

DEREE COLLEGE SYLLABUS FOR:		US credits: 3/0/3				
EN 2222 THE MAKING OF AMERICA: AMERICAN LITERATURE TO 1865 (Updated Fall 2022)		– UK LEVEL: 4 UK CREDITS: 15				
PREREQUISITES:	WP 1010 Introduction to Academic Writing WP 1111 Integrated Academic Writing and Ethics					
CATALOG DESCRIPTION:	The course offers exposure to a range of texts from the Colonial to the Romantic era, with emphasis on how these texts contributed to conceptions of “America”.					
RATIONALE:	This course introduces students to a range of texts of different genres from the colonial period to the mid-nineteenth century, and helps them develop the skills needed to analyse and critique American literature in its historical context. It focuses on the role of literature in constructing, dramatizing, and debating the myths and realities of American experience. In the process, it investigates the relationship between literature and culture.					
LEARNING OUTCOMES:	Upon successful completion of this course, the student should be able to: <ol style="list-style-type: none"> 1. Demonstrate awareness of historical, political, and cultural issues of the period; 2. Relate literary texts to appropriate historical, political and cultural contexts; 3. Demonstrate knowledge of the literature of the period in its various types and genres; 4. Display awareness of the ways in which literary works reproduce ideological perspectives and are in turn constitutive of historical and cultural experiences; 5. Display an understanding of significant kinds of connection and difference between texts. 					
METHOD OF TEACHING AND LEARNING:	In congruence with the teaching and learning strategy of the college, the following tools are used: <ul style="list-style-type: none"> • Lectures, class discussions, workshop-style pair work and group work during class meetings; • Formative exercises and online learning tasks through the Blackboard online tools designed to help students acquire confidence and benefit from independent study; • Additional print and audio-visual educational material posted on the Blackboard course template; • Other relevant educational material placed on reserve in the library; • Individualized assistance during office hours for further discussion of lecture material, additional reading, assignments and examinations; • Close collaboration with the Library and SASS to encourage students’ effective use of academic support services. 					
ASSESSMENT:	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 80%; padding: 5px;"> First Assessment: Portfolio of critical responses Two essays of 1000-1200 words each, or two explication paragraphs (250-300 words each) and two essays (800-900 words each); choice of topics. </td> <td style="width: 20%; text-align: center; vertical-align: middle;">50%</td> </tr> <tr> <td style="padding: 5px;"> Final Assessment: Examination (2-hour) Two essays or one essay and explication of extracts; 1000-1200 words in total; choice of topics offered </td> <td style="text-align: center; vertical-align: middle;">50%</td> </tr> </table>		First Assessment: Portfolio of critical responses Two essays of 1000-1200 words each, or two explication paragraphs (250-300 words each) and two essays (800-900 words each); choice of topics.	50%	Final Assessment: Examination (2-hour) Two essays or one essay and explication of extracts; 1000-1200 words in total; choice of topics offered	50%
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	<table border="1" data-bbox="639 134 1437 306"> <tr> <td data-bbox="639 134 1203 306"> Active Engagement (formative) All in-class and out-of-class assignments (including participation in discussions and online activities) prepare students for the summative assessments. </td> <td data-bbox="1203 134 1437 306" style="text-align: center;"> 0% </td> </tr> </table> <p data-bbox="639 338 1398 396">The portfolio of critical responses tests learning outcomes 1, 2 and 5. The final examination tests learning outcomes 3 and 4.</p> <p data-bbox="639 428 1344 457">Students are required to resit failed assessments in this module.</p>	Active Engagement (formative) All in-class and out-of-class assignments (including participation in discussions and online activities) prepare students for the summative assessments.	0%
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INDICATIVE READING:	REQUIRED READING: Baym, Nina, Ed. <i>The Norton Anthology of American Literature</i> , Volume A and B. New York: Norton, latest edition. RECOMMENDED READING: Bercovitch, Secvan. <i>The Cambridge History of American Literature</i> . Cambridge UP, 1994-2005. Elliott, Emory, ed. <i>The Cambridge Introduction to Early American Literature</i> . Cambridge UP, 2002. Parini, Jay, ed. <i>The Oxford Encyclopedia of American Literature</i> . Oxford UP, 2004.		
INDICATIVE MATERIAL: <i>(e.g. audiovisual, digital material, etc.)</i>	Supplementary material used to create contextual understanding of the literary works (documentaries, film excerpts, music videos, etc.)		
COMMUNICATION REQUIREMENTS:	With the exception of the in-class examination, all written work must be word-processed on Word and adhere to MLA guidelines for manuscript format and documentation.		
SOFTWARE REQUIREMENTS:	Word, Blackboard		
WWW RESOURCES:	http://www.columbia.edu/~lmg21/bookmark.htm https://public.wsu.edu/~campbelld/amlit/sites.htm		
INDICATIVE CONTENT:	<p data-bbox="639 1325 1398 1438">In addition to the primary texts studied during the semester, students will also read all introductory materials, including the general introductions and introductions to each assigned author. Readings include selections or complete texts.</p> <p data-bbox="639 1467 1446 1610">Through the close reading of texts, emphasis is placed on the ways in which master narratives construct ideological perspectives and identities. Through connections between texts and cultural context the canon is problematized so that students realize how literary traditions are created but also how they can be interrogated and deconstructed.</p> <p data-bbox="639 1640 1232 1669">Instructors will cover material from the following Units:</p> <p data-bbox="639 1698 1099 1728">1. Colonial Settlement and Expansion</p> <p data-bbox="639 1757 1229 1787"><i>Instructors should select at least two of the following:</i></p> <p data-bbox="639 1816 1336 1871">Bartolome de las Casas, <i>An Account, Much Abbreviated, of the Destruction of the Indies</i></p> <p data-bbox="639 1871 1174 1900">John Smith, from <i>The General History of Virginia</i></p>		

William Bradford, from *Of Plymouth Plantation*
John Winthrop, *A Model of Christian Charity*
Anne Bradstreet, selected poems
Edward Taylor, selected poems
Mary Rowlandson, *A Narrative of the Captivity and Restoration*
Samson Occom, "A Short Narrative of My Life"
Jonathan Edwards, "Sinners in the Hands of an Angry God"

2. Writing the Nation in an Era of Revolution

Instructors should select at least two of the following:

J. Hector St. Jean Crèvecoeur, from *Letters from an American Farmer*
Benjamin Franklin, from *The Autobiography*
Thomas Paine, *The Age of Reason*
Thomas Jefferson, "The Declaration of Independence"
The Federalist, "Alexander Hamilton" and/or "James Madison"
Judith Sargent Murray, "On the Equality of the Sexes"

3. Slave Narratives

Instructors should select at least one of the following:

Olaudah Equiano, *The Interesting Narrative of the Life of Olaudah Equiano*
Harriet Jacobs, *Incidents in the Life of a Slave Girl*
Frederick Douglass, *Narrative of the Life of Frederick Douglass*

4. Romantic Perspectives on American Experience

➤ Transcendentalism

Instructors should select at least one text by each of the following authors:

Ralph W. Emerson, "The American Scholar," "The Poet"
Henry David Thoreau, *Walden*, "Civil Disobedience"

➤ The American Romance

Instructors should select at least one text by each of the following authors:

Nathaniel Hawthorne, "Young Goodman Brown," "My Kinsman, Major Molineux," "The Birthmark"
Edgar A. Poe, "The Fall of the House of Usher," "The Cask of Amontillado," "Ligeia"
Herman Melville, "Bartleby the Scrivener," "The Paradise of Bachelors and the Tartarus of Maids"

➤ Experimentation in Poetry

Walt Whitman (instructors should select **at least one** of the following):
"Song of Myself," "Out of the Cradle Endlessly Rocking," "As I Ebb'd With the Ocean of Life", "Crossing Brooklyn Ferry"
Emily Dickinson (instructors should select **at least two** of the following):
214, 280, 324, 376, 465, 579, 632, 657, 754, 712.