

**Chaminade University of Honolulu
Spring Term Evening Program
April 6 – June 8, 1999
Naval Station, Pearl Harbor**

COURSE: English 331 ^{6a} Early American Literature

TIME: Tuesdays 1645– 2055

INSTRUCTOR: Steven W. Bannow Telephone 971-4052 (Work)
526-4566 (Home)
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TEXT: Norton Anthology of American Literature (Fifth Edition) Volume 1

ADDITIONAL REQUIRED READINGS:
TBD

ADDITIONAL OPTIONAL READINGS:

I will distribute various selections covering the historical, cultural, and artistic background of early American literature at key points throughout the term. These selections will come from the a variety of texts and critical journals.

IN-CLASS PRESENTATION AND TERM PROJECTS:

I will supply an additional list of novels and other works from which each student shall make a selection for reading and in-class presentation.

I. General Objectives of Literature and this course:

Literature helps us to understand and respond to the major realities of human existence: life, death, love, good, evil, the spiritual. Writers speak to us in many ways: poetry, drama, short prose, and novels. Some authors succeed in reaching us – through the generations – while others do not.

We study literature to learn about life and, through this process, to grow – emotionally, intellectually, and spiritually. We also study literature to acquire a sense of quality and taste. Why, for example, is one author widely regarded as a master or a genius and another is not? Why do the works of one writer withstand “the test of time” and become classics while others’ works are set aside and virtually forgotten soon after they are published?

We will explore the issues raised in the preceding two paragraphs as well as others. Our references will be drawn primarily from the pre-history of the United States through the Civil War. The writers we will study are all, in one way or another, American. We will conduct our study in a manner that will cover as much territory as possible without attempting overly ambitious goals. Most of the writings we will read and discuss are relatively short works. Our studies will be most beneficial if we keep a few things in mind:

1. Read actively, pen or pencil in hand, challenging the writer, noting key passages, and asking questions;
2. Get ahead and stay ahead with your reading assignments: The earlier in the semester you read a work, the more time you will have to reflect upon it;
3. Look for key themes and motifs and try to establish ways of linking or differentiating between the works and their creators through these themes and motifs;
4. Keep your mind open, your creativity unfettered, and your sense of humor engaged at all times.
5. Above all, be ready to think and have fun.

IN CLASS PRESENTATION IDEAS

Virtually any novel or extended narrative by the following writers, but clear with me first.*

Native American Stories

Madison

Jefferson

Paine

Franklin

C.B. Brown

Irving

Cooper

Emerson

Thoreau

W.G. Simms

Poe

Stowe

Hawthorne

Melville

Whitman

*NOTE: There are a few others from which to choose. See me for additional options. The main caveat here is to keep your selection within the time span of the course (i.e., "American Literature through 1865").

General Guidelines for Presentation Format

Title

Year of Publication

Author

Quick biographical sketch

Plot

Key Themes

Artistic Interest: Symbolism, imagery, language, style.

Critical Evaluation: Does it work? Is it good? Why/Why not?

II. Relationship of this course to the general objectives of the university:

To develop in the student approaches to the creative and analytical understanding and appreciation of fiction, specifically through the study of representative American writers of the period

To open to the student the wealth of American cultural heritage – both artistic and intellectual.

To encourage a search for truth through literature and to assist the student in forming a value system or a philosophy of life.

III. Format of Course:

Presentation of key points in literary works and in depth supplements by the instructor.

Class discussion of key issues and themes within the novels. **Student involvement will be emphasized in all aspects of the learning experience.** Active reading of the assigned material is absolutely essential to a complete understanding of class discussion and to successful completion of all graded requirements.

Student-led responses to various concerns found within the works – both to encourage student critical thinking and research and to afford an opportunity to demonstrate effective oral communication.

NOTE: Prior to each class meeting, each student will submit two questions (with answers) dealing with assigned readings. (The questions will consist of one t/f or fill-in-the-blank style and one short answer style.) This is an essential component of your class-participation grade.

IV. Grading:

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| Background material through Irving | In-class, open-book quiz | 15% |
| Cooper through Stowe | In-class, open-book quiz | 15% |
| Thoreau, Douglass, Melville, Emily, Walt, and Alcott | In-class, open-book quiz | 15% |
| Reading and Research | In-class presentation | 20% |
| Final Exam | Three page (typed) take-home exam | 20% |
| Attendance/Class Participation | ACTIVE INVOLVEMENT in class | 15% |

NOTE: CLASS ATTENDANCE AND PROMPTNESS are essential – especially since we meet for a total of only ten sessions. Unless particularly unusual circumstances can be demonstrated by the student, more than two absences will result in a failing grade. PLEASE give me advance notice any time you must miss a class. (Each student shall obtain the names and telephone numbers of at least two other classmates for the purpose of exchanging information about class notes, syllabus changes, and assignments in the event of an absence.)

V. Schedule:

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| April 6 | Introduction/Historical Framework/Video (<u>The Crucible</u>) | |
| April 13 | The Iroquois Creation Story | 52 -- 57 |
| | John Smith | 102 -- 105 |
| | Early American Literature | 153 -- 164 |
| | William Bradford | 164 -- 170, 192 -- 194, 195 -- 199 |
| | Roger Williams | 234 -- 236, 245 |
| | Anne Bradstreet | Intro, The Prologue, The Flesh and the Spirit, Before the Birth of One of Her Children, To My Dear and Loving Husband, ...Elizabeth, ...Grandchild Anne, ...Simon, For Deliverance..., ...Burning... |
| | Mary Rowlandson | 297 -- 330 |
| | Edward Taylor | Intro, ...Wasp, Huswifery |
| | Cotton Mather | 373 -- 379 |
| | William Byrd | Intro, 428 -- 439 |
| | Jonathan Edwards | Intro, Sinners ... |
| April 20 | Benjamin Franklin | Intro, The Way to Wealth, <u>Autobiography</u> (Parts 1 & 3) |
| | Thomas Paine | Intro, Common Sense, The Age of Reason |
| | Thomas Jefferson | Intro, Autobiography (714 -- 719) |
| | Philip Freneau | Intro, The House of Night (808 -- 815) |
| | American Literature 1820 -- 1865 | Intro (917 -- 933) |
| | Washington Irving | Intro, Rip Van Winkle, The Legend of Sleepy Hollow |
| | Quiz # 1 | |
| April 27 | J. F. Cooper | Intro, etc. (980 -- 996) |
| | W. C. Bryant | Intro, etc. (1038 -- 1045) |
| | William Apess | Intro, etc. (1045 -- 1051) |
| | R. W. Emerson | Intro, Nature, Self-Reliance, Each and All, Uriel, Hamatreya, The Rhodora |
| May 4 | Nathaniel Hawthorne | Intro., Young Goodman Brown, The Minister's Black Veil, The Birth-Mark, Rappaccini's Daughter, The Scarlet Letter |
| | H. W. Longfellow | Intro, A Psalm of Life, Excelsior, The Fire of Drift-Wood, The Jewish Cemetery at Newport |
| | J. G. Whittier | Intro, Ichabod, Snow-Bound |
| May 11 | E. A. Poe | Intro, To Helen, The City by the Sea, The Raven, Ulalume, Annabel Lee, Ligeia, The Fall of the House of Usher, The Masque of the Red Death, The Tell-Tale Heart, The Purloined Letter, The Cask of Amontillado, The Philosophy of Composition |
| | Abraham Lincoln | Intro, Gettysburg Address |
| | Margaret Fuller | Intro, The Great Lawsuit (Optional) |
| | Harriet B. Stowe | Intro, Uncle Tom's Cabin Chs. XIV, XXX, XXXI, XXXIV. |
| | Quiz # 2 | |

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| May 18 | H. D. Thoreau Frederick Douglass Herman Melville | Intro, Resistance to Civil Government, Walden Intro, Narrative of the Life Intro, Hawthorne and His Mosses, Moby-Dick (Chs. I, XXVIII, XLI, XLII), Bartleby, Benito Cereno, Billy Budd |
| | ASSIGN FINAL TAKE-HOME EXAM | |
| May 25 | Walt Emily L. M. Alcott | Intro, Preface to L of G, Cavalry Crossing a Ford, Lilacs, Song of Myself (1881) Intro, #'s 49, 214, 241, 249, 303, 341, 465, 712, 1540, 1545, 1601, 1732, Letters Intro, Transcendental Wild Oats |
| | Quiz # 3 | |
| June 1 | Submit Final Exam / Student Presentations | |
| June 8 | Student presentations / Course Wrap Up | |