

Syllabus for English 17

American Literature: Beginnings to the Civil War

Course Information

Semester & Year: SPRING 2023

Course ID & Section #: ENGL 17-D5044

Instructor's name: Chrystal Helton

Day/Time of required meetings: Mondays, 5-8:10 pm

Location: A YARD

Course units: 3

Instructor Contact Information

Office location: A YARD

Office hours: in person, before or after class

Phone number: 707-465-2380

Email address: chrystal-helton@redwoods.edu

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

Course Student Learning Outcomes

1. Demonstrate familiarity with important authors, works, genres, and themes of the period.
2. Analyze and interpret themes found in the literature and intellectual movements of the period.
3. Demonstrate understanding of appropriate academic discourse and the conventions of critical literary analysis.
4. Relate the literary works to their historical, philosophical, social, political, regional, and/or aesthetic contexts.
5. Demonstrate comprehension of the above through class discussion, written exams, and essays using appropriate citation form.

Prerequisites/co-requisites/ recommended preparation

Eligibility for college-level composition.

Accessibility

College of the Redwoods is committed to making reasonable accommodations for qualified students with disabilities. If you have a disability or believe you might benefit from disability-related services and accommodations, please contact your instructor or Ms. Eagles. In the case of face-to-face instruction, please present your written accommodation request to your instructor at least one week before the needed accommodation so that necessary arrangements can be made. Last minute arrangements or post-test adjustments usually cannot be accommodated.

Student Support

Good information and clear communication about your needs will help you be successful. Please let your instructor know about any specific challenges or technology limitations that might affect your participation in class. College of the Redwoods wants every student to be successful.

Required Materials

The Concise Heath Anthology of American Literature: Volume 1: Beginnings to 1865, 2nd edition, edited by Paul Lauter

Evaluation & Grading Policy

Reading Journals	35%
Reading Group Discussions	15%
Essays	30%
Literature Project	20%

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.

Admissions deadlines & enrollment policies

Spring 2023 Dates

- *Classes begin: 01/14/23*
- *Martin Luther King's Birthday (all campuses closed): 01/16/23*
- *Last day to add a class: 01/20/23*
- *Last day to drop without a W and receive a refund: 01/27/23*
- *Census date: 01/30/23 or 20% into class duration*
- *Last day to petition to file P/NP option: 02/10/23*
- *Lincoln's Birthday (all campuses closed): 02/17/23*
- *President's Day (all campuses closed): 02/20/23*
- *Last day to petition to graduate or apply for certificate: 03/02/23*
- *Spring Break (no classes): 03/13/23 – 03/18/23*
- *Last day for student-initiated W (no refund): 03/31/23*
- *Last day for faculty-initiated W (no refund): 03/31/23*
- *Final examinations: 05/06/23 – 05/12/23*
- *Commencement: 05/15/23*
- *Semester ends: 05/12/23*
- *Grades available for transcript release: approximately 05/26/23*

Academic dishonesty

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 or on the College of the Redwoods website. 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](#).

In English 17, this means we do not plagiarize. Plagiarism includes, but is not limited, to:

1. Using, by paraphrase or direct quotation, of the published or unpublished work of another person without full, clear, and accurate acknowledgment.
2. The unacknowledged use of another writer's ideas without proper citation. Borrowing all or part of another individual's work or using someone else's outline to write your own work.
3. Copying another individual's computer printout and/or computer files and using it as one's own.
4. Using an agency or Internet website engaged in the selling of term papers or other academic materials

Disruptive 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, the student may be reported to the Chief Student Services Officer or designee. The Student Code of Conduct ([AP 5500](#)) is available upon request or on the College of the Redwoods website. 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](#).

Inclusive Language in the Classroom

College of the Redwoods aspires to create a learning environment in which all people feel comfortable in contributing their perspectives to classroom discussions. It therefore encourages instructors and students to use language that is inclusive and respectful.

American Literature: Beginnings to 1865—Cultures in Conflict

Boozhoo! Hello, good to see you!

“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

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, change, and the building of a nation. 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. And you won’t just read the pieces, *you will study them*—annotate, take notes, ask questions, engage. **Each week you will submit a weekly Reading Journal.**

Your Reading Journal requires that each week you have done *close* readings on the assigned texts that will be based on your interests as well as specific questions I will generate about the readings for the week. We will use your Reading Journals to frame small group discussions. Each class, be prepared to summarize your Reading Journal for the week into *(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.*

Use this as a learning journal—where you are in conversation with yourself regarding your readings—asking questions, writing comments and annotations, and diving deep into the reading. If you complete your Reading Journals, you will not only be a better participant in our small group reading discussions. You will also be preparing yourself for the other required course work. *In short, your Reading Journals are a fundamental tool you will use to meet the course requirements.*

READING GROUP DISCUSSIONS

Each class, we would be discussing in small and large groups our readings and the historical, political, and cultural contexts using specific literary “lenses” and our own curiosities. Your Reading Journal conclusions and questions will guide your small group discussions. These discussions are critical to our study of literature and your participation is imperative. Please be prepared to spend a lot of time in class sharing ideas, questions, and interpretations of the literature. Each class discussion, your group will be responsible for submitting a response.

LITERATURE PROJECT

During Week nine (9), you will be given specifics regarding a literature project in which each of you will participate. This project will require you to un-cover something about the literature and context of a time in American colonial history. You will present your projects to the rest of the class throughout the last few weeks of the semester.

ESSAYS

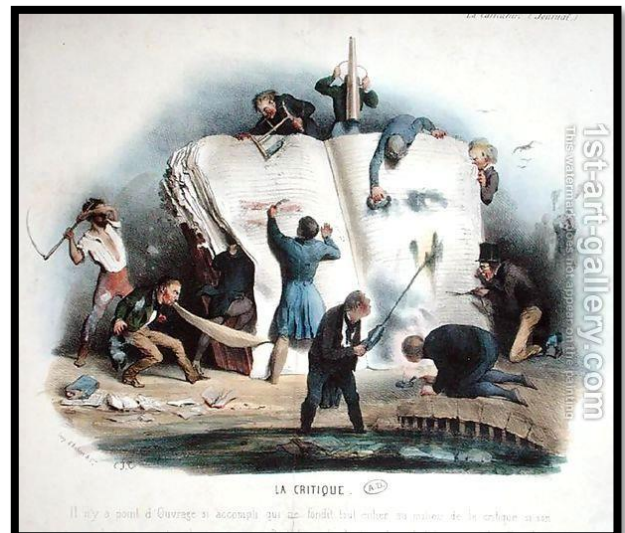
By the end of the semester, you will have completed two formal essays

- (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 discuss the writing process and work on our drafts. (Good Reading Journals will assist you in writing these analyses.)


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 (*What do you need to be able to be successful or to learn? What actions (verbs) would you like to encourage all of us to do (including me) to create a positive learning experience and environment?*)

“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*

WEEK	<p style="text-align: center;">Schedule of Readings, English 17 Spring 2023 Weeks 1-8 <i>The Readings listed for that week are the ones due for that week.</i></p>	
1: January 16 th	<p>NO CLASS in honor of Dr. Martin Luther King Jr.</p>	 <div style="background-color: black; color: white; padding: 10px;"> <p>As long as the mind is enslaved, the body can never be free. Psychological freedom, a firm sense of self-esteem, is the most powerful weapon against the long night of physical slavery.</p> <p style="text-align: center;">— Martin Luther King —</p> <p style="text-align: right; font-size: small;">AZ QUOTES</p> </div>
2: January 23 rd	<ul style="list-style-type: none"> ○ Introduction to the course ○ “How Reading Makes Us More Human” [Handout] ○ <i>Why Study Literature?</i> 	
3: January 30 th	<p>Unit I: Early Colonization: Indigenous and “Explorer” Cultures Collide</p> <ul style="list-style-type: none"> ○ “Beginnings to 1700” (pp. 1-17) ○ Prophecies [Handout] ○ <i>How Do We Study Literature?</i> <p>Reading Journal #1 Due</p>	
4: February 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) ○ <i>How Do We Study Literature?</i> <p>Reading Journal #2 Due</p>	
5: February 13 th	<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] <p>Reading Journal #3 Due</p>	
6: February 20 th	<p>NO CLASS: PRESIDENT’S DAY</p>	
7: February 27 th	<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

8: March 6th

- 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]

Reading Journal #5 Due

Midterm Literary Analysis Introduction:

- What is Literary Analysis?
- Examining a Sample Literary Analysis Essay

MIDTERM DRAFT DUE AFTER BREAK!

SPRING BREAK, March 13th-17th

Work on your Midterm Literary Analysis

Midterm Literary Analysis Essay DRAFT DUE AFTER BREAK—MONDAY, MARCH 20th

Weeks 9-16 Schedule will be distributed March 6th

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



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

