



AML 3031

American Literature from the Beginning to 1860

87521 791

Fall 2026

Instructor Name

Thomas Hallock

University Course Description

A study of representative works from the period of early settlement through American Romanticism, with emphasis on such writers as Cooper, Irving, Bryant, Hawthorne, Emerson, Melville, Thoreau, and Poe, among others.

Course Requisites

Prerequisite(s):

(ENC 1102 Minimum Grade: C-
or English Language and Comp Minimum Score: 4
or English Lit and Comp Minimum Score: 4)

Corequisite(s):

Course Format

You follow the modules.

Student Learning Outcomes

- Students will demonstrate the ability to analyze and evaluate linguistic, cultural, and historical features of literary texts with attention to human diversity.

- Students will demonstrate the ability to construct clear, coherent, sustained arguments in a major writing assignment.
- Students will demonstrate the ability to communicate meaning skillfully in a variety of written and spoken formats with clarity and fluency in language appropriate to the audience.

Course Objectives

- Make students familiar with terminology, texts, and ideologies that are foundational to the study of early American literature;
- Help students develop an appreciation for how a diverse set of authors expressed themselves through the literature and shaped the literary tradition within the United States;
- Have students leave the course with a broad knowledge of early American literature as well as techniques for interpreting, discussing, and writing about such literature; and
- Introduce course readings, discussions, and writing assignments (both formal and informal) that will allow students to demonstrate and build upon their skills in literary analysis.

Required Texts and/or Readings and Course Materials

Linked in syllabus.

How to Succeed in this Course

Keep up with the reading. Complete the modules. With the final paper especially, embrace the writing process—good writing comes in stages, not in one sitting!

Grading Scale

90-100 A
80 - 89 B
70 - 79 C
60 - 69 D
0 - 59 F

Grade Categories and Weights

Short Analysis 20%

Exercises (quizzes/reflections/activities) 40%

Final Project--Analysis 5%

Final Project—Relevance and Bibliography 5%

Final Project--Rough Draft 10%

Final Project 20%

Instructor Feedback Policy & Grade Dissemination

The instructor will respond to email communication relevant to the subject matter within 48 hours of the date received. Instructor will provide feedback on assignments within two weeks of the posted deadline. You can access your scores at any time using "Grades" in Canvas.

Major Topics and Course Schedule

Week	Date	Work	Work
Week	Due Date	Reading Due	Lectures, Activities, and Assignments Due
<i>Introduction to Early American Literature and the Practice of Close Reading</i>			
1	Monday, August 25	Read AML 3031 Syllabus	<i>Activity</i> - Please fully familiarize yourself with the reading schedule, course policies and procedures. - First Day Attendance
1	Sunday, August 31	<i>Cultural/Historical Readings</i> Overview of American Literature (read through Civil War section)	<i>Lecture</i> Instructor's Welcome (to be uploaded by individual instructor)

Week	Date	Work	Work
		<i>Theoretical/Critical Readings</i> • “What is Literature and Does it Matter” [C] • “Textual Structures” [C] • “The Art of Close Reading” (part 1, 2, and 3) [C] • “Literary Devices, Techniques, and Elements” [C] • “Literary Devices”	<i>Activity</i> • Forum Discussion: Introduction to Literature and Theories of Literature • Forum Discussion: The Concept and Practice of Close Reading <i>Assignment</i> • Quiz 1
Module: Early American Literature: Beginnings to 1700			
2	Sunday, Sept 7	Native American Origin Stories <i>Primary Text Readings</i> • “The Iroquois Creation Story” [C] <i>Cultural/Historical Readings</i> • “What Was Native American Literature?” [C] <i>Theoretical/Critical Readings</i> • “Indian” by Robert Warrior [C] • “Indigenous” by J. Kehaulani Kauanui [C] • “Settlercolonialism” by Alicia Fox [C]	<i>Lecture</i> • Introduction to Native American Literature <i>Activity</i> • Forum Discussion <i>Assignments</i> • Quiz 2

Week	Date	Work	Work
3	Sunday, Sept 14	European Travelogues <i>Primary Text Readings</i> - Christopher Columbus “Letter of Discovery” [C] - Álvar Núñez Cabeza de Vaca, pp. 53-62 [C]	<i>Lecture</i> <u>Lecture on Cabeza de Vaca</u> <i>Activity</i> - Forum Discussion

Week	Due Date	Reading Due	Climate Change
Week	Due Date	Reading Due	Lectures, Activities, and Assignments Due
		- Fray Diego Durán, <i>History of New Spain</i> [C] <i>Cultural/Historical Readings</i> - Read: Columbus reports on his first voyage, 1493 - Watch: Columbus reports on his first voyage, 1493 - Watch: Cabeza de Vaca: A Vision of Possibility - Doris Heyden, “Translator’s Introduction,” Durán, Diego. <i>The History of the Indies of New Spain</i>. [C]	<i>Assignments</i> Quiz 3

Week	Due Date	Reading Due	Climate Change
4	Sunday, Sept 21	Seventeenth- and Eighteenth-Century Puritan/Colonial Literature <i>Primary Text Readings</i> • “The Prologue” by Anne Bradstreet • “City upon a Hill” by John Winthrop • “Sinners in the Hands of an Angry God” by John Edwards [C] <i>Cultural/Historical Readings</i> • Biography of Anne Bradstreet	<i>Lecture</i> • Webinar - City on a Hill: A History of American Exceptionalism (from 10:04 - 33:00 only) <i>Activity</i> • Forum Discussion <i>Assignments</i> • Quiz 4
Early American Literature: 1700 to 1800			

Week	Due Date	Reading Due	Climate Change
5	Sunday, Sept 28	Eighteenth-Century Literature and Poetry <i>Primary Text Readings</i> • <i>The Autobiography of Benjamin Franklin</i>, Ch 1; Ch 2; Ch 9 • J. Hector St. John de Crèvecoeur, from <i>Letters from an American Farmer</i> [C] • “On Being Brought From Africa to America” by Phillis Wheatley • “The Letters of Phillis Wheatley”: read 6 letters to Obour Tanner <i>Cultural/Historical Readings</i> • Introduction to Franklin [C] • Introduction to Crèvecoeur [C]	<i>Lecture</i> • Overview of Crèvecoeur’s Letters from an American Farmer • Podcast: “The Letters of Phillis Wheatley” <i>Activity</i> • Forum Discussion <i>Assignments</i> • Quiz 5

Week	Due Date	DEI	Assignment
Week	Due Date	Reading Due	Lectures, Activities, and Assignments Due

Week	Due Date	DEI	Assignment
6	Sunday, Oct 5	Literature of the Revolutionary Period <i>Primary Text Readings</i> • Declaration of Independence • Common Sense by Thomas Paine • The Federalist: No. 1 • The Federalist: No. 10 <i>Cultural/Historical Readings</i> • Introduction to Declaration [C] • Introduction to Paine [C] • Introduction to Federalist [C]	<i>Lecture</i> • Overview of Literature of the American Revolution <i>Activity</i> • Forum Discussion <i>Assignment</i> • Quiz 6 • Midterm Exam
7	Sunday, Oct 12	Eighteenth-Century Novel <i>Primary Text Readings</i> • The Coquette by Hannah Webster Foster <i>Theoretical/Critical Readings</i> • “An Assault on the Will: Republican Virtue and the City in Foster's <i>The Coquette</i>” by Kristie Hamilton [C]	<i>Lecture</i> • Lecture on <i>The Coquette</i> (disregard slide references) <i>Activity</i> • Forum Discussion <i>Assignment</i> • Quiz 7
Early American Literature: 1800 to 1860			

Week	Due Date	DEI	Assignment
8	Sunday, Oct 19	Nineteenth-Century Autobiography <i>Primary Text Readings</i> • <i>William Appes, A Son of the Forest</i> by William Appes, Chapter 1 and Chapter 2 • “An Indian’s Looking-Glass for the White Man” <i>Cultural/Historical Readings</i> • Overview of William Appes	<i>Lecture</i> • Introduction to William Appes <i>Activity</i> • Forum Discussion <i>Assignment</i> • Quiz 8
9	Sunday, Oct 26	Nineteenth-Century Short Stories <i>Primary Text Readings</i> • “The Two Offers” by Frances Harper [C] • “The Yellow Wallpaper” by Charlotte Perkins Gilman • Bartleby, the Scrivener: A Story of Wall-Street by Herman Melville	<i>Lecture</i> • Short Film and Lecture: The Yellow Wallpaper • Andrew Delbanco on "How I Teach This Text: Melville's Bartleby, the Scrivener" <i>Activity</i> • Forum Discussion <i>Assignments</i>

Week	Due Date	Assignment	Gender Fluidity
Week	Due Date	Reading Due	Lectures, Activities, and Assignments Due
		<i>Theoretical Readings</i> • Elements of Narrative PPT [C]	• Quiz 9

Week	Due Date	Assignment	Gender Fluidity
10	Sunday, Nov 2	Nineteenth-Century Poetry <i>Primary Text Readings</i> • “Indian Names” by Lydia Sigourney/“Indian Names” by Natalie Merchant • “Weaving” by Lucy Larcom • “Free Labor” by Frances Harper • “The Raven” by Edgar Allan Poe <i>Cultural/Critical Readings</i> • “Introduction” by Paula Bennett • Lydia Sigourney - Short Bio • “Woven Whiteness” by Kristin Allukian [C] • Frances Harper - Short Bio • Edgar Allan Poe - Short Bio <i>Theoretical Readings</i> • “The Art of Poetry” [C] • “How to Read a Poem”	<i>Lecture</i> • What is Poetry? • “What makes a poem ... a poem?” <i>Activity</i> • Forum Discussion <i>Assignments</i> • Quiz 10

Week	Due Date	Assignment	Gender Fluidity
11	Sunday, Nov 9	Nineteenth-Century Nonfiction <i>Primary Text Readings</i> • “Appeal to the Colored Citizens of the World” by David Walker: “Introduction,” “Preamble,” and “Article One” • “What to a Slave is the Fourth of July?” by Frederick Douglass [C] • Declaration of Sentiments • “Where I Lived and What I Live For” from <i>Walden</i> by Thoreau • Walden Soundscape <i>Cultural/Historical Readings</i> • A Second Declaration of Independence: The 1848 Declaration of Sentiments by Sally G. McMillen	<i>Lecture</i> • Lecture on Walker's Appeal • Mini Biography of Frederick Douglass • Lecture on Thoreau's Walden <i>Activity</i> • Forum Discussion <i>Assignment</i> • Quiz 11
<i>Early American Literature: Civil War Literature</i>			

Week	Due Date	Assignment	Gender Fluidity
12	Sunday, Nov 16	Nineteenth-Century Women's Novel <i>Primary Text Readings</i> • Ruth Hall by Fanny Fern <i>Cultural/Historical Readings</i> • Biography of Fanny Fern	<i>Lecture</i> • Lecture on Cult of True Womanhood <i>Activity</i> • Forum Discussion

Week	Week	Assignment	Due
Week	Due Date	Reading Due	Lectures, Activities, and Assignments Due
		<i>Theoretical/Critical Readings</i> • "Cult of True Womanhood" by Barbara Welter [C]	<i>Assignments</i> • Quiz 12

Week	Week	Assignment	Due
13	Sunday, Nov 23	Nineteenth-Century Slave Narrative <i>Primary Text Readings</i> • <i>Incidents in the Life of a Slave Girl</i> by Harriet Jacobs <i>Cultural/Historical Readings</i> • Writing about "Slavery"? This Might Help • The Slave Narrative s: A Genre and a Source <i>Theoretical/Critical Readings</i> • "Motherhood as Resistance" by Stephanie Li [C]	<i>Lecture</i> • Introduction to Harriet Jacobs <i>Activity</i> • Forum Discussion <i>Assignment</i> • Quiz 13

Week	Due	Assignment	Stuff to Do
Course Wrap-Up and Final Paper			
14	<i>Three Due Dates:</i> Sunday, Nov 30 Wednesday, Dec 3 Friday, Dec 5	No readings this week; work on final papers.	<i>Assignments</i> 1. Literary Analysis First Draft 2. Literary Analysis Peer Review 3. Literary Analysis Final Draft

USF Core Syllabus Policies

USF has a set of central policies related to student recording class sessions, academic integrity and grievances, student accessibility services, academic disruption, religious

observances, academic continuity, food insecurity, pregnancy and related conditions, and sexual harassment that **apply to all courses at USF**. Be sure to review these online:

<https://www.usf.edu/provost/faculty-success/resources-policies-forms/core-syllabus-policy-statements.aspx>

Student Recordings

Florida Statute 1004.097 Free Expression on Campus

Students may, without prior notice, record video or audio of a class lecture for a class in which the student is enrolled for their own personal, educational use (USF Policy 10-048). A class lecture is defined as a formal or methodical oral presentation as part of a university course intended to present information or teach enrolled students about a particular subject. Recording class activities other than class lectures, including but not limited to lab sessions, student presentations (whether individually or part of a group), class discussion, clinical presentations such as patient history, academic exercises involving student participation, test or examination administrations, field trips, private conversations between students in the class or between a student and the faculty member is prohibited. Recordings may not be used as a substitute for class participation and class attendance and may not be published or shared without the written consent of the faculty member. Failure to adhere to these requirements may constitute a violation of the USF Student Conduct Code.

Course Policies: Grades

No extra credit will be offered in this course.

Incomplete Policy

Incomplete grades are given only in situations where unexpected emergencies prevent a student from completing the course and the remaining work can be completed the next semester. Your instructor is the final authority on whether you qualify for an incomplete. Incomplete work must be finished by the end of the subsequent semester or the "I" will automatically be recorded as an "F" on your transcript.

Late Work Policy

Your assignments must be submitted punctually and before the prescribed deadline. **Late submissions will not be accepted and will not be graded.**

Grades of "Incomplete"

The current university policy concerning incomplete grades will be followed in this course. For undergraduate courses: An “I” grade may be awarded to a student only when a small portion of the student’s work is incomplete and only when the student is otherwise earning a passing grade. The time limit for removing the “I” is to be set by the instructor of the course. For undergraduate students, this time limit may not exceed two academic semesters, whether or not the student is in residence, and/or graduation, whichever comes first. For graduate students, this time limit may not exceed one academic semester. “I” grades not removed by the end of the time limit will be changed to “IF” or “IU,” whichever is appropriate.

Campus Free Expression

It is fundamental to the University of South Florida’s mission to support an environment where divergent ideas, theories, and philosophies can be openly exchanged and critically evaluated. Consistent with these principles, this course may involve discussion of ideas that you find uncomfortable, disagreeable, or even offensive.

In the instructional setting, ideas are intended to be presented in an objective manner and not as an endorsement of what you should personally believe. “Objective” means that the idea(s) presented can be tested by critical peer review and rigorous debate, and that the idea(s) is supported by credible research.

In this course you may be asked to engage with complex ideas and to demonstrate an understanding of the ideas. Understanding and engaging with an idea does not require you to believe it or to agree with it.

Course Policies: Technology and Media

Assignment Submission and Formatting

All assignments must be passed in on Canvas. Please do not email your completed assignments to me. All work must be in MLA format, 12-point Times New Roman font, and double-spaced. If your work is not formatted correctly, it will not be accepted. See <http://owl.english.purdue.edu/owl/resource/747/01/> for MLA guidelines.

Canvas

This course is offered via USF's learning management system (LMS), Canvas. If you need help learning how to perform various tasks related to this course or other courses being

offered in Canvas, please consult the [Canvas Student Guides](#). You may also contact USF's IT department at (813) 974-1222 or help@usf.edu.

Course Policies: Student Expectations

Health and Wellness

Your health is a priority at the University of South Florida. We encourage members of our community to look out for each other and to reach out for help if someone is in need. If you or someone you know is in distress, please make a referral at www.usf.edu/sos so that the Student Outreach & Support can contact and provide helpful resources to the student in distress. A 24-hour licensed mental healthcare professional, offered through the counseling center, is available by phone at 813-974-2831, option 3. Please remember that asking for help is a sign of strength. In case of emergency, please dial 9-1-1.

Title IX Policy

USF is committed to fostering a safe and respectful learning environment, free from sex discrimination and sexual harassment, in accordance with Title IX and USF Policy 0-004. If a student shares an experience of sexual harassment, sexual assault, stalking, or relationship violence with a USF employee (including faculty), that employee will notify the Title IX Office. This allows the Title IX Office to send the student an email with information about support resources and options—if it is safe to do so. Students are not required to respond to this email. The Title IX Office is a private resource. Information is shared only on a need-to-know basis to provide students with support measures. To speak to a confidential resource, students may contact USF Center for Victim Advocacy at 813-974-5757. Confidential resources do not notify the Title IX Office unless the student requests it. For more information about Title IX, available resources, or to make a report, please visit www.usf.edu/title-ix.

Course Hero / Chegg Policy

The USF Policy on Academic Integrity specifies that students may not use websites that enable cheating, such as by uploading or downloading material for this purpose. This does apply specifically to Chegg.com and

CourseHero.com – almost any use of these websites (including uploading proprietary materials) constitutes a violation of the academic integrity policy.

Professionalism Policy

Per university policy and classroom etiquette; mobile phones, iPods, etc. must be silenced during all classroom and lab lectures. Those not heeding this rule will be asked to leave the classroom/lab immediately so as to not disrupt the learning environment. Please arrive on time for all class meetings. Students who habitually disturb the class by talking, arriving late, etc., and have been warned may suffer a reduction in their final class grade.

Turnitin.com

In this course, turnitin.com may be utilized. Turnitin is an automated system which instructors may use to quickly and easily compare each student's assignment with billions of web sites, as well as an enormous database of student papers that grows with each submission. Accordingly, you may be expected to submit all assignments in both hard copy and electronic format. After the assignment is processed, as instructor I receive a report from turnitin.com that states if and how another author's work was used in the assignment. For a more detailed look at this process visit <http://www.turnitin.com>.

Netiquette Guidelines

- Act professionally in the way you communicate. Treat your instructors and peers with respect, the same way you would do in a face-to-face environment. Respect other people's ideas and be constructive when explaining your views about points you may not agree with.
- Be sensitive. Be respectful and sensitive when sharing your ideas and opinions. There will be people in your class with different linguistic backgrounds, political and religious beliefs or other general differences.
- Proofread and check spelling. Doing this before sending an email or posting a thread on a discussion board will allow you to make sure your message is clear and thoughtful. Avoid the use of all capital letters, it can be perceived as if you are shouting, and it is more difficult to read.
- Keep your communications focused and stay on topic. Complete your ideas before changing the subject. By keeping the message on focus you allow the readers to easily get your idea or answers they are looking for.

- Be clear with your message. Avoid using humor or sarcasm. Since people can't see your expressions or hear your tone of voice, meaning can be misinterpreted.

Email and Discussion Board Guidelines

- Use the subject line effectively by using a meaningful line of what your email or discussion is about.
- Keep your emails and postings related to the course content. You should not post anything personal on a discussion board unless it is requested by the instructor.
- Any personal, course or confidential issues should be directly communicated to the instructor via email. The discussion boards are public spaces; therefore, any issues should not be posted there.

End of Semester Student Evaluations

All classes at USF make use of an online system for students to provide feedback to the University regarding the course. These surveys will be made available at the end of the semester, and the University will notify you by email when the response window opens. Your participation is highly encouraged and valued.

Food and Drink Policy (for in-campus sessions only).

Please adhere to the firm policy of no beverages (other than bottled/capped water), food, tobacco products, or like items in the classroom. Your understanding of the necessity for this policy and cooperation will be greatly appreciated. This policy will be strictly enforced.

Learning Support and Campus Offices

Academic Accommodations

Students with disabilities are responsible for registering with Student Accessibility Services (SAS) in order to receive academic accommodations. For additional information about academic accommodations and resources, you can visit the SAS website.

[SAS website for the Tampa campus and Sarasota-Manatee Teachout site.](#)

[SAS website for the St. Pete campus.](#)

Academic Support Services

The USF Office of Student Success coordinates and promotes university-wide efforts to enhance undergraduate and graduate student success. For a comprehensive list of academic support services available to all USF students, please visit the [Office of Student Success website](#).

Canvas Technical Support

If you have technical difficulties in Canvas, you can find access to the Canvas guides and video resources in the “Canvas Help” page on the homepage of your Canvas course. You can also contact the help desk by calling 813-974-1222 in Tampa or emailing help@usf.edu.

[USF IT Services](#)

Center for Victim Advocacy

The [Center for Victim Advocacy](#) empowers survivors of crime, violence, or abuse by promoting the restoration of decision making, by advocating for their rights, and by offering support and resources. Contact information is available online.

Counseling Center

The Counseling Center promotes the wellbeing of the campus community by providing culturally sensitive counseling, consultation, prevention, and training that enhances student academic and personal success. Contact information is available online.

[Counseling Center website for the Tampa campus and Sarasota-Manatee Teachout site.](#)

[Counseling Center website for the St. Pete campus.](#)

Tutoring

The Tutoring Hub offers free tutoring in several subjects to USF undergraduates. Appointments are recommended, but not required. For more information, email asctampa@usf.edu.

[Tutoring website for the Tampa campus and Sarasota-Manatee Teachout site.](#)

[Tutoring website for the St. Pete campus.](#)

Writing Studio

The Writing Studio is a free resource for USF undergraduate and graduate students. At the Writing Studio, a trained writing consultant will work individually with you, at any point in the writing process from brainstorming to editing. Appointments are recommended, but not required. For more information or to make an appointment, email: writingstudio@usf.edu.

[Writing studio website for the Tampa campus and Sarasota-Manatee Teachout Site.](#)

[Writing studio website for the St. Pete campus.](#)

Student Ombuds Office

Florida Statute 1006.51 and Florida Board of Governors Regulation 6.011 require that all public institutions provide ombuds services to students. The Student Ombuds Office at USF is a confidential, impartial, informal, and independent resource for students experiencing challenges related to the university. Ombuds can help students safely explore options, clarify processes, and consider next steps. [Learn more or make an appointment at usf.edu/student-ombuds.](https://usf.edu/student-ombuds)