otros medios alternos disponibles para coordinar la continuidad del ofrecimiento.

*If an emergency or an interruption of courses occurs, course offerings will take place with the support of distance learning modalities, as established in the official syllabus. In compliance with official communications and institutional guidelines, the professor will make efforts to communicate with students via institutional email or other available communication outlets to coordinate the continuity of course work.*

## Referencias:

- Ayers, Edward L. and Peter S. Onuf, eds. *All Over the Map: Rethinking American Regions*. Baltimore: The John Hopkins University Press, 1996.
- Bradbury, Malcolm and R. Ruland, eds. *From Puritanism to Postmodernism: A History of American Literature*. New York: Routledge, **2016**.
- Burns, Adam. *American Imperialism: the Territorial Expansion of the United States, 1783-2013*. Oxford: Oxford UP, **2017**.
- Cornes, Judy. *Madness and the Loss of Identity in Nineteenth Century Fiction*. Jefferson, NC: McFarland, 2008.
- Guillory, John. *Cultural Capital: The Problem of Literary Canon Formation*. Chicago: University of Chicago Press, 1993.
- Hogan, Patrick Colm. *American Literature and American Identity: A Cognitive Cultural Study from the Revolution to the Civil War*. NY: Routledge, **2020**.
- Kaplan, Amy and Donald E. Pease. eds. *Cultures of United States Imperialism*. Durham: Duke University Press, 1993.
- Lauter, Paul. *Canons and Contexts*. New York: Oxford University Press, 1991.
- Lopenzina, Drew. *The Routledge Introduction to Native American Literature*. NY: Routledge, **2020**.
- Margolis, Stacy. *Fictions of Mass Democracy in Nineteenth-Century America*. Cambridge: Cambridge UP, **2015**.
- Norton Anthology of African American Literature*. 3<sup>rd</sup> Edition. Ed. Henry Louis Gates. NY: Norton, **2015**.
- The Oxford Handbook of African American Slave Narratives*. Ed. John Ernest. Oxford: Oxford UP, **2015**.
- Porter, Carolyn. "What We Know That We Don't Know: Remapping American Literary Studies." *American Literary History* Fall (1994): 467-526.
- Saldívar, José David. *The Dialectics of Our America: Genealogy, Cultural Critique, and Literary History*. Duke UP, 1991.
- Spengemann, William C. *A Mirror for Americanists: Reflections on the Idea of American Literature*. Hanover: UP of New England, **1989**.
- Thieman, Ana. *Rewriting the American Soul*: NY: Routledge, **2019**.
- Tricomi, Albert H. *Missionary Positions: Evangelicalism and Empire in American Fiction*. Gainesville: UP of Florida, **2011**

## Referencias electrónicas:

Born in Slavery: Slave Narratives from the Federalist Writers Project. Library of Congress:

<https://www.loc.gov/collections/slave-narratives-from-the-federal-writers-project-1936-to-1938/about-this-collection/>

The Colonization of America: Documentary.. <https://www.youtube.com/watch?v=fRrYG4IE0C4>

Early Native American Literature: <http://nativeamericanwriters.com/>

The History of American Literature: the Birth of a National Literature: Documentary.

<https://www.youtube.com/watch?v=syujEGh7t0g>

Poetry Foundation: Emily Dickinson: <https://www.poetryfoundation.org/poets/emily-dickinson>

The Web of American Transcendentalism. <https://archive.vcu.edu/english/engweb/transcendentalism/>