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| Syllabus for: | |
| ENGLISH 17: Pelican Bay Scholars Program | |
| Semester & Year: | Spring 2019 |
| Course ID and Section | English 17 D7924 |
| Number of Credits/Units: | 3 |
| Day/Time/Location: | W 12:30-3:40pm BYARD |
| Instructor's Name: | Chrystal Helton |
| Textbook Information: | <i>The Concise Heath Anthology of American Literature, Volume I Beginnings to 1885, 2nd edition</i> , Edited by Paul Lauter |
| 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 (as described in course outline) : | |
| <ol style="list-style-type: none"> 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: 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 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 upon request. | |
| 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. | |

“That men do not learn very much from the lessons of history is the most important of all the lessons that history has to teach.”

— Aldous Huxley, *Collected Essays*

Boozhoo! Hello, good to see you!

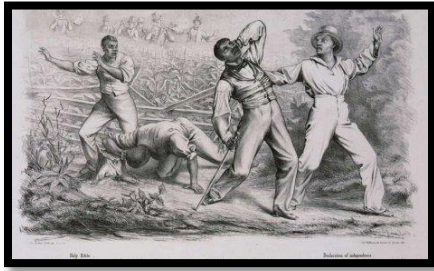
American Literature: Beginnings to 1885—Cultures in Conflict

Reading early American literature requires wrestling with a multitude of worldviews, conflicts, and inequities in our nation's history. In this course, we will read a range of genres and styles to consider how literature both reflected and defined the early colonial period. Ultimately, this was a period of cultural upheaval—cultural collisions, challenges, and change. This course has three units, each with its own themes, genres, and interpretive strategies to help us navigate complex relationships between literature and history. **Be prepared to read *a lot* in this course.**

What We Will Be Doing

READING JOURNALS

You will be reading a lot this semester. (Have I already written that?) Well, it's worth repeating. And you won't just read the pieces, ***you will study them***—annotate, take notes, ask questions, engage. Each week you will submit a Reading Journal to the readings.



These assignments will be given out each week. If you complete your Reading Journals, you will not only be a better participant in class discussions and knowledge generation. You will also be preparing yourself for the other required course work (group projects and essays).

Your Reading Journal requires that you come to each class meeting having done ***close*** readings on the assigned texts. This is YOUR Reading Journal. During each class session, I will check that you have it completed but will only collect them a few times throughout the semester. Use this as a learning journal—where you are in conversation with yourself regarding your reading—asking questions, writing comments and annotations, and diving deep into the reading.

Part of your Reading Journal will be submitting the following two things each class session: ***(1) a conclusion or observation you made and (2) an inquiry—a question that forces us to re-consider or challenge our stances or understandings—a question we might not have an answer to—a question that we might need to research. This is what you will turn in each week.***

GROUP PROJECTS

During Week 6, you will be given specifics regarding a group project each of you will participate in. This project will require you to work together to un-cover something about the literature and context of a time in American colonial history. Each group will present their projects to the rest of the class throughout the second half of the semester.



CLASSWORK

Our classes will mostly consist of group and large discussions regarding our readings and historical, political, and cultural contexts. You will work in groups on in-class activities as well. In order to make our time meaningful, *it's critical you come to class prepared to join in our investigation of this literature.*

ESSAYS

By the end of the semester you will have completed two formal essays

- (1) Midterm Historical and Cultural Analysis
- (2) Final Literary Analysis



Clear instructions for each essay will be given to you along with detailed rubrics that you will have before the first drafts are due. Essays will need to be written in MLA format (which we will discuss). We will make time in class to discuss the writing process, complete peer reviews, and work on our drafts.

If either of your essays do not earn passing grades, you will be required to revise them and will need to have them turned back in within a week of getting them back.

| How You Will Be Graded | |
|------------------------|-----|
| Reading Responses | 35% |
| Group Projects | 20% |
| Classwork | 15% |
| Essays | 30% |

A (100-90%) / B (89-80%) / C (79-70%) / D (69-60%) / F (59-0%)

Note: There are no extra credit options.

Our Class

BASIC AGREEMENTS

MISSED/LATE WORK:

Reading Responses and major essays may be made up **if** the absence is **excused** and/or **if previous arrangements** were made with me.

"If stories come to you, care for them. And learn to give them away where they are needed. Sometimes a person needs a story more than food to stay alive." —Barry Lopez, in *Crow and Weasel*

The policies and procedures outlined in this syllabus are subject to change.



| WEEK | <p style="text-align: center;">Schedule of Readings, English 17</p> <p style="text-align: center;">Spring 2019</p> <p style="text-align: center;">Weeks 1-8</p> |
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| January 23 | Introduction to the course & Habits of a Curious Mind <ul style="list-style-type: none"> ○ "How Reading Makes Us More Human" [Handout] <i>Why Study Literature?</i> |
| January 30 | <p>Unit I: Early Colonization: Indigenous and "Explorer" Cultures Collide</p> <ul style="list-style-type: none"> ○ "Beginnings to 1700" (1-17) ○ Prophecies [Handout] <i>How Do We Study Literature?</i> <p>Reading Journal #1</p> |
| Feb 6 | <ul style="list-style-type: none"> ○ "Creation/Emergence Accounts" (17-19) ○ "The Origin of Stories (Seneca)" (35-37) ○ "Iroquois or Confederacy of the Five Nations" (37-40) ○ "Man's Dependence on Animals (Anishinaabe Ojibway)" (41-44) ○ "The Arrival of the Whites (Lenape-Delaware)" (44-47) <p>Reading Journal #2 Due</p> |
| Feb 13 | <ul style="list-style-type: none"> ○ "New Spain" (60-65) ○ Álvaro Núñez Cabeza De Vaca selections from <i>Relation of Álvaro Núñez Cabeza De Vaca</i> (75-87) ○ "In Reply to a Gentleman from Peru . . ." Sor Juana Inés De La Cruz (115-117) ○ "New France" (122-124) ○ Samuel De Champlain selections (127-135) ○ <i>Native American Testimony</i> (Edited by Peter Nabokov) selections [Handout] <p>Reading Journal #3 Due</p> |
| Feb 20 | <ul style="list-style-type: none"> ○ "Chesapeake" (145-147) ○ John Smith, all selections (155-163) |

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| | <ul style="list-style-type: none"> ○ "Remove the Cause of Our Uneasiness" Wahunsonacock [Handout] ○ "New England" (173-177) ○ William Bradford, all selections (205-220) ○ "Burn the Temples, Break up The Bells," Pedro Naranjo, San Felipe Pueblo [Handout] ○ "Keep Your Presents," Curly Chief, Pawnee [Handout] ○ "A Good Indian's Dilemma," Anonymous, Fox [Handout] <p>Reading Journal #4 Due</p> |
| <i>Feb 27</i> | <ul style="list-style-type: none"> ○ Anne Bradstreet, poems (236-243) ○ Mary White Rowlandson , from "A Narrative of the Captivity and Restauration of Mrs. Mary Rowlandson, (247-270) ○ Cotton Mather, all selections (289-298) ○ "Mary Jemison Becomes and Iroquois" [Handout] <p>Reading Journal #5 Due</p> |
| <i>March 6</i> | <p>Group Project Introduction</p> <ul style="list-style-type: none"> ○ In class readings <p>Midterm Draft Due</p> |
| <i>March 13</i> | <p>Unit II: Defining "American" or "The Great Awakening"</p> <p>"Eighteenth Century," (299-317)</p> <ul style="list-style-type: none"> ○ In class readings <p>Group Project Collaboration</p> <p>Midterm: Historical & Cultural Literary Analysis Essay DUE</p> |
| March 18-22 | SPRING BREAK (NO CLASSES) |

Theodor de Bry, "Negotiating Peace With the Indians," 1634, [Virginia](#)

