

**STATE UNIVERSITY OF NEW YORK
COLLEGE OF TECHNOLOGY
CANTON, NEW YORK**



COURSE OUTLINE

**ENGL 207 - LITERATURE OF THE EARLY AMERICAN REPUBLIC:
COLONIZATION AND REVOLUTION, 1640-1830**

Prepared By: Emily Hamilton-Honey, PhD

APRIL 2015

**SCHOOL OF BUSINESS AND LIBERAL ARTS
DEPARTMENT OF ENGLISH/ HUMANITIES**

MAY 2015

- A. **TITLE:** Literature of the Early American Republic: Colonization and Revolution, 1640-1830
- B. **COURSE NUMBER:** ENGL 207
- C. **CREDIT HOURS:** 3
- D. **WRITING INTENSIVE COURSE:** Determined by Semester
- E. **COURSE LENGTH:** 15 weeks
- F. **SEMESTER(S) OFFERED:** Fall or Spring or Both
- G. **HOURS OF LECTURE, LABORATORY, RECITATION, TUTORIAL, ACTIVITY:** 3 lecture hours per week
- H. **CATALOG DESCRIPTION:** Course is designed to acquaint students with the early emergence of a distinctively American literature. Students explore the roots of American literature and how that literature makes us the Americans we are today. Works by major American writers such as Bradford, Bradstreet, Franklin, Jefferson, Paine, Murray, Wheatley, Sedgwick, Irving, and others comprise the foundation of the course. The historical, social, and political background for each period is examined with a particular eye for the intersections between Native, European, and African voices.
- I. **PRE-REQUISITES/CO-REQUISITES:** (List courses or indicate “none”)
- a. Pre-requisite(s): ENGL 101 or ENGL 102
- b. Co-requisite(s): none
- J. **GOALS (STUDENT LEARNING OUTCOMES):**

<i>Course Objective</i>	<i>Institutional SLO</i>
a. demonstrate understanding orally and in writing of the literary, historical, and cultural context of early American writers	1. Communication 2. Crit. Thinking
b. critically analyze and evaluate literature using appropriate literary terminology and approaches, and share the results of the analysis for evaluation and/or peer review	1. Communication 2. Crit. Thinking
c. analyze, compare, and contrast the style and content of several authors on the same subject or in the same genre	2. Critical Thinking
d. demonstrate understand through application of research skills and MLA documentation.	2. Crit. Thinking 3. Prof. Competence

- K. **TEXTS:** (If a text is used it should adhere to APA, MLA or ASA)

(Representative texts)

Baym, Nina and Robert S. Levine, Eds. *The Norton Anthology of American Literature: Beginnings to 1820*. Vol. A. New York: W. W. Norton, 2012. Print.

Baym, Nina and Robert S. Levine, Eds. *The Norton Anthology of American Literature: 1820-1865*. Vol. B. New York: W. W. Norton, 2012. Print.

L. REFERENCES:

(Representative references)

Beeman, Richard. *The Penguin Guide to the United States Constitution: A Fully Annotated Declaration of Independence, U. S. Constitution and Amendments, and Selections from the Federalist Papers*. New York: Penguin, 2010. Print.

Bercovitch, Sacvan. *The Puritan Origins of the American Self*. New Haven: Yale UP, 2011. Print.

---, Ed. *The Cambridge History of American Literature*. New York: Cambridge UP, 2006. Print.

Bross, Kristina and Hilary E. Wyss, Eds. *Early Native Literacies in New England: A Documentary and Critical Anthology*. Amherst, MA: U of Massachusetts P, 2008. Print.

Downes, Paul. *Democracy, Revolution, and Monarchism in Early American Literature*. New York: Cambridge UP, 2009. Print.

Gates, Henry Louis Jr. *The Trials of Phillis Wheatley: America's First Black Poet and Her Encounters With the Founding Fathers*. New York: Basic Civitas Books, 2003. Print.

Hayes, Kevin J., Ed. *The Oxford Handbook of Early American Literature*. New York: Oxford UP, 2008. Print.

LaPlante, Eve. *American Jezebel: The Uncommon Life of Anne Hutchinson, the Woman Who Defied the Puritans*. San Francisco: HarperSanFrancisco-Harper Collins, 2004. Print.

Nichols, Heidi L. *Anne Bradstreet: A Guided Tour of the Life and Thought of a Puritan Poet*. Phillipsburg, NJ: P & R Publishing, 2006. Print.

Richards, Jeffrey H., Ed. *Early American Drama*. New York: Penguin: 1997. Print.

M. EQUIPMENT: technology enhanced classroom

N. GRADING METHOD: A-F or P/F

O. MEASUREMENT CRITERIA/METHODS

- Exams
- Quizzes
- Papers
- Participation

P. DETAILED COURSE OUTLINE:

- I. Literature of Colonial America
 - A. Native Voices – e. g. Tecumseh, Pontiac, Petalesharo, Cherokee Council Memorials, Winnebago, Sioux, and Navajo trickster tales
 - B. Diaries – e. g. Bradford, Sewell, Rowlandson, Byrd
 - C. Essays – e. g. Columbus, Smith, Morton, Winthrop, Williams, Increase Mather, Cotton Mather, Edwards
 - D. Poetry – e. g. Bradstreet, Taylor

- II. Literature of Reason and Revolution
 - A. Essays and Non-fiction – e. g. Franklin, de Crevecoeur, Jefferson, Paine, Bartram, the Federalist Papers, John and Abigail Adams letters, Murray
 - B. Poetry – e. g. Wheatley, Freneau, Warren, Bleecker, Morton, Sigourney, Bryant
 - C. Fiction and Memoir – e. g. Equiano, Maria Child, Brockden Brown, Sedgwick, Foster, Irving

Q. LABORATORY OUTLINE: None