

English 462/562  
Nineteenth Century American Literature  
Spring 2014  
Fenton 117

Prof. William Rossi  
363 PLC; 346-3955  
Hrs: Mon 2:15-4:15,  
Wed 2-3  
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## Syllabus

This course attempts to survey in some depth a rich and complex century of American writing. We will study the variety of forms romanticism took in the United States during the period before the Civil War, giving attention to the works' literary form as well as to the philosophical and political dimensions of their meanings, especially as writers worked to represent and come to grips with slavery and other reform issues. Then we will examine the emergence of literary realism and naturalism in the period after the War, looking particularly at how genre, race, and gender figured in how realism and naturalism were written.

### Required Texts

*Norton Anthology of American Literature*, ed. Nina Baym et al. 8<sup>th</sup> edition, volumes B and C (2011).

Upton Sinclair, *The Jungle*. Norton Critical Edition, ed. Clare Virginia Eby (2002).

All texts are available at the University Bookstore. Please note that *The Shorter Norton Anthology of American Literature*, 8<sup>th</sup> edition, vols 1 and 2 is an acceptable substitute anthology. But you must have a copy of the Norton Critical Edition of *The Jungle*.

### Course Learning Outcomes

In this upper-division English course, students can expect to learn how to do the following :

- read nineteenth-century American literary and cultural texts with discernment and comprehension and with an understanding of their conventions;
- draw on relevant cultural and/or historical information to situate these texts within their cultural, political, and historical contexts;
- perform critical, formal analyses of the works we study
- write focused, analytical essays in clear, grammatical prose;
- employ logic, creativity, and interpretive skills to produce original, persuasive arguments on exam essays and papers;
- employ primary and secondary sources, with proper acknowledgment and citation, as they contribute to the final critical essay's thesis.

### Class Policies

Social media Use of electronic social media during class time is prohibited. Please be sure to turn cell phones to vibrate before class begins, and silence any electronic equipment that could

interrupt the class.

Attendance Two unexcused absences are permitted; thereafter final grades are lowered one-third letter grade for each absence.

Late Papers Late papers lose one notch per day (A to A-), including weekends/holidays. After a week, late papers earn an F. Exceptions to these policies are rare and must be arranged between us prior to the due date.

### **Oral, Written Work, and Grading**

- Group work (10%)
- Two Exams (25% each)
- Close reading analysis (15%)
- Final paper and associated exercises (25%)

Group presentation/discussion leading days are indicated by asterisks in the schedule below. Descriptions of group work, close reading, and final paper assignments will be distributed separately.

### **Students with Disabilities**

I will make every effort to accommodate students with disabilities. If you have a documented disability and anticipate needing accommodations in this course, please make arrangements to meet with me as soon as possible. Please request that the Counselor for Students with Disabilities send a letter outlining your approved accommodations. Counselors can be contacted at the Accessible Education Center (541-346-1155 or email [uoac@uoregon.edu](mailto:uoac@uoregon.edu)).

### **Academic Integrity**

The University of Oregon values academic honesty. Students are informed of the University's policies and expectations about conduct and academic honesty when they matriculate. You are here because you clearly have the ability to engage your own mind in rigorous intellectual work. The Code can be found at:

<http://studentlife.uoregon.edu/StudentConductandCommunityStandards/StudentConductCode/tabid/69/Default.aspx> and is also available in pamphlet form from Oregon Hall. All work submitted in this course must be your own and be written exclusively for this course. Any use of sources (ideas, quotations, and paraphrases) beyond our lectures and discussion must be properly documented. In other words, rely on your own grey matter, and wrestle well, yourself, with the course material. Protect the integrity of your own work and that of others'. In cases of clearly established plagiarism or cheating, a course grade of "F" will be the minimum penalty. All incidents will be reported to the Office of Student Conduct, as required by University Policy.

**Readings Schedule** (subject to change) Unless otherwise noted, all assigned readings will be found in *Norton Anthology of American Literature*, 8<sup>th</sup> edition, vols B and C or in the *Shorter Norton Anthology of American Literature*, 8<sup>th</sup> edition, vols 1 and 2. BB= pdf available on Blackboard; NCE = *The Jungle* Norton Critical Edition.

M (3/31) Course introduction, self-introductions, and expectations;  
**American Enlightenment:** selections from autobiographies of Benjamin Franklin and Thomas Jefferson

W (4/2) **Romantic Enlightenment**

William Cullen Bryant, "To a Waterfowl" (1821) and "The Prairies" (1834); James Fenimore Cooper, selection from *The Last of the Mohicans* (1826)

M (4/7) Transcendentalism: Ralph Waldo Emerson, "American Scholar," "Self-Reliance," and selections from "History" [BB] (1837-1841)

W\* (4/9) Emerson, "Circles" (1841) [BB], Margaret Fuller, selections from "The Great Lawsuit" [pp. 743-55, 774-77 in "long" Norton; also available BB]

M (4/14) Walt Whitman, *Song of Myself* (1855/1881)

**Enlightenment Consequences and Critiques**

W\* (4/16) "Native Americans: Resistance and Removal" [all selections] Willam Apess, "An Indian's Looking Glass for the White Man" (1833) and selections from "Eulogy for King Philip" (1836) [BB]

M (4/21) Hawthorne, "Roger Malvin's Burial" (1832) [BB]

W\* (4/23) Selections: "Slavery, Race, and the Making of American Literature;" Harriet Jacobs, *Incidents in the Life of a Slave Girl* (1861); Frederick Douglass, *Narrative* (1845) selections TBA

M (4/28) Henry Thoreau, "Civil Disobedience" (1848) "The Village" (1854) [BB], and "Slavery in Massachusetts" (1854)

W\* (4/30) Herman Melville, *Benito Cereno* (1855)

M (5/5) Exam 1

**Realism, Naturalism, and Social Justice**

W\* (5/7) Rebecca Harding Davis, "Life in the Iron Mills" (1861)

M (5/12) Henry James, "The Art of Fiction" (1873) and "The Real Thing" (1892)

W (5/14) Charles Chesnutt, "The Wife of His Youth" (1898); William Dean Howells, "Editha" (1905); Jack London, "To Build a Fire" (1902)

M\* (5/19) Zitkala-Sa (Gertrude Simmons Bonnin), "Impressions of an Indian Childhood," "School Days of an Indian Girl," "An Indian Teacher Among Indians" (1900) [BB]

W (5/21) Exam 2

M (5/26) MEMORIAL DAY

W (5/28) Upton Sinclair, *The Jungle* (1906) [NCE]

M\* (6/2) *Jungle*

W (5/30) *Jungle*

W (6/11) Final Paper due by 12 noon in hardcopy at 363 PLC