COURSE DESCRIPTION
In this course, we engage and evaluate the ways authors grappled with the values, oversights, and paradoxes of ideals articulated in the Declaration of Independence and their descent from the Revolutionary era to the early Progressive Era (1770s to 1900). People of these decades experienced a rapidly shifting socio-political world thanks to numerous material, ideological, and historical developments: a new federal republic built on the idea of popular consent; population growth and territorial expansion; the transportation and communications revolutions; the entrenchment of the market economy and the birth of the mass culture industry; international wars and sectional crisis; the abolition of slavery and the experimental failure of Reconstruction. Through it all, writers produced literary works that reflected, refracted, and transformed the ways people and communities understood democracy—both good and bad—in an American context.

Blending the texts of canonical authors like Brown, Hawthorne, and James with those from popular writers like Bird, Fern, and Harper, we seek to diversify our understanding of American authors and reading communities as well as the various political discourses they encountered. To provide context, we also look at historical and political events from these decades—founding documents, political conventions, reform culture, a changing literary scene—along with more recent political theory to work through events and ideas making up this era’s democratic imaginary.

LEARNING OUTCOMES
By the end of the course, students will have...

[Knowledge]
- enhanced critical vocabulary for working with literature and its interaction in culture, politics, and history.
- gained deeper familiarity with conventions and deviations of canonical and non-canonical U.S. novels.
- assessed the relationship between form and content in the literary and the political.

[Critical Skills]
- added more analytical approaches to a variety of novels, political formations, and historical events.
- become more articulate in interpreting literature, especially in the written word by means of effectively integrating primary and secondary evidence.
- enhanced college-level presentation, research, and writing skills.

[Disciplinary Understandings]
- engaged with a variety of contemporary conversations occurring in professional literary scholarship.
- registered connections between discrete texts and cultural phenomena, historically and in the present.
- developed a stronger sense of disciplinary distinctions between the literary, the historical, and the political as well as the value of taking interdisciplinary approaches
DEPARTMENTAL LEARNING OUTCOMES
1. By the time they graduate, students completing Tracks I and II (literature and writing) will also exhibit more advanced literary skills, including improved aesthetic discernment; oral interpretation and presentation skills; enlarged literary and personal vocabulary; critical reading, thinking, and writing skills; facility with several critical approaches to literary analysis; and a command of research methods, bibliographic resources, and documentation.
2. At the completion of their upper-division work for Tracks I and II (literature and writing), students should demonstrate in-depth knowledge of several literary eras as well as the major writers and works of those eras; an ability to write a variety of literary analyses and genres; and competence working with other students’ editing and revising their own writing.

REQUIRED TEXTS
Susanna Rowson, Charlotte Temple (Penguin, 978-0-14-039080-3)
Charles Brockden Brown, Wieland (Penguin, 978-0-14-039079-7)
Robert Montgomery Bird, Sheppard Lee (NYRB, 978-1-59-017229-2)
Nathaniel Hawthorne, Blithedale Romance (Penguin, 978-0-14-039028-6)
Fanny Fern, Ruth Hall (Penguin, 978-0-14-043640-2)
William Wells Brown, Clotel, or the President’s Daughter (Penguin, 978-0-14-243772-8)
Henry James, The Bostonians (Penguin, 978-0-14-043766-9)
Francis Ellen Watkins Harper, Iola Leroy (Penguin, 978-0-14-310604-3)

ATTENDANCE
Students should attend all class sessions throughout the term. Circumstances might cause absences, but students are responsible for all assignments that are due and material covered in any missed class. If a student misses a class, check the website and ask a classmate for details; the professor would also appreciate an email as expediently as possible, preferably before class.

CELL PHONES, TABLETS, & LAPTOPS
Proper use of tablets or laptops to take notes, look up a definition, or complete in-class writing tasks is acceptable. Checking email, surfing the web, texting, being on social media, or otherwise ignoring what is happening in class on a given day is not. I suggest you avoid improper use because: (1) studies show that multitasking (e.g. participating in discussion and glancing at social media updates) hinders the cognitive work asked of students; (2) the attraction to these devices draws on emotions in ways that the intellect struggles to overcome (i.e. elephant/rider theory); and (3) devices are unfairly distracting to nearby peers (i.e. akin to second-hand smoke).

WRITING SUPPORT
The Whitworth Composition Commons (WCC) offers individual and small-group writing consultations to any person affiliated with Whitworth. You can visit the Commons for feedback on any aspect of writing, including getting started on an assignment, developing an argument, or final revising and editing. PowerPoint presentations, conference posters, and other multimodal compositions are also welcomed! Sessions are somewhat short (30-60 minutes), so come with some specific questions about your project. To make an appointment for a consultation, navigate to www.whitworth.edu/compositioncommons, click on the “Make an Appointment” button, and follow the instructions provided. Meet your consultant in the Commons’s physical location: Cowles Library Room 242.

ACADEMIC HONESTY
Please note the university’s policy on academic honesty (available in the Whitworth Catalog and the Student Handbook). Consequences for any form of dishonesty may range from a failing grade on a specific assignment to a failing grade in the course. Violations of the academic honesty policy become part of your educational record.
SPECIAL NEEDS AND ACCOMMODATIONS
Whitworth University is committed to providing its students access to education. If you have a documented physical or mental/psychological impairment that impacts your ability to learn and perform to your potential in the classroom, contact the Office of Educational Support Services (ESS) in Student Life to identify accommodations that can help mitigate barriers to your success. Students must contact ESS each term in order for faculty/staff to be notified of your accommodations. Services are not retroactive.

To request accommodation, fill out an application on the ESS webpage:
https://www.whitworth.edu/cms/administration/educational-support-services/

Contact Info: Katie McCray, Coordinator for Educational Support Services
Phone: 509.777.3380 | Email: kmccray@whitworth.edu

TITLE IX
Whitworth University faculty members are committed to the well-being of each student. It is common for students to discuss non-course related issues with faculty and, when possible, faculty will keep such conversations strictly confidential. However, because federal law views faculty members as mandated reporters of any incidents of sexual misconduct, if a student informs a faculty member of an issue of sexual harassment, sexual assault, or discrimination, the faculty member is required by federal law to bring it to the attention of the Title IX Coordinator, Rhosetta Rhodes. The Title IX Coordinator will make the student aware of all options and resources available to them under Whitworth University policies and under the law. There are Whitworth University employees whom federal law does not view as mandatory reporters, to whom a student could speak without the conversation being reported to the Title IX Coordinator. These include counselors in Counseling Services, health center staff, and any of the university chaplains on the staff of Campus Ministries.

Contact Info: Rhosetta Rhodes, Title IX Coordinator, Vice President for Student Life and Dean of Students
Phone: 509.777.4536 | Email: titleixcoordinator@whitworth.edu
Counseling Center: 509-777-3259; Schumacher Hall
Campus Ministries: 509-777-4345; Seeley G. Mudd Chapel
Health Center: 509-777-3259; Schumacher Hall

NON-DISCRIMINATION
Whitworth University is committed to delivering a mission-driven educational program that cultivates in students the capacity to engage effectively across myriad dimensions of diversity. Whitworth University is committed to the fair and equal treatment of all students in its educational programs and activities. The University does not discriminate against students based on race, color, national origin, sex, gender identity, sexual orientation, religion, age, or disability and complies with all applicable federal or state non-discrimination laws in its instructional programs.

FAIR AND EQUITABLE TREATMENT
Whitworth University professors strive to treat all students fairly and equally, applying the same rigorous standards and expectations to each of our students and working to invite students from all backgrounds into the challenges and rewards of our academic disciplines. Students who have concerns about classroom fairness should contact Associate Provost Brooke Kiener, McEachran Hall 220, 509.777.4657, bkiener@whitworth.edu.

SAFETY INFORMATION
Whitworth University cares about your welfare in the event of an emergency. During the first week of this course, please familiarize yourself with safety information posted in this classroom. Please visit https://www.whitworth.edu/generalinformation/health&safety/index.htm if you have further questions.
GRADING & ASSESSMENT

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CALENDAR

UNIT I – Revolutionary Fallout and Novelistic Reckonings

Week 1 – Imagining Democracy
1/31 – Syllabus Distribution and Course Concerns; Cassuto, “General Introduction” to Cambridge History of the American Novel; Lummis, selection from Radical Democracy

Week 2 – The Vox Populi
2/5 – Wood, “Rip Van Winkle’s America”; Brockden Brown, Wieland, Intro, Ch. I-VIII (pages vii-xlii, 3-88)
2/7 – Brockden Brown, Wieland, Ch. IX-XV (pages 89-155)

Week 3 – Responsibility
2/12 – Brockden Brown, Wieland, Ch. X X VI - XX III (pages 156-244)
2/14 – Brockden Brown, Wieland, Ch. X X IV - XX V I I (pages 245-278); Think-Piece #1

Week 4 – Seduction
2/19 – Rowson, Charlotte Temple, Author’s Preface (xlix-l) and Ch. I-XXIII (pages 3-90)
2/21 – Hayot, from Academic Style (pdf); Rowson, Charlotte Temple, Ch. XXIV-XXXV (pages 91-132)

UNIT II – Adolescent Proliferations

Week 5 – Jacksonian Democracy
2/26 – Howe, “Introduction” (pdf); Bird, Sheppard Lee, Book I (pages 7-100)
2/28 – NO CLASS – SEA CONFERENCE

Week 6 – Political Metempsychosis
3/5 – Bird, Sheppard Lee, Books III and IV (pages 101-330)
3/7 – Bird, Sheppard Lee, Books VI-VII (pages 331-425); Think-Piece #2

Week 7 – Utopic Reforms
3/12 – Hawthorne, Blithedale Romance, Preface-Ch. VII (1-57)
3/14 – Hayot, selections from Academic Style (pdf); Hawthorne, Blithedale Romance, Ch. VIII-XII (58-105)
  *AAAS Democratic Citizenship Forum

Week 8 – Romantic Limitations
3/19 – Hawthorne, Blithedale Romance, Ch. XIII-XXII (106-193)
3/21 – Hawthorne, Blithedale Romance, Ch. XXIII-XXIX (194-247); Think-Piece #3

SPRING BREAK – 25-29 MARCH

Week 9 – Women Scribbling
4/2 – Fern, Ruth Hall, Preface-Chapter LXVIII (pages 1-186)
4/4 – Fern, Ruth Hall, Chapters LXIX-XC (pages 187-272)

Week 10 – Founders Reimagined
4/9 – Wells Brown, Clotel, Intro. (vii-xxv); Preface, Narrative of the Life and Escape (3-40); Think-Piece #4
4/11 – Wells Brown, Clotel, Chapters I-XVI (43-128)

Week 11 – Democratic Bricolage
4/16 – Wells Brown, Clotel, Chapters XVII-XXIII (129-171)
4/18 – Wells Brown, Clotel, Chapters XXIV-XXIX (172-209)
UNIT III – Citizens Reunited?

**Week 12 – Postbellum Blues**
4/23 – White, “Introduction” (pdf); James, *The Bostonians*, Chapters 1-17 (pages 5-113); **Think-Piece #5**

**Week 13 – The Gender of Democracy**
5/2 – Harper, *Iola Leroy*, Introductions and chapters I-VII (pages ix-43)

**Week 14 – Negotiations**

**FINAL PAPERS DUE: FRIDAY, 17 MAY at 10:30am**