

Beginnings to the Civil War

Course Information

Semester & Year: Fall 2019
Course ID & Section #: D8980
Instructor's name: Chrystal Helton
Day/Time: Tuesdays 11:30-2:40pm
Location: A Yard
Number of units: 3

Instructor Contact Information

Office location: CR Del Norte Main Campus & A Yard
Office hours: TBD
Phone number: 707-465-2380
Email address: chrystal-helton@redwoods.edu

Required Materials

Textbook Title: <i>The Concise Heath Anthology of American Literature: Volume 1 Beginnings to 1865</i>
Edition: 2 nd
Author: Paul Lauter, Editor
ISBN: 978-1-285-07999-8

Catalog 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.
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Course Student Learning Outcomes (from course outline of record)

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.

Evaluation & Grading Policy

Reading Journals	35%
Group Projects	20%
In-Class Assignments	15%
Essays	30%
A 90-100% (exceeds expectations)	
B 80-89% (meets expectations)	
C 70-79% (meets most requirements; meets some expectations)	
D 60-69% (may fulfill some requirements; does not meet expectations)	
F Below 60% (does not meet requirements or expectations)	
Reading Journals and Major Essays may be made up if the absence is excused and/or previous arrangements have been made with me.	
**Note that institutional (CDCR) issues will NOT impact your grade. However, use any “down yard” time wisely, as we have a lot to cover and skills to build.	
*There are no extra credit options	

Prerequisites/co-requisites/ recommended preparation

Not applicable

Special accommodations statement

[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 accommodations, please see me or contact [Disability Services and Programs for Students](#).

Student feedback policy

You will receive written and verbal feedback regarding Reading Journals and In-class assignments daily.

Group projects and essays will include Working Draft and Final Draft feedback within one week of submission. Feedback will be driven by essay rubrics as well as writing craft lessons and practice and individual student needs.

Student Accessibility Statement and Academic Support Information

These standards are required by federal regulation. Students will have access to this course that complies with the Americans with Disabilities Act of 1990 (ADA), Section 508 of the Rehabilitation Act of 1973, and College of the Redwoods policies. Course materials will include a text equivalent for all non-text elements; videos will include closed captioning, images will include alt-tags, hyperlinks will use descriptive/meaningful phrases instead of URLs and audio files will include transcripts. All text will be formatted for use with screen readers and all course materials will be understandable without the use of color. Students who discover access issues with this class should contact the instructor.

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) and other board policies and procedures are available upon request.**

Do not plagiarize. Plagiarism is the use of others' ideas, knowledge, opinions, and words without full or proper acknowledgement or citation of the writer or "owner." Academic Honesty also means you will only submit your work; not the work of anyone else.

“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!

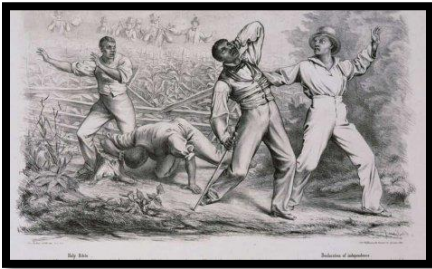
American Literature: Beginnings to 1885—Cultures in Conflict

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 nine (9), 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 Literary 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.

Our Class

CLASS AGREEMENTS

"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	Schedule of Readings, English 17 Fall 2019 Weeks 1-8
August. 27	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>
Sept. 3	Unit I: Early Colonization: Indigenous and "Explorer" Cultures Collide <ul style="list-style-type: none"> ○ "Beginnings to 1700" (1-17) ○ Prophecies [Handout] <i>How Do We Study Literature?</i> Reading Journal #1
Sept. 10	<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) <i>How Do We Study Literature?</i> Reading Journal #2 Due
Sept. 17	<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> (77-87) ○ "In Reply to a Gentleman from Peru . . ." Sor Juana Inés De La Cruz (117-121) ○ "New France" (122-124) ○ Samuel De Champlain selections (128-133) ○ <i>Native American Testimony</i> (Edited by Peter Nabokov) selections [Handout] Reading Journal #3 Due
Sept. 24	<ul style="list-style-type: none"> ○ "Chesapeake" (145-147) ○ John Smith, all selections (158-163) ○ "Remove the Cause of Our Uneasiness" Wahunsonacock [Handout] ○ "New England" (173-177) ○ William Bradford, all selections (207-221) ○ "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] Reading Journal #4 Due

Oct. 1	<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>
Oct. 8	<ul style="list-style-type: none"> ○ Examining a Sample Literary Analysis Essay ○ Literary Analysis Writing Workshop ○ 1:1s <p style="text-align: center;">Midterm Draft Due next week</p>
Oct. 15	<ul style="list-style-type: none"> ○ Revision Strategies ○ Peer Review Workshop ○ 1:1s <p style="text-align: center;">Midterm Literary Analysis Essay DUE next class!</p>
Weeks 9-16 Schedule will be distributed Oct. 8th	



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