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ENG 150 US Literature and Thought I OER Syllabus

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ENG 150: U.S. Literature and Thought I

Instructor: Joseph L.V. Donica, PhD

Course Description: Major themes in U.S. literature, thought and history from the colonial period to the end of the Civil War. Selected authors may include Paine, Cooper, Irving, Poe, Thoreau, Emerson and Whitman. The course will require critical essays, including a researched paper.

Prerequisites: English 110 or 111

Student Learning Outcomes

In this course, students will:

- Explore fiction, memoirs, literary criticism, and historical texts to identify assumptions and assertions from the Colonial period to the end of the Civil War and evaluate these ideas through evidence gathered from both primary and secondary sources.
- Study and analyze readings to identify and evaluate arguments and differentiate between fact and opinion.
- Write several critical papers exploring multiple assigned texts from various critical perspectives.
- Write formal essays that will demonstrate knowledge of multiple critical viewpoints, adapting interdisciplinary techniques from history and especially U.S. literature.
- In formal and informal writing about the literature, analyze questions of personal liberty and freedom, which will be explored in terms of law, religion, migration, race and gender.
- Analyze and discuss questions of race, ethnicity, class, gender, and sexual orientation in term papers on these themes in early American literature.

Course Materials: As this is an OER/Zero-Cost course, students do not need to buy a textbook for this class. All course materials will be provided to them on Blackboard and through Open Access sites. We will use a variety of sources, but our primary texts will come from Robin DeRosa's [The Open Anthology of Early American Literature](#) as well as Timothy Robbin's [The Open Anthology of Earlier American Literature](#). We will also be using selections from the world's largest open-source encyclopedia, Wikipedia, as well as Jennifer [Kurtz's American Literature I](#).

A Note About Open-Source Education: This course uses fully open-sourced materials. We will be talking about the open-source movement throughout the course as we consider the gatekeepers to publishing and how many voices are left out of this course

because of those gatekeepers. For now, though, please take a look at [this brief overview](#) of the open-source movement in education.

Course Policies

Attendance: To succeed in this course you must be in class every day and engaged in the class discussions. Most of our time spent in class will be discussing the readings in the modules. So, coming to class prepared to engage is key to your success in the course. The policy is as follows:

3 unexcused absences: 1 entire letter grade off your final grade

6 unexcused absences: 3 letter grades off your final grade

9 unexcused absences: automatically fail the course

20 mins late for any class: counted as an absence

Academic Integrity: Whereas collaboration on all projects is invited and encouraged, academic dishonesty including plagiarism, falsifying information, lying to instructor or students, or using other's work as your own will not be tolerated. If you are found plagiarizing on essays or using others' work as their own on quizzes, exams, or essays, the first time you will receive a 0 on that assignment. The second time a student plagiarizes or passes others' work as her/his own they will not be able to pass the course. If there are any issues with plagiarism we will use BCC's definitions of academic dishonesty found here: [BCC Academic Policies and Procedures](#).

Class Conduct: The classroom is an environment in which we learn, create, argue, explore, and engage.

Any conduct that runs counter to these aims will not be tolerated. The guiding principle in all interactions in the course should be respect. Any communication or exchange that runs counter to the [college's nondiscrimination policy](#) will not be tolerated. This statement is itself an argument about the kind of institution BCC wants to be and the protections it offers its students, staff, and faculty.

Grammar and Mechanics: ENG 150 is not a grammar course. However, in grading essays and assignments I will consider any distracting grammatical, mechanical, or spelling elements that impede meaning. If you need a grammar refresher, please refer to [UNC's Online Writing Lab](#) (another open-source resource). We will be going over how to navigate their site and covering some essential writing concepts that I expect to see you gradually incorporate into your writing.

Assignments:

Readings: The core of this course is the readings. You are expected to read all assigned readings and engage with them both in the reading responses as well as in class

discussion. Some of the readings are difficult. So, do not worry if you struggle through them. The point is for you to engage with them and find your own path through them.

Reading Responses: Each week you will respond to the readings on the Blackboard discussion board. You must post your readings by Wednesday and respond to two other students' posts by Friday.

US History Quiz: This is not a history course, but I do want to make sure that you are aware of some key moments on the American history timeline as a text's historical context is important. To do this, we will have a U.S. history quiz three times during the semester. The history timeline we will use for the quiz can be found [here](#).

Midterm and Final Exams: You will take two exams during the semester. One at midterm and one during finals week. These exams will consist of short answer, multiple choice, and short essay sections. We will review for the exams well in advance of them.

Critical Essays: Throughout the semester, you will have four smaller critical essays that will include original research and strong thesis statements. The prompts for each of these can be found on the weekly schedule in Blackboard.

Museum Visit: Time and weather permitting, we will be visiting the American wing of the Metropolitan Museum of Art together as a class. Many of the figures and events we discuss throughout the semester are depicted in the art there. As not all students will be able to make it, this is an extra credit assignment. For students who cannot make it, an alternative assignment will be provided.

Grading

Reading Responses	20%
US History Quiz	10%
Critical Essays	30%
Midterm and Final Exams	30%
Engagement including Attendance	10%
Museum Visit	10% (Extra credit)

Student Resources

I want to provide you with every resource available at BCC to help you succeed. Your success at BCC is a combination of my expectations for your performance and your goals

for your future. BCC and I are committed to your future. We offer several resources and centers that can move you closer to that goal or help you along the way. I have listed the basic contact info and sites for these places. Please ask me if you need any other information about them.

Writing Center: <http://www.bcc.cuny.edu/campus-resources/writing-center/>

BCC Single Stop: <http://www.bcc.cuny.edu/campus-resources/single-stop/>

Disability Services: <https://www.bcc.cuny.edu/campus-resources/disability-services/>

Computer Labs: <http://www.bcc.cuny.edu/campus-resources/computer-labs/>

Personal Counseling: <http://www.bcc.cuny.edu/campus-resources/personal-counseling-services/>

BCC Library Site: <http://www.bcc.cuny.edu/library/>

Complete list of Student Services: <http://www.bcc.cuny.edu/students/#1565896102729-aboedo80-5a06>

Accommodations/DisAbilities

BCC respects and welcomes students of all backgrounds and abilities. In the event you encounter any barrier(s) to full participation in this course due to the impact of a disability, please contact DisAbility Services as soon as possible this semester. A Disability Services specialist will work with you to review the barriers you are experiencing and explain the eligibility process for establishing academic accommodations for this course. You can reach DisAbility Services by email at disabilityservices@bcc.cuny.edu or by phone at (718)289-5874. You may also reach DisAbility Services through Microsoft Teams. Download the Teams app, login using your CUNYfirst login, and join the DSO Student Service Center team using the following access code: neewu66.

Course Schedule

Week 1

Topics: Pre- and Early Colonial America
Readings: Keyword: [Indigenous](#)
[Seneca Creation Myths](#)
[The Origin of Disease and Medicine](#)
[Bartolomé de Las Casas](#)
Assignments: Reading Response 1
US History Quiz 1st Attempt

Week 2

Topics: Columbus and Cultural Encounter
Readings: Keywords: [Empire](#) and [Colonialism](#)

Christopher Columbus
[Columbus's Journal](#)
[Columbus Intro](#)

Assignments: [The Pueblo Revolt](#)
Reading Response 2

Week 3

Topic: Spanish America
Readings: Keyword: [Spanish Colonization of the Americas](#)
[Cabeza De vaca Intro](#)
[Requerimiento](#)
[Edmund Nequatewa Account of The Mission](#)

Assignments: Reading Response 3
Proposal for Critical Essay 1

Week 4

Topics: Protestantism, Puritanism, and Separatism
Readings: Keywords: [Puritanism](#) and [Protestantism](#)
William Bradford
[Of Plymouth Plantation](#)
John Winthrop
[Intro and Model of Christian Charity](#)
Roger Williams
[Intro and A Key into the Language of America](#)
Anne Bradstreet
[Intro and Poetry](#)
Mary Rowlandson
[Intro and Captivity Narrative](#)
Jonathan Edwards
[Intro and Sinners in the Hands of an Angry God](#)

Assignments: Reading Response 4
Critical Essay 1

Week 5

Topics: Revolt of the Colonies
Reading: Keyword: [Revolution](#)
Thomas Paine
[Intro](#)
[Common Sense](#)
Benjamin Franklin
[Autobiography](#)

Thomas Jefferson
[Intro and Declaration of Independence](#)
Philip Freneau
[Intro](#)
Assignments: Reading Response 5
Critical Essay 2 Proposal

Week 6

Topics: The "Founding" I
Reading: Keyword: [Founding Fathers](#)
Thomas Jefferson
[Notes on the State of Virginia](#)
Toussaint L'Overture
[Toussaint's Constitution](#)
Assignments: Reading Response 6
Midterm Exam

Week 7

Topics: The "Founding" II
Reading: Keyword: [Constitutional Convention](#) and [Constitution](#)
[The Constitution of the United States](#)
[The Federalist](#)
Assignments: Reading Response 7
US History Quiz 2nd Attempt
Critical Essay 2

Week 8

Topics: Enslavement
Reading: Keyword: [Slavery](#)
Phyllis Wheatly
["On Being Brought from Africa to America"](#)
John Marrant
[Intro and Journal](#)
Assignments: Reading Response 8
Proposal for Critical Essay 3

Week 9

Topics: Forming a Nation from a Country
Reading: Keyword: [Country](#) and [Nation](#)

Washington Irving
[Intro and Creating a National Literature](#)

Edgar Allan Poe
[Intro](#) and [“The Black Cat”](#)

Assignments: Reading Response 9

Week 10

Topics: Who gets Citizenship?

Reading: Keyword: [Citizenship](#)

Tecumseh

[Intro](#)

David “Davy” Crockett

[Intro and “Sal Fink”](#)

Catharine Maria Sedgwick

[Intro](#)

Judith Sargent Murray

[“On the Equality of the Sexes”](#)

Assignments: Reading Response 10

Critical Essay 3

Week 11

Topics: American Renaissance

Reading: [American Renaissance](#) and [Renaissance](#)

Nathaniel Hawthorne

[Intro](#) and [“Young Goodman Brown”](#)

Assignments: Reading Response 11

US History Quiz 3rd attempt

Critical Essay 4 Proposal

Week 12

Topics: American Romanticism I

Reading: Keyword: [Romanticism](#)

Henry David Thoreau

[Intro](#) and [Walden](#)

Assignments: Reading Response 12

Week 13

Topics: American Romanticism II

Reading: Keyword: [Transcendentalism](#)

Ralph Waldo Emerson
[Intro](#) and "[Divinity School Address](#)"
Joseph Smith
[Intro](#) and *Book of Mormon*
Assignments: Reading Response 13

Week 14

Topics: Toward the Civil War
Reading: Keyword: [Abolitionism](#)
Sojourner Truth
[Intro](#) and "[Ain't I a Woman](#)"
Harriet Beecher Stowe
[Intro](#) and [Uncle Tom's Cabin Excerpt](#)
Frederick Douglass
[Intro](#) and "[What to the Slave is the Fourth of July](#)"
Assignments: Reading Response 14

Week 15

Topics: The Civil War
Readings: Keyword: [American Civil War](#)
Abraham Lincoln
[Intro](#) and [Second Inaugural Address](#)
W.E.B. DuBois
[Intro](#) and [The Souls of Black Folk](#)
Assignments: Reading Response 15
Critical Essay 4 Draft

Week 16

Assignment: Final Exam
Critical Essay 4 Final Draft