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English 241 Section 003
MWF 2:30-3:20 PM 252 Hodges
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English 241: American Literature I

Course Description: Welcome to English 241! This course will introduce you to American literature from its beginnings to 1865. We will read and discuss excerpts from a variety of text, including fiction, poetry, essays, pamphlets, and journals. To put the works of literature into broader cultural context, we will read historical introductions to each period and biographical annotations about each discussed author. We will focus on several major themes of American literature (cultural encounters; interaction with nature; struggle for rights and citizenship) and discuss the common genres.

Course Goals:

- To increase your intellectual curiosity about life and literature
- To explore how the study of literature can also be the study of culture and history
- To become familiar with American literature written from its beginning to 1865
- To learn to read literary works attentively and intelligently
- To learn to ask analytical, original, and compelling questions
- To express your ideas, in class and in writing, with confidence and to respond thoughtfully to the ideas of others

Accommodation: If you have a documented learning disability, hearing or vision problems, or any other special need that might affect your performance or participation in class, please be sure to talk to me. Support services are also available through West Virginia University Office of Disability Services: G-30 Mountainlair Phone: (304) 293-6700 Voice/TDD: (304) 293-7740 Email: access2@mail.wvu.edu

Social Justice: English 101 supports WVU's commitment to social justice. The classroom community will work to create a positive learning environment based on open communication and mutual respect. I welcome your suggestions to help meet this commitment.

Required Text:

The Norton Anthology of American Literature. Ed. Nina Baym. 7th edition. New York and London: W.W. Norton & Company, 2007. Volumes A and B. ISBN: 978-0-393-92739-9 and 978-0-393-92740-5.
(NAAL)

Bring your book to every class!

Additional resources (including a copy of the course syllabus) are available on the course Web page. To access the course Web page, go to <https://ecampus.wvu.edu> and log on with your MIX user name and password. If you have problems with logging on, contact the Office of Information Technology (293-4444 x 3 or oihelp@mail.wvu.edu).

Office Hours: 3:30-4:30 PM Wednesday and Friday. Office hours provide us with an opportunity to talk one on one. You may drop in during these times or make an appointment with me to talk about any questions or comments you have about your progress in the course. I'd be happy to talk with you via email as well, and you can expect that I will respond to you (by email or in class) within 24 hours Monday through Friday.

Attendance and tardiness: You are allowed three absences with no penalty. Please save them for emergencies. If you do miss a class, you are responsible for finding out about handouts or assignments. For each additional absence, your final grade will be reduced by a half letter.

Occasional lateness may happen. However, if you are regularly late (more than five minutes late more than three times during this semester), I will count that habitual lateness as a full absence. At any point in the semester, you can ask me what your attendance record is.

Please turn off your cell phones before class begins. Students who text or check messages in class will be asked to leave and take an absence.

Incomplete grades: The grade of "Incomplete" is warranted only in extreme circumstances, and then only if a substantial portion of the semester's work has already been completed. If an emergency comes up, contact the Office of Student Life immediately (E. Moore Hall 293-5611) and have the necessary documentation forwarded to me.

Academic Integrity: Academic dishonesty of any type will not be tolerated; cases of cheating and plagiarism will result in a failing grade and appropriate academic discipline.

If you are not sure what constitutes plagiarism, visit the WVU Library tutorial <http://www.libraries.wvu.edu/instruction/plagiarism> that provides detailed explanations and quizzes.

Course Components and Grading:

Weekly responses 20% of the final grade
 Class participation—20% of the final grade
 Three exams—60% (20% each) of the final grade

1) Weekly responses (20% of the final grade)

Once a week (each Friday), you will turn in a typed response to the assigned readings. In each response, you will need to describe and briefly analyze one key similarity and/or difference you notice between our readings for the week. This is your opportunity to draw connections between texts and interpret the ideas you encounter in literature. These responses can be fairly informal, but they should have a clear focus and structure.

* In order to receive an "A" for responses, you must turn in a response every week (15 total).

* Each missed response will lower your grade for this portion of the course a half letter.

Each response will earn full credit as long as it fills one full page and attempts to engage with the readings thoughtfully. Underdeveloped or poorly written responses, as well as those that just summarize the plot, will not be counted.

You cannot make up missed responses or e-mail them to me if you are not in class. If you know that you will have to miss class on a Friday, you may turn your response in on Wednesday or leave it in my mailbox in Colson Hall before the start of class on Friday.

2) Class participation (20% of the final grade)

I believe that in order to fully engage with the texts we are reading and to learn how to think about literature critically, students should voice their thoughts and ideas. This is why I expect everyone to participate in class discussions.

I know that most undergraduate (and even graduate) students hate to talk in class—for different reasons. I understand the pressure, uncertainty, and boredom that can lead to silence. I will do my best to create an atmosphere conducive to dialogue and open, intellectual inquiry. To give you an incentive for breaking the silence, I will grade your in-class participation, hoping that eventually you will begin to speak because you want to and have something to say, and not (just) because you want points.

There are many ways that you can contribute to discussion: you can ask questions about our readings; you can note details in the text that seem important to you; you can express your thoughts in reaction to the reading; you can argue with the text's portrayal of event, characters, relationships, etc.; you can observe how this work

challenges common beliefs or patterns of behavior; you can respond to what other students are saying; you can lead discussions in small groups. Don't be afraid to give the "wrong" answer.

Evaluation of class participation:

* In order to receive an "A" for class participation, you must speak in class regularly, which means about once a week, offering substantive comments or questions.

* If you speak occasionally (on average, one comment every 3 weeks), you will receive a "B" for this portion of the course.

* If you never or rarely speak in this class but have a strong attendance record, you will receive a "C" for this portion of the course. (This makes receiving an "A" in the class impossible.)

3) Three Exams (60% of the final grade)

Exams are scheduled for Monday, September 22 (regular class time); Monday, October 20 (regular class time), and Wednesday, December 10 (8:00-10:00 AM); they will take place in our regular classroom. Each exam will cover the material read during the preceding section of the course.

Each in-class exam will consist of several short answer questions and two or three essay questions. You will need to supply your own blue books. For each exam you may bring in one standard (8½ x 11) sheet of paper on which you have copied key quotations from the assigned primary readings only. This sheet may not have anything from the head notes supplied by the textbook editors or any other materials beyond the primary readings. You must turn in this sheet along with your blue books. You may not refer to your text book or to any other book or materials during the exams.

If you must miss class on the day of an exam, please notify me in advance so that we can arrange an alternative test date. If you do not provide me with advance notice, I will only allow you to make up a missed exam with a signed medical excuse.

Schedule

Each piece should be read by the date on which it is listed. Unless otherwise indicated, all readings can be found in the Norton Anthology. You should also familiarize yourself with the biographical material that prefaces each assigned reading. This schedule is subject to change.

AUGUST		
Monday	Wednesday	Friday
18 Introduction to the course	20 American Literature to 1700 Volume A Introduction and Timeline (1-16) Stories of the Beginning of the World (17-31)	22: <i>Last Day to Register</i> Native American Trickster Tales (72-103)
25 Bartolomé De Las Casas (35-39) Álvar Núñez Cabeza De Vaca (40-48) Thomas Harriot (48-55)	27 John Smith (55-72) John Winthrop: Biographical Annotation (147) <i>The Journal</i> (158-167)	29 Anne Bradstreet: Biographical Annotation (187-188) “The Prologue” (188-189), “Contemplation” (195-202), “Before the Birth of One of Her Children” (205-206), “To My Dear and Loving Husband” (206), “In Reference to Her Children, 23 June 1659” (208-210)
SEPTEMBER		
Monday	Wednesday	Friday
1 <i>Labor Day Recess No Class</i>	3 Mary Rowlandson (235-267)	5 American Literature 1700-1820 Volume A Introduction and Timeline (357-367) William Byrd (378-384) Jonathan Edwards: Biographical Annotation (384-386) “Personal Narrative” (386-396)
8 J. Hector St. John De Crevècoeur (595-616)	10 Benjamin Franklin: Biographical Annotation (449-451) “Information to Those Who Would Remove to America” (463-468) “Remarks Concerning the Savages of North America” (468-472)	12 John and Abigail Adams “Letters” (616-629)
15 Olaudah Equiano (674-709)	17 Phillis Wheatley (751-764)	19 Judith Sargent Murray (724-741)
22 First exam	24 American Literature of 1820-1865 Volume B Introduction and timeline (929-950) Native Americans: Removal and Resistance (1252-1271)	26 William Apess (1051-1058) Jane Johnston Schoolcraft (1058-1068) Caroline Stansbury Kirkland

		(1068-1078)
SEPTEMBER/OCTOBER		
Monday	Wednesday	Friday
29 Washington Irving: Biographical Annotation (951-953) “Rip Van Winkle” (953-965) James Fenimore Cooper: Biographical Annotation (985-987) From <i>The Last of the Mohicans</i> (1002-1009)	1 Slavery, Race, and the Making of American Literature (1682-1698) Frederick Douglass: Biographical Annotation (2060-2064) “What to the Slave is the Fourth of July?” (2140-2143)	3 (Mid-Semester) Henry David Thoreau: Biographical Annotation (1853-1857) “Resistance to Civil Government” (1857-1872) “Slavery in Massachusetts” (2046-2056)
6 Harriet Beecher Stowe: Biographical Annotation (1698-1701) <i>Uncle Tom’s Cabin</i> (1701-1732)	8 (Mid-Semester Reports Due October 9) Harriet Jacobs (1808-1829)	10 William Wells Brown (1829-1853)
13 Frederick Douglass <i>Narrative of the Life of Frederick Douglass, an American Slave</i> Chapters I-IX (2064-2097)	15 Margaret Fuller: Biographical Annotation (1637-1640) From “The Great Lawsuit: Man <i>versus</i> Men. Woman <i>versus</i> Women.” (1640-1659)	17 Fanny Fern (1792-1807) Elizabeth Drew Stoddard (2524-2538)
20 Second exam	22 Introduction to Romanticists Edgar Allan Poe: Biographical Annotation (1528-1532) Poems (1532-1543)	24 (Last Day to Drop) Edgar Allan Poe “The Mask of the Red Death” (1585-1589) “The Tell-Tale Heart” (1589-1593) “The Black Cat” (1593-1599) “The Purloined Letter” (1599-1611) “The Cask of Amontillado” (1611-1616)
27 Nathaniel Hawthorne: Biographical Annotation (1272-1275) <i>The Scarlet Letter</i> (1377-1405)	29 Nathaniel Hawthorne <i>The Scarlet Letter</i> (1415-1438)	31 Introduction to Transcendentalists Ralph Waldo Emerson: Biographical Annotation (1106-1110) From “Nature” Chapters I-IV (1110-1122)

NOVEMBER				
Monday		Wednesday		Friday
3 Margaret Fuller "Summer on the Lakes" (1659-1673)		5 Henry David Thoreau <i>Walden</i> (1988-2018)		7 Henry David Thoreau <i>Walden</i> (2018-2046)
10 Herman Melville: Biographical Annotation (2304-2308) From <i>Moby Dick</i> (2320-2342)		12 Herman Melville From <i>Moby Dick</i> (2342-2363)		14 Herman Melville "Bartleby, the Scrivner" (2363-2389)
17 Rebecca Harding Davis (2597-2625)		19 Walt Whitman: Biographical Annotation (2190-2195) Selection of poems TBA		21 Walt Whitman Selection of poems TBA
24 <i>Thanksgiving Break—No Class</i>		26 <i>Thanksgiving Break—No Class</i>		28 <i>Thanksgiving Break—No Class</i>
DECEMBER				
Monday		Wednesday		Friday
1 Emily Dickinson: Biographical Annotation (2554-2558) Selection of poems TBA		3 Emily Dickinson Selection of poems TBA		5 (<i>Last Day of Classes</i>) Review for exam
DECEMBER FINALS WEEK				
Monday	Tuesday	Wednesday	Thursday	Friday
8	9	10 8:00-10:00 Third exam	11	12