

## EARLY AMERICAN LITERATURE AND CULTURE BEFORE 1800:

### THE ORIGINS AND DEVELOPMENT OF AMERICAN IDENTITY

Spring 2021

Course: AML 4213-01

Time: 9:45-11AM

Days: Tue/Thur

Location: Zoom

#### FACULTY DETAILS

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Office Hours: T/R 12-2, and  
by appt.

#### COURSE DESCRIPTION

Our current political discourse is scattered with claims and accusations regarding which persons or groups qualify as “American,” “not American,” or “un-American.” This question has profound consequences that can range from the mundane—such as attempts at tarnishing a reputation—to the more serious, such as democratic in/exclusion, and legal and extralegal violence.

What it means to “be American” was pivotal in the nation’s founding as Paine’s *Common Sense* and Crèvecoeur’s *Letters From an American Farmer* make clear, but the politics of Americanness were negotiated, oftentimes violently, in the centuries of Colonial Era politics and culture that preceded the signing of the Declaration of Independence. It is arguably more critical now than ever to understand what “Americanness” is (or can be) and what made it this way—starting from the beginning (or close thereto).

Focusing in pre-1800 American literature and culture, our endeavor will navigate through exploration and captivity narratives, US slavery and the trans- and circum- Atlantic slave trade, indigenous American literature, religion and the Puritan tradition, Enlightenment discourse, the ideological underpinnings of the American Revolution and the Constitution, early-American print culture (including the sentimental novel), gender studies, and perspectives in law and literature. Finding motivation in the problems, issues, and contradictions within the figuration of collective identity, we will better understand the political discourse surrounding “what it means to be American” as it was then, and therefore, as it is now.

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#### INCLUSIVE LEARNING STATEMENT

Your success in this class is important to me. Because we all learn differently, let me know as soon as possible any accommodations I can incorporate to make this course more accessible and inclusive. Together we’ll develop strategies to meet both your needs and the requirements of the course.

#### REQUIRED TEXTS

- Levine, Robert S. *The Norton Anthology of American Literature*. 9<sup>th</sup> ed., vol. A, W.W. Norton, 2016. ISBN: 9780393935714
- PDFs uploaded to Canvas (in Files)

## Course Objectives

By the end of the course, students will demonstrate the ability to:

- compare and interpret a variety of intellectual and/or artistic works within their cultural milieu;
- compare, interpret, and create or model cultural artifacts that function as widely varied reflections of human perspectives and/or practices;
- select, critically evaluate, and apply relevant areas of scholarship to produce an original analysis, project, creative work, performance, or other scholarly work that reflects a body of knowledge relevant to the course;
- articulate the process of producing a work, from initial plan, to critique, revision, and completion;
- critique existing applications of scholarship in order to learn from past success and failure;

## Course Policies

<b>Attendance</b>	<p>This course utilizes synchronous (working together at the same time) and asynchronous (working on one's own time) modalities. The class will meet in real time via video conferencing during the posted class hours, and students are expected to participate in these meetings as they would when enrolled in on-campus classes. Some of the coursework, such as discussion posts and pre-recorded lessons, will be managed asynchronously. Regardless of the modality, the completion of all coursework is subject to the policies and deadlines established in this syllabus.</p> <p>In accordance with University attendance policies, students will not be penalized for absences due to school-sponsored events, observance of religious holidays, active military service, and personal emergencies. However, official documents need to be presented in support of these absences so that they are not counted as unexcused. The calendar of school-sponsored events and religious holidays that will affect class attendance must be presented to the instructor by end of the first week of classes. If the number of absences expected as a result of participation in school-sanctioned events and religious holidays is more than two-weeks' worth of classes, students should enroll in a section that accommodates that calendar or drop the course in order to take it at a later semester.</p> <p>In order to drop the course as a result of this situation or other extenuating circumstances, please consult with an adviser in the Office of Undergraduate Studies, A3300 University Center, (644-2451). With regard to unexcused absences, the grade for the course will incur a penalty of half a letter grade for each absence after four of the allowed unexcused absences.</p>
<b>Tardiness</b>	Students who are late to class may receive one absence if they are tardy three times.
<b>Canvas</b>	Assignments, readings, and other links to class information may be accessed through the Canvas online course portal. Assignments submitted through this site will automatically be screened for possible plagiarism, using Turnitin. Students will be able to view the report generated by that service at the time of submission, allowing for revisions before the due dates of each assignment.
<b>Academic Honesty and Plagiarism</b>	The integrity of students and their written and oral work is a critical component of the academic process. The submission of another's work as one's own is plagiarism and will be dealt with using the procedures outlined in the FSU Undergraduate Bulletin. Allowing another student to copy one's own work violates standards of academic integrity. Work submitted for a grade in this class

must be the student's own, and it must be developed in conjunction with this class (no written work submitted previously for this course or others will be accepted, as this practice is considered self-plagiarism). All directly or indirectly quoted research material used in essays in this or any other class must be correctly attributed to the original author. **Ignoring this policy constitutes academic misconduct and will result in a failing grade for both the assignment and course.** Information on plagiarism and ways to avoid it will be provided in class. Consult the [FSU Undergraduate Bulletin](#) for further information on disciplinary procedures and appeals in cases of alleged plagiarism.

Late Work	Students are responsible for keeping up with assignment due dates. <b>Assignments submitted after the deadline will be penalized a quarter of a letter grade per day for up to seven days after the assignment's due date. Late assignments will not be accepted after this time.</b> The extension of deadlines in the case of extreme circumstances will be determined at the instructor's discretion.
Missed In-Class Work	With the exception of quizzes, tests, and exams, in-class work may be made up. Quizzes, tests, and exams (including the midterm and final) may not be taken after the scheduled date and they cannot be rescheduled, even with advance notice.
Office Hours	<b>As there is simply not enough time during class to discuss individual student progress in the course, such visits are not only expected but also encouraged.</b>
Technology	Students will need access to a computer and the Internet to complete this course. The course requires access to email, Canvas, and other Internet applications. The use of the Canvas portal will be explained during class time, but students may see the instructor for additional assistance if necessary. <b>Problems with the technology are not an excuse for missed or late work.</b> If a personal computer and Internet access are unreliable or unavailable at home, students should contact Information Technology Services for support: <a href="https://its.fsu.edu">https://its.fsu.edu</a> .
Syllabus Change	This syllabus establishes the policies for this course and the class activity calendar. By choosing to remain in this course, students agree to abide by the policies and calendar established herein. The instructor reserves the right to implement changes to the syllabus in response to errors, omissions, or external factors impacting the course. Any changes to the class policies will be made primarily for the benefit of the entire class.
Civility	This class will tolerate neither disruptive language nor disruptive behavior. Disruptive language includes, but is not limited to, violent and/or belligerent and/or insulting remarks, including sexist, racist, homophobic or anti-ethnic slurs, bigotry, and disparaging commentary, either spoken or written (offensive slang is included in this category). Disruptive behavior includes the use of cell phones or any other electronic device to distract from the class lesson. Disruptive behavior also includes whispering or talking when another member of the class is speaking or engaged in relevant conversation. This classroom functions on the premise of respect. At the instructor's discretion, any student who violates any part of this statement on civility will be asked to leave the classroom and reported to the Dean of Students.
Video and Audio	Students may ask instructor permission to audio or video record the class lecture. Consent for such recording will be premised on the student's promise to make the lecture and instructor the exclusive

Recordings	<p>object of the recording, to limit the recording use for studying or completing course requirements, and to keep the recording from being disseminated. The instructor will announce to the class when the session is being recorded. When the lecture portion of the class shifts to open discussion, the instructor will suspend permission to continue recording.</p>
Americans with Disabilities Act	<p>Students with disabilities needing academic accommodation should: (1) register with and provide documentation to the Student Disability Resource Center; and (2) bring a letter to the instructor indicating the need for accommodation and what type. This syllabus and other class materials are available in alternative format upon request.</p> <p>For more information about services available to FSU students with disabilities, contact the:</p> <p style="text-align: center;">Student Disability Resource Center   874 Traditions Way   108 Student Services Building Florida State University   Tallahassee, FL 32306-4167   (850) 644-9566 (voice)   (850) 644-8504 (TDD) <a href="mailto:sdrc@admin.fsu.edu">sdrc@admin.fsu.edu</a>   <a href="http://www.disabilitycenter.fsu.edu/">http://www.disabilitycenter.fsu.edu/</a></p>

## General Resources

Self-Care	<p>Many students find their first semester, indeed their first year, of college to be very challenging. Asking for support sooner rather than later is almost always helpful. If you or anyone you know experiences any academic stress, difficult life events, or feelings like anxiety or depression, I strongly encourage you to seek support.</p> <p><b>The University Counseling Center (UCC) is here to help: visit their website, <a href="https://counseling.fsu.edu/">https://counseling.fsu.edu/</a> or visit them at the University Counseling Center, on the 2nd floor of the Askew Student Life Center during regular business hours, Monday- Friday, 8am-4pm.</b> In case of a mental health emergency after regular business hours and/or on weekends, please call their after-hours hotline at (850) 644-TALK(8255). Consider reaching out to a friend, faculty, or family member you trust for help getting connected to the support that can help.</p>
Free Tutoring from FSU	<p>On-campus tutoring and writing assistance is available for many courses at Florida State University. For more information, visit the Academic Center for Excellence (ACE) Tutoring Services' comprehensive list of on-campus tutoring options at <a href="http://ace.fsu.edu/tutoring">http://ace.fsu.edu/tutoring</a> or <a href="mailto:tutor@fsu.edu">tutor@fsu.edu</a>. High-quality tutoring is available by appointment and on a walk-in basis. These services are offered by tutors trained to encourage the highest level of individual academic success while upholding personal academic integrity.</p>
Reading/ Writing Center (RWC)	<p>The Reading/Writing Center, with locations in Williams (Room 222C), Strozier Library, and Johnston Ground, offers writing support to all FSU students, including first-year undergraduates, students in all majors, international and other ELL students, CARE students, student athletes, and graduate students across the disciplines. Its approach to tutoring is to provide guidance to help students grow as writers, readers, and critical thinkers by developing strategies to help writers in many situations. RWC tutors act as a practice audience for students' ideas and writing, helping them develop their writing in many areas. RWC hours vary each semester. To view the RWC schedule or make an appointment with a consultant, please visit <a href="http://fsu.mywconline.com/">http://fsu.mywconline.com/</a>.</p>

## The Digital Studio

The FSU Digital Studio provides support to students working individually or in groups on a variety of digital projects, such as designing a web site, developing an electronic portfolio for a class, creating a blog, selecting images for a visual essay, adding voiceover to a presentation, or writing a script for a podcast.

The Digital Studio currently offers consultation at two locations, Williams 222B and Johnston G0062. Consultants in the Digital Studio offer assistance in composing digital and multimedia assignments/projects, such as designing an electronic portfolio, designing a website, creating a blog, composing a visual essay, selecting images to embed in a text, adding audio and/or video into a text, and creating a presentation.

Students who attend the Digital Studio are not required to work with a tutor: The Digital Studio is also open to those seeking to work on their own to complete assignments/projects or to improve overall capabilities in digital communication. However, tutor availability and workspace are limited so appointments are recommended. Digital Studio hours vary by semester. To view the schedule or make an appointment at the Johnston Digital Studio, please visit <http://fsu.mywconline.com>. To view the schedule or make an appointment at the Williams Digital Studio, please visit <http://wr.english.fsu.edu/Williams-Digital-Studio/Schedule-an-Appointment>.

## Purdue Owl Online Writing Laboratory

This free, online resource offers tips and guides for MLA formatting and citation, as well as style and grammar instructions. To access the Purdue OWL, visit <https://owl.english.purdue.edu/owl/>

## Course Grade Scale

## Assignment Grading

	A+	96.67-100	C	73.33-76.67	Assignments	Grades
Incomplete assignments earn no grade points.	A	93.33-96.66	C-	70.00-76.66	Response Paper 1	15%
	A-	90.00-93.32	D+	66.67-69.99	Response Paper 2	15%
	B+	86.67-89.99	D	63.33-66.66	Response Paper 3	15%
	B	83.33-86.66	D-	60.00-63.32	Final Paper	30%
	B-	80.00-83.32	F	00.01-59.99	Class Activities	15%
	C+	76.67-79.99			Participation:	10%

## Course Assignments

### Response Papers

Throughout the semester, you will write a total of three papers that address **one** of the following two questions:

- 1) how do these readings inform, change, or reaffirm your understanding of American identity?
- or
- 2) how do these readings help us interpret a current event in US society and politics?

(You can change which question you respond to for each paper.)

**Format:** MLA

**Length:** 2-3 pages (papers that are fewer than two pages will not be read and will not receive credit)

**Works Cited:** Yes, of course

**Secondary sources allowed:** only with written permission

**Due:** (1) no later than Sunday, Jan. 31 at 11:59pm, (2) no later than Sunday, Mar. 7 at 11:59pm, (3) no later than Sunday, Apr. 11 at 11:59pm.

- Each paper's topic should focus on the reading assigned and discussed since the previously assigned paper. You may focus on one author, text, or theme, or place multiple authors and texts in discussion. However, your topic should also be *focused* so your analysis can go in-depth.
- Papers should include *very little summary* (generally, only as much summary as necessary to base your analysis on).
- Papers must include quoted material from our course texts. Make sure this quoted material is relevant to your topic and supports your topic (as opposed to including a quote that is not at all relevant).
- Can I include "personal stories" in my paper? While I typically never accept personal narratives, experiences, anecdotes, stories, etc. in papers, I am making an exception for this class due to our topic and the importance of relating this material to our present-day lived experiences, so I will allow you to include these personal accounts in your paper under two conditions: 1) including personal accounts should be limited to no more than 20% of the paper's total content and, 2) your paper's focus remains on the reading material you have chosen to write about.
- Can I use secondary sources? I'm open to it. Please email me with details re your request and ask permission. If I gave you verbal permission in class, please email me anyway to ensure we have written documentation of this.

### Final Paper

Your final paper is similar to your three short papers in that you're responding to **one** of the following two questions: "how do these readings inform, change, or reaffirm your understanding of American identity?" or "how do these readings help us interpret a current event in US society and politics?"

However, this paper has two major differences from our short response papers: 1) it's longer, and 2) you're being asked to consider the totality of readings and class discussions from the semester.

**Format:** MLA

**Length:** 4-5 pages (papers that are fewer than two pages will not be read and will not receive credit)

**Works Cited:** Yes, of course

**Secondary sources allowed:** only with written permission

**Due:** no later than Sunday, Apr. 18 at 11:59pm.

For this paper, then, you can still respond to either question. If you're responding to the second question (re current events), then you do not need to read the information below. If you're responding to the first question, please read the information below.

In the beginning of the semester, you responded to a discussion post that asked you these two questions:

*How should we (or do you) define American identity? What values, actions, behaviors, characteristics, and traits do or should we associate with American identity? Are there any values, actions, behaviors, etc. that should not define American identity?*

Your final paper asks you to respond to your answer to this discussion question keeping in mind everything we have read and discussed this semester.

Begin by reviewing your response to the discussion post in the beginning of the semester. Then, select those texts that have been the most informative to your understanding of what American identity “is” and write a paper that responds to your initial discussion post response. Do you agree or disagree with your initial response? Have you changed perspectives to any degree, or do you hold the same understanding? Use our course readings to support and justify your reasoning.

Note: You are certainly not required to have a different opinion than you did at the beginning of the semester, but you should be able to use our course material to justify and explain why you have the particular interpretation and definition of American identity you are arguing for.

#### Class Activities

In addition to our course’s major assignments (the three response papers and final paper), there will be occasional “less formal” class activities that include discussion posts, group work, and other work.

#### Participation

This course’s success largely depends on your participation. You should be engaged in discussions and readings and attend class regularly. One of the most important benefits of taking a college level literature class is the opportunity to interact within an intellectual community, test your ideas with your peers, and receive feedback to sharpen your ability to analyze and articulate. This is impossible without taking an active role in class. To be an active participant, I encourage you to share your thoughts, opinions, understanding, and interpretation of the reading in class discussion.

I strongly encourage your participation to include having your webcam on during class discussion. However, I understand there are a number of reasons why you may not use your webcam, so this is not a requirement. You can still participate without your webcam by verbally speaking and communicating in chat. In short, your name being present in our Zoom class is alone insufficient to qualify as “participation.”

## COURSE CALENDAR

### WEEK 1: INTRODUCTION

TUESDAY, JANUARY 5	THURSDAY, JANUARY 7
	<ul style="list-style-type: none"> <li>• Course introduction</li> </ul>

### WEEK 2: PERSPECTIVES: WHAT DOES IT MEAN TO BE AN AMERICAN?

TUESDAY, JANUARY 12	THURSDAY, JANUARY 14
<ul style="list-style-type: none"> <li>• Deborah J. Schildkraut – “Defining American Identity in the Twenty-First Century: How Much ‘There’ is There?” pp. 597-612 (PDF)</li> </ul>	<ul style="list-style-type: none"> <li>• Sarah Song – “What Does It Mean to Be an American?” (PDF)</li> </ul>

### WEEK 3: “DISCOVERING” AND COLONIZING THE AMERICAS

TUESDAY, JANUARY 19	THURSDAY, JANUARY 21
<ul style="list-style-type: none"> <li>• Audrey Smedley and Brian Smedley – “The Growth of the English Ideology About Human Differences in America” from <i>Race in North America</i>, pp. 73-91 (PDF)</li> </ul>	<ul style="list-style-type: none"> <li>• Christopher Columbus – “Letter of Discovery,” “Letter to Ferdinand and Isabella Regarding the Fourth Voyage,” pp. 58-66</li> <li>• Bartolomé de las Casas – “An Account, Much Abbreviated, of the Destruction of the Indies,” pp. 66-71</li> </ul>

### WEEK 4: THE PILGRIMS’ VISION OF AMERICA

TUESDAY, JANUARY 26	THURSDAY, JANUARY 28
<ul style="list-style-type: none"> <li>• William Bradford – <i>Of Plymouth Plantation</i>, pp. 132-37, 150-54; (including “Mr. Morton of Merry Mount,” pp. 154-58</li> <li>• Thomas Morton – “The Incident at Merry Mount,” pp. 169-76</li> </ul>	<ul style="list-style-type: none"> <li>• John Winthrop – <i>A Model of Christian Charity</i>, pp. 178-89</li> </ul>
Response Paper 1 due no later than Sunday, Jan. 31, 11:59pm	

### WEEK 5: AMERICAN INDIANS, INDIAN CAPTIVITY NARRATIVES, AND NATIONHOOD

TUESDAY, FEBRUARY 2	THURSDAY, FEBRUARY 4
<ul style="list-style-type: none"> <li>• Video: <a href="#">Captivity Narratives: White Women Who Prefer Native Life</a></li> </ul>	<ul style="list-style-type: none"> <li>• “King Philip’s Speech,” p. 54</li> </ul>
<ul style="list-style-type: none"> <li>• Mary Rowlandson – <i>A Narrative of the Captivity and Restoration...</i>, pp. 269-301</li> </ul>	<ul style="list-style-type: none"> <li>• Canassatego – “Speech at Lancaster,” pp. 986-88</li> </ul>

### WEEK 6: THE PURITANS’ GREAT AWAKENING

TUESDAY, FEBRUARY 9	THURSDAY, FEBRUARY 11
<ul style="list-style-type: none"> <li>• Cotton Mather – “A Notable Exploit: <i>Dux Faemina Facti</i>,” pp. 349-51</li> </ul>	<ul style="list-style-type: none"> <li>• Jonathan Edwards – “Sinners in the Hands of an Angry God,” pp. 390-402</li> </ul>

WEEK 7: YOU CAN TAKE THE “AMERICAN” OUT OF ENGLAND,  
BUT YOU CAN’T TAKE THE ENGLISH OUT OF THE AMERICAN

TUESDAY, FEBRUARY 16	THURSDAY, FEBRUARY 18
<ul style="list-style-type: none"> <li>Leonard Tennenhouse – “Diaspora and Empire” from <i>The Importance of Feeling English</i>, pp. 1-18 (PDF)</li> </ul>	<ul style="list-style-type: none"> <li>Thomas Paine, <i>Common Sense</i>, pp. 682-89</li> </ul>

WEEK 8: THE CONSTRUCTION OF RACE  
AND  
BLACK AMERICANS IN A WHITE “REPUBLIC”

TUESDAY, FEBRUARY 23	THURSDAY, FEBRUARY 25
<ul style="list-style-type: none"> <li>Video: <a href="#">The Origin of Race in the USA</a></li> <li>Audrey Smedley, Brian Smedley – “The Arrival of Africans and Descent into Slavery,” pp. 93-120 (PDF)</li> <li>Gerald Horne – “The ‘Glorious Revolution’ of 1688: Not so Glorious for Africans and the Indigenous,” pp. 141-54 (PDF)</li> </ul>	<ul style="list-style-type: none"> <li>Gary Nash – “Black Americans in a White Republic,” pp. 167-99 (PDF)</li> </ul>
<p>Recommended:</p> <ul style="list-style-type: none"> <li>Smedley and Smedley – “The Etymology of the Term Race in the English Language” (PDF)               <ul style="list-style-type: none"> <li>Michael Omi and Howard Wynant – <i>Racial Formation in the United States</i>, pp. (PDF)</li> </ul> </li> <li>Lee D. Baker - <i>From Savage to Negro: Anthropology and the Construction of Race, 1896-1954</i></li> </ul>	

WEEK 9: SLAVE NARRATIVES AND SELF-AUTHORSHIP

TUESDAY, MARCH 2	THURSDAY, MARCH 4
<ul style="list-style-type: none"> <li>Olaudah Equiano – <i>The Interesting Narrative of the Life of Olaudah Equiano</i>, pp. 731-51</li> </ul>	<ul style="list-style-type: none"> <li>Equiano – <i>The Interesting Narrative of the Life of Olaudah Equiano</i>, pp. 751-69</li> </ul>
<p>Response Paper 2 due no later than Sunday, Mar. 7, 11:59pm</p>	

WEEK 10: WHAT IS THIS “NEW” AMERICAN?

TUESDAY, MARCH 9	THURSDAY, MARCH 11
<ul style="list-style-type: none"> <li>Paul Heike – Expressive Individualism and the Myth of the Self-Made Man, pp. 367-407 (PDF)</li> <li>Benjamin Franklin – “To Those Who Would Remove to America,” pp. 456-62</li> </ul>	<ul style="list-style-type: none"> <li>J. Hector St. John De Crèvecoeur, <i>Letters From an American Farmer</i> (Letters III, IX, and XII), pp. 636-50, 651-56</li> </ul>

WEEK 11: FOUNDING A NEW NATION

TUESDAY, MARCH 16	THURSDAY, MARCH 18
<ul style="list-style-type: none"> <li>Heike – American Independence and the Myth of the Founding Fathers, pp. 197-212 (PDF)</li> </ul>	<ul style="list-style-type: none"> <li>Thomas Jefferson: <i>Notes on the State of Virginia</i>, pp. 711-21</li> </ul>
<p>Recommended:</p> <ul style="list-style-type: none"> <li>Ray Raphael – <i>Constitutional Myths: What We Get Wrong and How to Get It Right</i></li> </ul>	

- Alfred Young – *Liberty Tree: Ordinary People and the American Revolution*, chap. 2 “‘Persons of Consequence’: The Women of Boston and the Making of the American Revolution, 1765-1776”; chap. 5 “How Radical Was the American Revolution?”
- Peter Linebaugh and Marcus Rediker – *The Many-Headed Hydra: The Hidden History of the Revolutionary Atlantic*, chap. 7 “A Motley Crew in the American Revolution”

### WEEK 12: THE DECLARATION OF INDEPENDENCE

TUESDAY, MARCH 23	THURSDAY, MARCH 25
• David Armitage – <i>The Declaration of Independence: A Global History</i> , pp. 1-62 (PDF)	• Letters between John Adams and Abigail Adams, pp. 664-79

### WEEK 13: THE ENLIGHTENMENT AND THE CONSTITUTION

TUESDAY, MARCH 30	THURSDAY, APRIL 1
• Harold J. Berman – “The Impact of the Enlightenment on American Constitutional Law,” pp. 311-34 (PDF)	• Suzette Hemberger – “What Did They Think They Were Doing When They Wrote the U.S. Constitution, and Why Should We Care?,” pp. 128-53 (PDF)
Recommended: <i>The Penguin Guide to the United States Constitution</i> by Richard Beeman (Penguin)	

### WEEK 14: SYMPATHY AND DEMOCRACY

TUESDAY, APRIL 6	THURSDAY, APRIL 8
• Hannah Webster Foster – <i>The Coquette</i> , pp. 841-96	• Foster – <i>The Coquette</i> , pp. 896-941
• Recommended: Elizabeth Barnes – “The Politics of Sympathy,” pp. 1-18 (PDF)	
Response Paper 3 due no later than Sunday, Apr. 11 at 11:59pm	

### WEEK 15: RETROSPECTION: WHAT DOES IT MEAN TO BE AN AMERICAN?

TUESDAY, APRIL 13	THURSDAY, APRIL 15
• Retrospective discussion on the semester	• In-Class Final Paper Peer Review
Final Paper due no later than Sunday, Apr. 18 at 11:59pm	