

ELIT 48A.01
Major American Writers:
Colonial to Romantic, 1620-1865
Fall 2023
MW 1:30-3:20
Classroom: MLC 112

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Office Hours on ZOOM:
Mon & Wed, 9:30-10:15 AM;
Tues, 3:30-5 PM; and by appointment

COURSE AT A GLANCE:

<p>What do I need to do immediately?</p> <p>1. On the day that class starts, you should set up your Canvas account (if you haven't already). Go to https://deanza.instructure.com. I recommend you get it on your phone as well.</p> <p>2. Create a reading schedule for yourself. There is so much reading in this course!</p> <p>3. Order/buy the <i>Norton</i>. (See p. 5 for more info.)</p>	<p>What work do I have to do?</p> <p>1. You have to read. A lot. 2. You cannot pass if you do not write both essays. 3. Two midterms and one final exam. 4. Participation that includes in-class writing and discussion, as well as occasional reading quizzes.</p> <p>For more info on assignments, see p. 6.</p>												
<p>How do I get help from Brian?</p> <p>Email me anytime: malonebrian@fhda.edu I will respond to you within 24 hours on weekdays. I do check my email sporadically on weekends, but I cannot guarantee a 24-hour response.</p> <p>I hold drop-in office hours on Zoom: Mondays and Wednesdays, 9:30-10:45 AM, and Tuesdays, 3:30-5 PM. I am also available by appointment. The Zoom link for Office Hours is available on the Canvas course homepage.</p> <p>For more info on contact and office hours, see p. 3.</p>	<p>What texts do I need?</p> <p>Required:</p> <p>1. Levine, Robert S. <i>The Norton Anthology of American Literature: Shorter Tenth Edition, Vol. 1: Beginnings to 1865</i>. 2. Melville, Herman. <i>Moby-Dick</i>.</p> <p>You will also need regular, reliable access to Canvas.</p> <p>For more info about Canvas, see p. 5 of this syllabus. For more info on texts, see p. 5 of this syllabus.</p>												
<p>How will the grades be calculated?</p> <table border="0"> <tr> <td>Paper 1</td> <td>50 pts</td> </tr> <tr> <td>Paper 2</td> <td>50 pts</td> </tr> <tr> <td>Midterm 1</td> <td>100 pts</td> </tr> <tr> <td>Midterm 2</td> <td>100 pts</td> </tr> <tr> <td>Final Exam</td> <td>100 pts</td> </tr> <tr> <td>Participation</td> <td>100 pts (includes in-class writing, discussion, quizzes, etc.)</td> </tr> </table> <p>For more info on grading, see pp. 6-7.</p>	Paper 1	50 pts	Paper 2	50 pts	Midterm 1	100 pts	Midterm 2	100 pts	Final Exam	100 pts	Participation	100 pts (includes in-class writing, discussion, quizzes, etc.)	<p>What is expected of me?</p> <p>1. Missing more than four classes puts you in danger of failing the course. 2. Class begins on time. If you are late, you will lose any points that were awarded at the beginning of class. 3. No phones, computers, or other devices unless we are using them for coursework. 4. Treat your classmates with respect. 5. Bring the appropriate books and assignments to class, as well as writing paper and a writing utensil. 6. Do NOT submit work that is not yours. You may NOT use ChatGPT or other AI writing tools for any purpose in this class. If you do, there will be harsh penalties.</p> <p>For more info on classroom policies, see pp. 7-8. For more info on attendance and lateness, see pp. 5-6. See especially pp. 8-9 for my policies on academic dishonesty.</p>
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Major American Writers (Colonial to Romantic, 1620-1865)

Course Overview

This is a survey course that covers American literature from the colonial period (ca. 1620) to the mid-nineteenth century (ca. 1865). We will read many of the great achievements of American literature, including what I consider to be the greatest American novel: Herman Melville's *Moby-Dick*.

We will pay close attention to the textual and formal elements of these works, but we will also explore the historical, intellectual, and social contexts in which they were written. And while we will recognize the profound distance of these works and authors from our own experiences, we will—at the same time—explore how we can connect these works to our own lives and worlds. To this end, we will approach our readings through multiple theoretical practices, including feminism, psychoanalysis, and queer theory.

Finally, I want you to know that I am extremely excited to be teaching this course! I continue to explore these works myself, and I'm thrilled to share that exploration with you. I'm eager to see how your readings of these works will help me to understand them in different and deeper ways. I envision this class as a communal educational experience: we will read and think and learn together. Could anything be more fun? (No.)

Student Learning Outcome Statements (SLOs).

In this course, you will learn to:

- Acquire knowledge of the historical and cultural period, major writers, and key texts and documents of American Literature from 1620-1865.
- Develop critical thinking skills by applying a variety of critical and theoretical criteria to the evaluation of American literature from 1620-1865.

A Note on Workload

There is quite a bit of reading in this course! Of course, this should not be a surprise to you. This is, after all, a course about *literature* that covers *almost 250 years*! Some of this reading is difficult, which should also not be a surprise—I think you realize that the language of old texts can be challenging.

The amount and difficulty of the reading will likely require some adjustments in your study skills. **You will generally not be able to do all the reading for a week in one afternoon.** Rather, you will need to make a serious commitment to reading for this class *over several days* (or even *every day*). You may need to schedule blocks of uninterrupted time to read for this class. Indeed, with some of the more difficult works, you may need to develop new reading practices. But this is good! Improving your reading skills is useful!

So there's a lot of reading and some of it will be hard. But this is what you signed up for! Many of you are English majors. And all of you are taking a class that transfers to the UC/CSU system (and elsewhere). We need to take this course seriously, and I'm going to ask you to do so!

Health and Safety Policy

We have a responsibility to protect each other from transmissible disease in the classroom. That responsibility includes:

1. Not coming to class when you are seriously ill. You can miss several classes this quarter without it significantly affecting your grade. Please use those absences when you are ill.
2. Wearing a mask and keeping distance from others when you are mildly ill or recovering.
3. **Staying home if you have Covid or have been exposed to Covid.** It is morally unacceptable to expose other people to Covid without consent, and I will do my best to support you so that an absence due to Covid does not affect your success in this class.

I would also encourage you to wear a mask in class if that makes you feel more comfortable. Indeed, I will likely start wearing a mask later in the quarter, once the respiratory illness season ramps up.

What You Should Expect

Contact with Me

There will be **many opportunities to interact with and to get help from me.**

1. We meet on Mondays and Wednesdays from 1:30-3:20 in MLC 112 for class.
2. I hold **drop-in office hours** on Zoom: Mondays and Wednesdays, 9:30-10:15 AM, and Tuesdays, 3:30-5 PM. I am also available by appointment. The Zoom link for Office Hours is available on the Canvas page for our course.
3. I am available many other days and times (except weekends) for Zoom appointments. Please contact me to schedule a Zoom appointment.
4. You should **email me if you have ANY questions or concerns.** My email is malonebrian@fhda.edu. I will also respond to messages that you send me on Canvas. You can expect that I will respond to a message within 24 hours on weekdays. **I am unlikely to respond to emails/messages sent after 9 PM until the next morning.**

What Kinds of Help I Provide

You should expect that I will provide clear lectures, handouts, and assignments. I will grade in-class writing and quizzes promptly. I will grade papers and exams within two weeks of their submission. **I will gladly respond to questions about any assignment via email or Canvas message.**

Working with Me

I have a specific pedagogical style in my classes. You should be clear that:

- **I do not read drafts** of any assignment in advance.
- I do not provide tutoring or editing services for any assignment. If you need these services, you should seek additional help outside of this class. See the information about the Writing and Reading Center (WRC) on p. 9 of this syllabus.
- **I do not accept revisions or rewrites for any assignment.** Once an assignment has been submitted and graded, there is no way to improve the grade on that assignment. Please do not ask.
- I have specific late work policies. Please see “Late Paper Policies” on p. 6 of this syllabus. Please note that I do not accept late papers—even with an extension—more than four days late. **You will NOT be able to turn in large chunks of missed work significantly late.** That’s not how this class works.
- There is no extra credit in this class.

Students who succeed in my class (and most students do!) succeed because they adjust to the expectations that I outlined above. Successful students:

- Attend lectures and pay close attention. While I am happy to explain via email *anything* in my lectures that you do not understand, emailing me cannot *substitute* for actually attending/reading
- Take every assignment seriously. If you do not understand the assignment, email me *before* it is due. Once it has been submitted, it is final.
- Attend class and participate in the in-class writing and discussion. Participation activities may seem like they are not worth much, but the points add up quickly.

All of this is to say that I will provide you with plenty of help and feedback to succeed, but that you will have to work in such a way that you take full advantage of the help and feedback I am offering. My goals are for you to become stronger readers, writers, and students.

Fun!

You should also expect to enjoy this class. That's part of the point of it!

What I Expect

Communication

Although I will see you in the classroom twice a week, you should still read communications from me regularly. **You will not succeed in this class if you do not remain in contact with me and read all of my messages/announcements.** This means:

- You must check your email and Canvas messages every day. If you do not like email, that's unfortunate; however, it's also no excuse for not receiving my messages.
- You should check Announcements on Canvas every day. I recommend you set your Canvas notifications so that you receive an email every time that I post an announcement. These announcements will often be important—and will often help you with the work for that week.

Treating Each Other as People

Regardless of whether we interact in person or in Canvas, you should only treat others in this course (me included) in the way that you yourself would want to be treated in a professional/academic environment. **This means you will treat *everyone* in this course with respect, kindness, and generosity.** If you fail to do so, I will call your attention to that lapse and I will expect you to respond appropriately. And, of course, you should expect that I will treat you with the same respect, kindness, and generosity in all of my communications.

When Life Happens... SEND ME AN EMAIL

We are currently living through unprecedented and difficult times. Even under normal circumstances, I know that unexpected and stressful things happen: illnesses, break-ups, losses of loved ones, family difficulties, financial challenges, legal troubles, and many other unpleasant surprises. I wish these things didn't happen (to you or to me) during the academic quarter, but they do. Often when these things happen to students, they "disappear"; they stop participating in class and ignore my emails until it is too late. But there is a better alternative: you can reach out to me and I can help you get through it—whatever "it" is. I have years of experience helping students through difficult times. I'm supportive, flexible, and understanding. Your success in this class is

very important to me and I will do whatever I can to help you succeed. So please, if life happens to you this quarter, **SEND ME AN EMAIL.**

Course Details

Required Texts

There are two required texts for this class:

1. Levine, Robert S. *The Norton Anthology of American Literature: Shorter Tenth Edition, Vol. 1: Beginnings to 1865*, Norton, ISBN: 978-0-39369683-7.
2. Melville, Herman. *Moby-Dick*. (There are many possible editions you could order, but I recommend the Penguin “Deluxe Edition,” ISBN: 978-0-14-310595-4).

Alternatives to the Norton Shorter 10th edition. If you don’t own the Shorter 10th edition or if you can rent it, you should buy/rent it. If you have an earlier edition of the *Norton*, you can use it for this course, but you will need to make two adjustments: 1. You will need to adjust the page numbers for reading assignments, because I will only provide page numbers from the 10th edition; and 2. Some readings may be missing from earlier editions, and you will have to find a way to access those.

Other editions of Melville. There are multiple editions of *Moby-Dick* in existence. However, I recommend that you purchase the edition I’ve assigned, if possible, because it will make it easier for you to refer to page numbers that I will mention in class or in assignments.

Online options. Many of the poems and some of the longer works are available online. I know some of you will be tempted to rely on those sources instead of purchasing the books. One drawback of this is that online sources usually lack useful explanatory notes (and this will matter for some of our texts). The bigger problem is that I will require actual page number citations (when appropriate) in all of your essays and for many HW assignments. Online sources are unlikely to provide this information. **Also: eBooks generally do not include page numbers. This means you may not be able to use eBooks to write your essays.**

The De Anza Bookstore has the correct edition of the *Norton* and the recommended edition of *Moby-Dick*, so you can feel confident ordering from them. And they *may* have used versions.

Canvas

This course uses the Canvas course management system for almost every aspect of the course. The Canvas page for this course is available by logging into <https://deanza.instructure.com> using your MyPortal login credentials (your student ID and password that you use to register). There is also a Canvas app for your phone, which I recommend you download.

Here are some of the things we will use Canvas for:

- a link to this syllabus will always be active in **Syllabus**.
- my lecture slides will be posted, by week, on the home page for the course.
- essay assignments will be posted in **Assignments**.
- your scores on all assignments will be recorded in **Grades**.

Attendance and Lateness

I recognize that there are often challenges in getting to class on time (including traffic-related difficulties). Believe me, I have similar issues driving from Santa Cruz. However, I expect you to be on time and ready to learn at the start of each class. If you miss **more than four** class meetings, you

will likely not pass the class. (I've discovered that missing more than four classes significantly degrades the quality of your work—even if you try to “make up” the work.)

We will begin each class on time. NOTE: We will always begin class with an activity that will be worth points, and if you miss that, you will lose those points. If I recognize a pattern of lateness (even by five minutes), you and I will have a serious talk about how that might affect your ability to pass the class.

Please contact me in the event that an emergency or any other situation keeps you from attending class. I expect you to let me know if you are having a difficult time attending class, rather than simply not showing up.

Workload

This is an English course and as such, you are asked to read and write a fair amount. **It will usually NOT be possible for you to complete all the work for a deadline in one evening. You will have to self-pace your own workload.** You will need to start early and you should set aside time in your busy schedule **on multiple days each week** to complete this work. It's not easy, I know. But you signed up for this course. I'm asking you to plan ahead and make a commitment to this course.

Assignments

Reading. For each class, there will be reading. Often a lot of reading.

In-class Writing and Class Participation. For almost every class, I will ask you to bring a relevant quotation or passage from the assigned reading to class with you. At the beginning of class, I will then ask you to do an in-class writing and discussion activity using that passage. There is no make-up for missing in-class/discussion activities.

Quizzes. I reserve the right to give reading quizzes in class. These quizzes will be part of your participation grade. There is no make-up for missed quizzes.

Essays. There are 2 required essays. **You cannot pass this class if you do not write both essays.** I am sometimes willing to accept late essays, but only if arrangements are made before the deadline.

Exams. There are two midterm exams and a final exam. Each will include an in-class essay.

Extra Credit. You should not depend on extra credit to help you in this class.

Late Paper Policies

For essays, I am willing to consider extensions for essays *if you have a good reason*. **Extensions must be requested in advance (before the essay deadline).** Under normal circumstances, I will not agree to extensions longer than four days. *Students with family responsibilities are especially encouraged to contact me regarding missed or late work.* Please let me know in advance if possible. Late work may not receive feedback.

Grading

This is how the grades will be weighted:

Paper 1	50 pts
Paper 2	50 pts

Midterm 1	100 pts
Midterm 2	100 pts
Final Exam	100 pts
<u>Participation</u>	100 pts (includes in-class writing, discussion, quizzes, etc.)
Total	500 pts

Letter grades will be assigned based on the following percentages (Canvas calculates to two decimal places; there is no rounding). Note: there is no C- at De Anza and **I do not award A+ grades.**

$\geq 92.5 = A$	$77.5-79.99 = C+$
$90-92.49 = A-$	$70-77.49 = C$
$87.5-89.99 = B+$	$67.5-69.99 = D+$
$82.5-87.49 = B$	$62.5-67.49 = D$
$80-82.49 = B-$	$60-62.49 = D-$
	$<60 = F$

Classroom Environment

On-time and Prepared. Do not be late. Bring your notebook, any assignments, and the necessary books. Come prepared and ready to talk.

Participation. This class works best when we hear everyone's voice. And so, starting very early, I expect **every student** to participate in discussion in some way **every day**. This means that I will begin calling on students if I feel like we haven't heard their voice. But don't worry: I will build plenty of opportunities for easy participation into every class. Also, be mindful about whether your own frequent participation is crowding out other voices.

Safe Space. Consider this classroom a safe space and please do your part to keep it a safe space. For starters, you should feel free to share your ideas and express yourself without judgment from us. **There are no stupid questions!** If anything is ever unclear, feel free to ask. You never know; others might have the same question. You will learn very quickly that **I do not make fun of students**, so do not fear asking me questions.

Mutual Respect. Mutual respect means that you recognize and acknowledge the dignity, agency, and experience of every person in this class, regardless of whether you agree with what they are saying or whether you share their worldview. I expect you to treat each of your classmates (and me) as you would want to be treated. There are many dimensions to such mutual respect, but I want to highlight in particular **the necessity of respecting the gender identity and pronouns of every one of your classmates.**

In our course discussions, we will discuss sensitive topics that will sometimes impinge on deeply held values or beliefs. Everybody in this class has a right to be heard. Please be mindful that each person brings a different perspective based on her/his own experience. If you wish to disagree with a specific argument or claim, you must do so intelligently and respectfully. If you are respectful and intelligent, **I will have your back**—regardless of whether I personally agree with you.

Content Advisory. We will occasionally talk about sexuality (including queer sexuality) and other "adult" content. Your continued enrollment constitutes your agreement that you do not find this material objectionable.

Phone and Computer Policy. I expect you to actively engage with the course material and be prepared to share your ideas. I also expect you to be fully mentally present. We will occasionally have need of devices (laptops, tablets, cell phones) in class and if you want to bring them, you should. However, you should not have them out if we are not using them for class purposes. And if we have them out for class purposes, I expect them to be used in that way. If I see misuse of devices (like, say, watching movies or texting), there will be potential penalties.

Emergency Contact. I understand that some of you always need to remain reachable by children, babysitters, caregivers, family members, etc. Put your phone on vibrate and then step outside the classroom if you need to take/make a call or text. In the classroom, you should consider your cell phone as a communication device for *emergencies* and it should not be used (for non-class purposes) inside the classroom.

Academic Integrity: AI Tools (ChatGPT), Plagiarism, Sources

Academic integrity means being honest and open about the work you do for school. It means standing behind your own work and giving accurate credit to the proper people when you borrow work from other sources. Academic dishonesty includes using other people's words and ideas as your own without providing appropriate credit, but it also includes using any tools that produce writing or ideas for you.

Although there are many kinds of academic dishonesty, there are several cases that I will be particularly attentive to this quarter and those cases will have consequences:

1. Use of ChatGPT or other AI writing tools in your work. **Let me be very clear: You MAY NOT use ChatGPT or any other AI writing tool in this class.** If you do not accept this restriction, you should find a different class that has a less strict policy. In this class, you will submit your essays using Turnitin.com and that app includes sophisticated AI detection. If Turnitin flags your work as including AI writing, I will immediately open an investigation, and I reserve the right to require a rewrite, an oral examination, or other assessment if I believe that AI use is likely. The consequences for apparent AI use in an essay will include grade reduction (including the possibility of a zero grade) and a report to the office of the Dean of Student Development. That office will determine an appropriate administrative response. **Again, if you are not comfortable with this policy, you should not enroll in this class.**
2. Plagiarism. **You will submit all of your essays on Canvas, which has built-in plagiarism detection using Turnitin.com.** If you use another person's words without appropriate credit (even as little as one sentence in an essay), I will automatically award the assignment a zero—with no rewrite or resubmission. I will also submit a report to the office of the Dean of Student Development. That office will determine an appropriate administrative response.
3. Misuse of sources. If you do not quote your sources accurately or do not provide accurate citations for the sources you do quote, you have committed a serious violation of academic integrity. If I determine this has occurred, I will automatically award the assignment a zero—with no rewrite or resubmission. I will also submit a report to the office of the Dean of Student Development. That office will determine an appropriate administrative response.

Please be clear that I do not negotiate over the consequences of academic integrity violations once I have made a determination of which consequences are appropriate. **Note that if I choose to assign a zero to an assignment because of an academic integrity violation, the zero on that**

assignment may well result in you failing the class. Again, this is not negotiable. If you are not comfortable with this policy, you should not enroll in this class.

If you are having trouble developing your own words or ideas, or you find it difficult to correctly give credit to your sources, you can always ask me for help.

Administrative Deadlines

Saturday, October 7: Last day to add classes.

Sunday, October 8: Last day to drop without a W.

Friday, November 17: Last day for drops with a W.

Additional Resources

Services and Resources for Students

The most up-to-date information about student services and resources for students is always available at this link: <https://www.deanza.edu/services/>

Undocumented Students

This is a challenging time to be an undocumented student. First, I want to be very clear that **you belong here**—in this class, at De Anza, and in the broader community. There are many, many people here who believe this and we will do everything we can to support you.

Second, I want to call your attention to De Anza's **Resources for Undocumented Students**. Check out this website: <https://www.deanza.edu/students/undocumented.html>
And let me know if you have any questions or concerns. I can help!

Food, Housing, or Transportation Resources

Food, housing, and transportation can be significant challenges for people living in our area. De Anza has resources available that may be able to help you. Check out this page: <http://www.deanza.edu/resources/>

Student Success Center and Writing & Reading Center (WRC)

De Anza's Student Success Center is open and available for Zoom tutoring and workshops.

- All SSC Zoom links and schedules are located in one convenient place. Go to <https://www.deanza.edu/studentssuccess/> and follow the links in the Service Updates to add yourself to the non-course [SSC Resources Canvas](#) site, then click on Modules to find current schedules and links. This is updated frequently, so please, ALWAYS access SSC Zoom tutoring and workshops from within SSC Resources.
- Support for remote learning: If you'd like to speak with someone about trying different study strategies for online classes, finding new routines, creating a productive workspace, resisting the new opportunities for procrastination, or just brainstorming some strategies for good self-care during a stressful time, we encourage you to talk with a peer tutor or SSC staff member, or attend a Skills workshop. We get it and are going through the same things, so let's support each other!

De Anza College DSPS Syllabus Statement

De Anza College views disability as an important aspect of diversity, and is committed to providing equitable access to learning opportunities for all students. Disability Support Services (DSS) is the campus office that collaborates with students who have disabilities to provide and/or arrange reasonable accommodations

- If you have, or think you have, a disability in any area such as, mental health, attention, learning, chronic health, sensory, or physical, please contact DSS to arrange a confidential discussion regarding equitable access and reasonable accommodations.
- If you are registered with DSS and have accommodations set by a DSS counselor, please be sure that your instructor has received your accommodation letter from **Clockwork** early in the quarter to review how the accommodations will be applied in the course.

Students who need accommodated test proctoring must meet appointment booking deadlines at the Testing Center.

- **Exams** must be booked at least **five (5) business days in advance** of the instructor approved exam date/time.
- **Finals exams** must be scheduled **seven (7) business days/weekdays** in advance of the instructor approved exam date/time.
- Failure to meet appointment booking deadlines will result in the forfeit of testing accommodations and you will be required to take your exam in class.
- [Contact the DSS](#) if you cannot find or utilize your [MyPortal](#) Clockwork Portal.
- DSS strives to provide accommodations in a reasonable and timely manner, some accommodations may take additional time to arrange. We encourage you to work with DSS and your faculty as early in the quarter as possible so that we may ensure that your learning experience is accessible and successful.

Phone: 408-864-8753

On the web: <https://www.deanza.edu/dsps/dss/>

Email: DSS@fhda.edu

De Anza College Mental Health Statement

Life at college can get very complicated. You may sometimes feel overwhelmed or lost. You may experience stress, anxiety or depression, or struggle with relationship difficulties.

Many of these issues can be addressed effectively with a little help.

Psychological Services helps students cope with difficult emotions and life stressors. Psychological Services is staffed by experienced, professional psychologists and counselors, who are attuned to the needs of college students. **The services are FREE and completely confidential.** Find out more at <http://deanza.edu/psychologicalservices/> or by calling 408-864-8868.

A Note on Sexual Misconduct

De Anza College is committed to fostering a safe, productive learning environment. Title IX and our school policy prohibits discrimination on the basis of sex. Sexual misconduct—including harassment, domestic and dating violence, sexual assault, and stalking—is also prohibited at our school. Our school encourages anyone experiencing sexual misconduct to talk to someone about what happened, so they can get the support they need and our school can respond appropriately. If you wish to speak confidentially about an incident of sexual misconduct, want more information

about filing a report, or have questions about school policies and procedures, please contact our Title IX Coordinator, Laureen Balducci, at (408) 864-8945 or balduccilaureen@fhda.edu

De Anza College is legally obligated to investigate reports of sexual misconduct, and therefore the college cannot guarantee the confidentiality of a report, but it will consider a request for confidentiality and respect it to the extent possible. As an instructor, **I am also required by our school to report incidents of sexual misconduct** and thus cannot guarantee confidentiality. I must provide our Title IX coordinator with relevant details such as the names of those involved in the incident.

Let's work hard and have a great quarter!

Schedule of Readings and Major Assignments

- Notes: 1. HW for class, quizzes, and small in-class writing assignments are not listed.
 2. Assignments are due on the day that they appear.
 3. Specific readings and page numbers that are not specified will be provided later.

Week/Date	Reading	Assignment Due
Wk 1 Mon, Sep 25	Introduction	
Wed, Sep 27	Native American Oral Literature <i>Norton</i> , pp. 29-44. (Posted on Canvas.)	
Wk 2 Mon, Oct 2	Colonizer Narratives Columbus, Nunez Cabeza de Vaca <i>Norton</i> , pp. 45-61. (Posted on Canvas.)	
Wed, Oct 4	The English Colonies Smith, Bradford	
Wk 3 Mon, Oct 9	Gendered Poetics and Captivity Bradstreet, Rowlandson	
Wed, Oct 11	Puritanism Bradstreet, Mather, Edwards	
Wk 4 Mon, Oct 16	“American” Identity Franklin, Crèvecoeur, Paine, Jefferson	
Wed, Oct 18		MIDTERM 1 in class.
Wk 5 Mon, Oct 23	Enslavement Equiano, Wheatley	
Wed, Oct 25	American Gothic I Irving, Bryant, Cooper	
Fri, Oct 27		Paper 1 due on Canvas.
Wk 6 Mon, Oct 30	Transcendentalism Emerson, Thoreau	
Wed, Nov 1	American Gothic II Poe	
Wk 7 Mon, Nov 6	Enslavement and Abolitionism Stowe, Jacobs, Douglass	
Wed, Nov 8		MIDTERM 2 in class.
Wk 8 Mon, Nov 13	Moby-Dick “Extracts” and Chapters 1-15	
Wed, Nov 15	Moby-Dick Chs. 16-33	
Wk 9 Mon, Nov 20	Moby-Dick Chs. 34-51	
Wed, Nov 22	Moby-Dick Chs. 52-70	
Wk 10 Mon, Nov 27	Moby-Dick Chs. 71-87	Paper 2 due on Canvas.
Wed, Nov 29	Moby-Dick Chs. 88-104	
Wk 11 Mon, Dec 4	Moby-Dick Chs. 105-123	
Wed, Dec 6	Moby-Dick Chs. 124-135 + “Epilogue”	
Wk 12 Mon, Dec 11 1:45-3:45 PM		FINAL EXAM from 1:45-3:45 in regular classroom.