

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



**MASTER SYLLABUS**

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

**CIP Code: 230101**

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Updated By: Emily Hamilton-Honey, PhD  
September 2016  
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**SCHOOL OF BUSINESS AND LIBERAL ARTS  
DEPARTMENT OF ENGLISH AND HUMANITIES  
FALL 2019**

- A. **TITLE:** Literature of the Early American Republic: Colonization and Revolution, 1640-1830
- B. **COURSE NUMBER:** ENGL 207
- C. **CREDIT HOURS:**  
 3 Credit Hours  
 3 Lecture Hours per week  
 Course Length: 15 Weeks
- D. **WRITING INTENSIVE COURSE:** Determined by Semester
- E. **GER CATEGORY:** GER 7
- F. **SEMESTER(S) OFFERED:** Fall or Spring
- G. **COURSE 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.
- H. **PRE-REQUISITES/CO-REQUISITES:** (List courses or indicate “none”)  
 a. Pre-requisite(s): ENGL 101 or ENGL 102  
 b. Co-requisite(s): none
- I. **STUDENT LEARNING OUTCOMES:**  
 By the end of this course, the student will be able to:

<b><u>Course Student Learning Outcome [SLO]</u></b>	<b><u>PSLO</u></b>	<b><u>GER</u></b>	<b><u>ISLO</u></b>
<b>a.</b> Explain orally and/or in writing the literary, historical, and cultural context of early American writers.		(GER 7)	1. Communication Skills (O or W)
<b>b.</b> Analyze literature using appropriate literary terminology and approaches.		(GER 7)	2. Critical Thinking (CA)

c. Compare the style and content of several authors on the same subject or in the same genre		(GER 7)	2. Critical Thinking (CA)
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KEY	<b>Institutional Student Learning Outcomes [ISLO 1 – 5]</b>
ISLO #	ISLO & Subsets
1	<b>Communication Skills</b> Oral [O], Written [W]
2	<b>Critical Thinking</b> <i>Critical Analysis [CA], Inquiry &amp; Analysis [IA], Problem Solving [PS]</i>
3	<b>Foundational Skills</b> <i>Information Management [IM], Quantitative Lit./Reasoning [QTR]</i>
4	<b>Social Responsibility</b> <i>Ethical Reasoning [ER], Global Learning [GL], Intercultural Knowledge [IK], Teamwork [T]</i>
5	<b>Industry, Professional, Discipline Specific Knowledge and Skills</b>

J. **APPLIED LEARNING COMPONENT:** Yes \_\_\_\_\_ No X \_\_\_\_\_

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

**O. SUGGESTED 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