

## Syllabus for American Literature I– Eureka Campus

<b>Semester &amp; Year</b>	Fall 2018	
<b>Course ID and Section #</b>	ENGL 17 E5031	
<b>Instructor’s Name</b>	P. Blakemore	
<b>Day/Time</b>	TTh 11:40-1:05	
<b>Location</b>	HU 115	
<b>Number of Credits/Units</b>	3	
<b>Contact Information</b>	<i>Office location</i>	CA 134
	<i>Office hours</i>	MTW 10:30-11:30
	<i>Phone number</i>	476-4314
	<i>Email address</i>	peter-blakemore@redwoods.edu
<b>Textbook Information</b>	<i>Title &amp; Edition</i>	<b>Norton Anthology of American Lit Vols. A &amp; B 9<sup>th</sup> Edition</b>
	<i>Author</i>	<b>Levine et. al.</b>
	<i>ISBN</i>	<b>978-0-393-93571-4</b>

### Course Description

A survey of early American literature from pre-conquest and early contact, up to the Civil War. Students will read critically and analytically in genres ranging from transcribed oral legends through exploration and captivity narratives, religious tracts, letters, philosophical essays, diaries, novels, short stories, and poems.

### Student Learning Outcomes

1. Generate interpretive arguments about literature that adhere to the conventions of literary analysis and academic discourse.
2. Apply knowledge of historical, intellectual, and/or cultural contexts in interpreting the significance of literary texts.

### Special Accommodations

College of the Redwoods complies with the Americans with Disabilities Act in making reasonable accommodations for qualified students with disabilities. Please present your written accommodation request at least one week before the first test so that necessary arrangements can be made. No last-minute arrangements or post-test adjustments will be made. If you have a disability or believe you might benefit from disability related services and may need accommodations, please see me or contact [Disabled Students Programs and Services](#). Students may make requests for alternative media by contacting DSPS at 707-476-4280.

### Academic Support

Academic support is available at [Counseling and Advising](#) and includes academic advising and educational planning, [Academic Support Center](#) for tutoring and proctored tests, and [Extended Opportunity Programs & Services](#), for eligible students, with advising, assistance, tutoring, and more.

### Academic Honesty

In the academic community, the high value placed on truth implies a corresponding intolerance of scholastic dishonesty. In cases involving academic dishonesty, determination of the grade and of the student’s status in the course is left primarily to the discretion of the faculty member. In such cases, where the instructor determines that a student has demonstrated academic dishonesty, the student may receive a failing grade for the assignment and/or exam and may be reported to the Chief Student Services Officer or designee. The Student Code of Conduct (AP 5500) is available on the College of the Redwoods website at: <http://www.redwoods.edu/board/Board-Policies/Chapter-5-Student-Services>, and scroll to AP 5500. Additional information about the rights and responsibilities of students, Board policies, and administrative procedures is located in the college catalog and on the College of the Redwoods website.

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### Disruptive Classroom Behavior

Student behavior or speech that disrupts the instructional setting will not be tolerated. Disruptive conduct may include, but is not limited to: unwarranted interruptions; failure to adhere to instructor's directions; vulgar or obscene language; slurs or other forms of intimidation; and physically or verbally abusive behavior. In such cases where the instructor determines that a student has disrupted the educational process a disruptive student may be temporarily removed from class. In addition, he or she may be reported to the Chief Student Services Officer or designee. The Student Code of Conduct (AP 5500) is available on the College of the Redwoods website at: <http://www.redwoods.edu/board/Board-Policies/Chapter-5-Student-Services> and scroll to AP 5500.

Additional information about the rights and responsibilities of students, Board policies, and administrative procedures is located in the college catalog and on the College of the Redwoods website.

### Emergency Procedures for the Eureka campus:

Please review the campus evacuation sites, including the closest site to this classroom (posted by the exit of each room). The Eureka **campus emergency map** is available at:

(<http://www.redwoods.edu/aboutcr/Eureka-Map>; choose the evacuation map option). For more information on Public Safety, go to <http://www.redwoods.edu/publicsafety>. In an emergency that requires an evacuation of the building:

- Be aware of all marked exits from your area and building.
- Once outside, move to the nearest evacuation point outside your building:
- Keep streets and walkways clear for emergency vehicles and personnel.
- Do not leave campus, unless it has been deemed safe by the Incident Commander or campus authorities. (CR's lower parking lot and Tompkins Hill Rd are within the Tsunami Zone.)

**RAVE** – College of the Redwoods has implemented an emergency alert system. In the event of an emergency on campus you can receive an alert through your personal email and/or phones at your home, office, and cell. Registration is necessary in order to receive emergency alerts. Please go to <https://www.GetRave.com/login/Redwoods> and use the “Register” button on the top right portion of the registration page to create an account. During the registration process you can elect to add additional information, such as office phone, home phone, cell phone, and personal email. Please use your CR email address as your primary Registration Email. Your CR email address ends with “redwoods.edu.” Please contact Public Safety at 707-476-4112 or [security@redwoods.edu](mailto:security@redwoods.edu) if you have any questions.

*College of the Redwoods is committed to equal opportunity in employment, admission to the college, and in the conduct of all of its programs and activities.*

## English 17 - American Literature: Civil War to the Present - #E5031

## Fall 2018 / TTH 1:15-2:40 / HU 115

Instructor: Dr. Peter Blakemore

Phone: 476-4314

Office hours: Monday, Tuesday & Wednesday 10:30-11:30, & by appointment

Office: CA 134

[peter-blakemore@redwoods.edu](mailto:peter-blakemore@redwoods.edu)

*“All America lies at the end of the wilderness road, and our past is not a dead past, but still lives in us. Our forefathers had civilization inside themselves, the wild outside. We live in the civilization they created, but within us the wilderness still lingers. What they dreamed, we live, and what they lived, we dream.”* T.K. Whipple

*“At night when the streets of your cities and villages are silent and you think them deserted, they will throng with the returning hosts that once filled them and still love this beautiful land. The White Man will never be alone.*

*Let him be just and deal kindly with my people, for the dead are not powerless. Dead, did I say? There is no death, only a change of worlds.”* Seattle

### Course Texts:

*The Norton Anthology of American Literature Ninth Edition, Volumes A & B*  
Handouts and electronic documents available through the course’s Canvas site

### Course Description:

This survey of American Literature from pre-Columbian Turtle Island through the United States Civil War will touch upon each of the major periods and genres of writing in American history, beginning with indigenous people and their contact with Europeans, Africans, and Asians during early exploration, invasion and settlement, and independence and the near collapse of the republic prior to the establishment of a modern nation. We will read Native American legends and stories, European American exploration and captivity narratives, religious tracts, and letters as well as philosophical essays, diaries, short stories and poems.

### Outcomes:

If you successfully complete this class, you should be able to:

1. Generate interpretive arguments about literature that adhere to the conventions of literary analysis and academic discourse.
2. Apply knowledge of historical, intellectual, and/or cultural contexts in interpreting the significance of literary texts.

### The Reading:

The central focus of the class will be the methods by which culture makes itself present and significant through various forms of art (creation narratives, letters, sermons, memoirs, fiction, poetry and the like) and philosophy (systems of belief regarding what can be known about both the physical and the intellectual or mental world). Thus, it will be especially important that you begin to explore and examine not only *what* you read but also *how* you read it. Throughout the first half of the term, I have selected texts that should promote your own individual interest and inquiry and prepare you with the necessary historical background to make informed choices about readings in the national period after 1800. Most of you will be encountering unfamiliar kinds of reading, but rest assured that if you approach these works with a little curiosity and the desire to explore, you’ll be rewarded by gaining a deeper understanding of our national character, our history, and how works of literature have affected them. And this is for certain: if you pursue the literature we will read in this class avidly, you will end with a much better and more accurate sense than most of your fellow citizens of how we came to be where we are today as a nation and culture.

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## The Writing:

Although this is not a “writing class,” the best ways to inquire into any complex text is to work out our thoughts and inquiry through the writing process. The best approach to the inquiry process is to explore your own responses to our texts through questions and answers, then share your ideas with others who are also focusing on that text. If you pursue your inquiry as a quest or exploration and discovery, you will quickly see how enjoyable it is to engage in interpretation. This way, rather than finding yourself in the midst of a grueling task, you will be pursuing ideas that are of interest to yourselves—the literature becomes a means toward deeper understanding of what’s significant in your own life.

These are the kinds of writing you will be doing:

Weekly posted **Inquiry Questions (IQs)**: Before each Tuesday or Thursday class period, you will need to post *two written questions* to our Canvas website based on that week’s reading as well as the discussion and group questions from the previous week. These questions will be used to generate discussion during class and will thus form the central part of what we do together. Note well: this is *your class*. You will need to take responsibility for its success, and the most important things you can do to ensure that success are to read critically and carefully, to take notes on your reading, and to practice forming the best possible questions you can about what you encounter. In my opinion, the most valuable thing you will take away from a college education will be the ability to *ask better questions*. Knowing how to ask good questions will help you through the darkest of times and will make even the brightest days that much brighter. I also think it can be proven that the more people there are in a given society who possess this ability to form good critical questions, the better and fairer and more just the society becomes. We’ll spend several early class sessions talking about how questions work in the inquiry process, what makes a good question, and what makes a vague or less useful question. If you simply commit to trying to learn how to ask better questions, and read with that in mind, everything else you do in this course will be easier.

Four **Response and Reflections (R&Rs)**: The R&Rs consist of at least one double-spaced, size-12-font page posted to the Canvas site. These short reflections should be directly related to any questions you have or ideas that arise from the readings up to that point in the semester—the choice for focus will be completely up to you. Each assignment will be open through 10 pm of the day it falls due. You should look on these short writings as the beginnings of larger writing projects. Indeed, the more effort you put into these R&Rs, the easier it will be to write the Interest and Research Inquiry Essays.

Two **Inquiry and Research Interest** essays (IRIs): These four-page explorations of ideas raised through your R&Rs should be places where you inquire more deeply into questions posed during the term. As brief examinations of ideas and reasoning, they should include passages from our texts as well as research you’ve garnered that assists you in coming to conclusions about questions raised in your reading. We will be discussing research throughout the term and these IRIs are the places where you’ll use primary and secondary source material in your inquiry and writing about the literature.

**Grading**—Students will receive grades for the course on the following basis:

Participation (attendance and group work)	20 points
Weekly Questions (15 x 2 points)	30 points
Response and Reflection essays (4 x 5 points each)	20 points
Inquiry and Research Interest essays (2 x 15 points each)	<u>30 points</u>
Total	100 points

Grades will be assigned on this scale: 93-100=A / 90-92=A- / 88-89=B+ / 83-87=B / 80-82=B- / 78-79=C+ / 70 – 77=C / 60 – 69=D / 59 and below=F.

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**SPECIAL NOTE: This class requires a good deal of writing. You should not expect to pass it unless you turn in all of the assigned writing. And bear in mind, *plagiarism*, which is the act of claiming another writer’s words or ideas as your own without citing them as a source, is a serious breach of academic conduct and *will result in failure of the assignment and possible failure for the course*. If you aren’t sure whether you’re about to plagiarize or not, ask me for clarification.**

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**Learning Disabilities:** Students who have special needs due to physical or learning disabilities should let me know at the very beginning of the course (**I mean during this first week**) so that we can arrange appropriate accommodations.

### **P. Blakemore's English 17 / Fall 2018 Reading Schedule**

All times when you need to bring work to class, post something on Canvas, or be ready to discuss reading appears **in boldface** below. All PDFs are available on Canvas.

**(Note: if changes are required, you will receive sufficient notice)**

#### **Part I. Hermeneutics: the Practice of Interpreting**

##### **Week 1 / August 21 & 23**

T - Introduction, syllabus, course guidelines. Interviews and icebreaking.

TH – Setting the standards & class policies: Read **Day Two PDF** (available on Canvas); getting to the questions that matter **POST TWO QUESTIONS to Class Board prior to class meeting.**

##### **Week 2 / August 28 & 30**

T – Read: “Introduction” & “Native American Oral Literature” in *Norton Anthology of American Literature Volume A (NAAL Vol A)* pp. 3-57; **POST TWO QUESTIONS to Class Board prior to class meeting.**

TH- Read Columbus, de Las Casas, Cabeza de Vaca, Cortes, Harriot, & Champlain in *NAAL Vol A* pp. 58-98.

#### **Part II. The Varieties of Experience & Worldview**

##### **Week 3 / September 4 & 6**

T – Read *NAAL Vol. A*, Smith & Bradford, pp. 110-166; **POST TWO QUESTIONS to Class Board prior to class meeting;** group work and discussion.

TH – Read *NAAL Vol. A*, Morton, Winthrop, Williams, & Bradstreet, pp. 167-248; **R&R #1 due by Sunday on Canvas.**

#### **Part III. Confluence and Turbulence**

##### **Week 4 / September 11 & 13**

T- Read *NAAL Vol. A*, Rowlandson, pp. 267-300; **POST TWO QUESTIONS to Class Board prior to class meeting;** group work and discussion.

TH – Read *NAAL Vol. A*, Sewall, pp. 309-320.

##### **Week 5 / September 18 & 20**

T – Read *NAAL Vol. A*, Edwards, pp. 356-402; **POST TWO QUESTIONS to Class Board prior to class meeting;** group work and discussion.

TH – Read *NAAL Vol. A*, Lalemant, Charlevoix, et. al. pp. 403-438; **R&R #2 due by Sunday on Canvas.**

#### **Part IV. Revolution & the Evolution of American Consciousness**

##### **Week 6 / September 25 & 27**

T – Read *NAAL Vol. A*, Franklin pp. 439-466; **POST TWO QUESTIONS to Class Board prior to class meeting.**

TH – Read *NAAL Vol. A*, Franklin pp. 467-514.

##### **Week 7 / October 2 & 4**

T – Read *NAAL Vol. A*, Franklin, pp. 514-560; **POST TWO QUESTIONS to Class Board prior to class meeting.**

TH – Read *NAAL Vol. A*, Crèvecoeur & Stockton, pp. 634-664; **R&R #3 due by Sunday on Canvas.**

##### **Week 8 / October 9 & 11**

T – Read *NAAL Vol. A*, Jefferson, Hamilton, & Madison, pp. 702-731; **POST TWO QUESTIONS to Class Board prior to class meeting**

TH – Read *NAAL Vol. A*, Equiano, pp. 731-769.

#### **Part V. What is an American?**

##### **Week 9 / October 16 & 18**

T – Read *NAAL Vol. A*, Wheatley, pp. 787-798, & “Native American Eloquence,” pp. 985-995; **POST TWO QUESTIONS to Class Board prior to class meeting.**

TH – Read *Norton Anthology of American Literature Volume B (NAAL Vol. B)*, pages/authors to be decided by class poll **(TBD).**

**Week 10 / October 23 & 25**

T – Read *NAAL Vol. B* pp. TBD; Next questions/group formation.

TH – Read *NAAL Vol. B* pp. TBD; **POST TWO QUESTIONS to Class Board prior to class meeting: IRI #1 due Sunday.**

**Part IV. Arguing: Exploring and Explaining Discoveries****Week 11 / October 30 & November 1**

T – Read *NAAL Vol. B* pp. TBD; Deep questioning.

TH – Read *NAAL Vol. B* pp. TBD; **R&R #4 due by Sunday on Canvas.**

**Week 12 / November 6 & 8**

T – Read *NAAL Vol. B* pp. TBD; **POST TWO QUESTIONS to Class Board prior to class meeting:**

TH – Read *NAAL Vol. B* pp. TBD.

**Week 13 / November 13 & 15**

T – No class – research day

TH – Read *NAAL Vol. B* pp. TBD; **POST TWO QUESTIONS to Class Board prior to class meeting.**

**Week 14 / November 27 & 28**

T – Read *NAAL Vol. B* pp. TBD; **POST TWO QUESTIONS to Class Board prior to class meeting:**

TH – Read *NAAL Vol. B* pp. TBD; sharing discourse.

**Week 15 / December 4 & 6**

T – Read *NAAL Vol. B* pp. TBD; **POST TWO QUESTIONS to Class Board prior to class meeting:**

TH – Conferences with instructor.

**Finals Week / December 10-14 / IRI#2 due 1 pm Friday, December 14<sup>th</sup>**

*See P. Blakemore's Finals Week Schedule for availability and office hours during Finals Week.*

**An Invitation:** Finally, experience tells me that people who think carefully about their education and become more reflective about it generally have the greatest success. Probably the best way to get involved in this process is to get to know your teachers and speak with them outside of the classroom. Talk to them after class. Visit them in their offices. Make appointments and let them know what's going through your mind as it relates to your work in their classes. And most important of all, let your teachers know if something in particular isn't coming across clearly for you. Sometimes your problem is just a particularly difficult concept, a complex section of reading, or a challenging assignment or series of assignments. **You especially need to communicate with me—this is a very involved class that will require a lot of discipline from you.** If you feel that you are falling behind, you should *let me know right away*. If you ask, I will offer plenty of extra help and even direct you toward others who can help. If you choose to sign up for the Writing Center, you can meet with other English instructors in the ASC during their regularly scheduled time slots. I have also kept my office hours minimal or by appointment in order to give students maximum flexibility for meetings. Even if our schedules seem to clash at first glance, come see me—I will definitely be able to schedule a time to meet. If you have to contact me, please call my office (476-4314) and leave a clear, specific message, including a telephone number and time when you can be reached. I will get back to you as soon as possible. I look forward to getting to know each of you better and to seeing all of you succeed. Welcome and good luck!