

NINETEENTH CENTURY LITERATURE AND CULTURE: THE WRITER AS ORGANIC INTELLECTUAL

Course Number: AML 4225-1H54
Room Number: MAT 0005
Time: T 7 (1:55-2:45) & R 7-8 (1:55-3:50)
Instructor: David Lawrimore
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Office Hours: T 8-9 (3:00-4:55) or by appointment
Office: TUR 4317
Class Website: Sakai

Course Description

This course demonstrates how reading writers as organic intellectuals can enrich our understanding of nineteenth-century American literature. A way of reading that emphasizes a writer's social and political affiliation, the concept of the organic intellectual carries particular resonance in nineteenth-century America where these professionals helped to shape the cultural landscape into one comprised of varied groups whose interests divided and extended the boundaries of a unified nation. We will begin with a theoretical introduction to organic intellectualism that lays the foundation for historicist and ideological analyses. We will then examine the work of four major intellectuals—Royall Tyler, William Apess, William Wells Brown, and Charlotte Perkins Gilman—by reading a number of genres in each intellectual's oeuvre including novels, plays, autobiographical narratives, sermons, essays, poems, and short stories. While the nineteenth century was littered with intellectuals other intellectuals like Ralph Waldo Emerson, Walt Whitman, Lydia Marie Child, Margaret Fuller, Frederick Douglass, David Walker, and so on, these four are particularly fruitful since they each are writing from a different social perspective and are each invested in particular aspects of intellectual work.

Our approach will allow us to consider a number of elements essential to the understanding and appreciation of nineteenth-century American literature including literature's role in identity formation; the growth of an intellectual's political consciousness throughout her career; the relationship between form, content, and audience; the tension between aesthetics and politics; and, other issues. Students will also familiarize themselves with secondary literature, often interdisciplinary in scope, that will provide relevant cultural and literary history. Ultimately, the course will familiarize students with a number of social and political issues in nineteenth-century literature and culture as well as provide them with the tools for deeper ideological analysis.

Required Texts

Students should purchase the listed editions of The Contrast, Clotel, the collected writings of William Apess and Charlotte Perkins Gilman. It is highly recommended that students purchase these editions of the other writings. If students wish to use electronic copies of texts, they must have prior approval. See Class Disruptions below.

- Royall Tyler, Ed. Cynthia Kiernan. *The Contrast: Manners, Morals, and Authority in the Early American Republic* (New York UP, 2007) ISBN: 0814747930
- Royall Tyler, Ed. Caleb Crain. *The Algerine Captive* (Modern Library Classics, 2002) ISBN: 0375760342

- William Apess, Ed. Barry O’Connell. *A Son of the Forest and Other Writings* (U of Massachusetts P, 1997) ISBN: 1558491074
- Black Hawk, *The Life of Black Hawk* (Dover, 1994) ISBN: 0486281051
- William Wells Brown, Ed. Robert Levine. *Clotel, or, The President’s Daughter*, Second Edition (Bedford Cultural Editions, 2011) ISBN: 0312621078
- Charlotte Perkins Gilman, Ed. Denise D. Knight. *The Yellow Wall-Paper, Herland, and Selected Writings* (Penguin, 2009) ISBN: 014310585X
- Course Pack(s) from Xerographic, which contain the following texts:
 - Royall Tyler, *The Yankey In London*
 - Samson Occom, *A Short Narrative of My Life*
 - William Wells Brown, *Narrative of William W. Brown, a Fugitive Slave*
 - William Wells Brown, *The Escape*
- Scholarly articles/chapters will be posted on Sakai. *These texts should be printed and brought to class on the day they are assigned.*

Course Requirements and Assignment Weights

Grade Breakdown

Assignment	Word Count	Weight
Participation and Quizzes	N/A	10%
Three Reading Responses	300+ words and 1-2 questions each	15%
Review Panel	900-1200 words	15%
Midterm Essay	1200-1500 words	25%
Final Essay	1800-2100 words	35%

Grade Scale

A	98	93-100	4.0	C	75	73-76	2.0
A-	92	90-92	3.67	C-	70	70-72	1.67
B+	89	87-89	3.33	D+	69	67-69	1.33
B	85	83-86	3.0	D	65	63-66	1.0
B-	80	80-82	2.67	D-	60	60-62	0.67
C+	79	77-79	2.33	E	0	0-59	0.00

Participation and Quizzes

Students are expected to regularly participate in class discussion. To earn an “A” for regular participation and preparation, the A level student is consistently prepared and engaged. They have their materials handy and are able to refer to specifics in their materials during class. They are able to make connections from the readings and/or build productive discussion. They contribute to the ongoing discussion by responding thoughtfully to others and/or by asking questions that help build useful group understanding. They contribute regularly and are active listeners in small group work. They abide by the attendance policy. While they may not speak every session, if this person was not a member of the class, the quality of student discussion would diminish. B range participants mostly meet the above criteria, C range participants occasionally meet the above criteria, D range participants rarely meet the above, F range participants fail to meet passable criteria.

Quizzes will take place during the first ten minutes of class, and will be on the reading assigned for that day. They can be both announced and unannounced. In most cases (see the course absence policy below), missed quizzes cannot be made up.

Reading Responses (300+ words and 1-2 discussion questions; Four total)

At the beginning of the semester, each student will be assigned a group letter that will determine when his or her response is due. Each student is responsible for writing THREE responses to the reading assigned for the day of his or her post. (There are a total of FOUR possible dates for these assignments. Students may write all four to drop the lowest response grade). These responses should be more than a summary of the day's reading; they should demonstrate critical thinking and an attempt to integrate ideas into course topics and objectives. The response should also include one or two possible questions for discussion. These questions should be open-ended and may refer to a particular passage in the day's reading. *Posts are due by noon on each student's respective day.* No late posts will be accepted.

Review Panel (900-1200 words)

To aid students in the research process as well as improve presentation skills, each student will assess, synthesize, and evaluate a different scholarly article/chapter that relates to one of the readings. The essay should do three main things. First, it should provide an overview of the chapter/article, its thesis, and its main ideas. Second, it should offer a critique of the chapter/article, discussing both the effectiveness of its presentation as well as the viability of the argument itself. Lastly, using the chapter/article as a jumping-off point, the essay should offer a brief commentary on the primary text. Student will present their findings in the form of a statement they will read for the class, and answer questions from fellow panel members and the class about their findings.

Procedure

1. One week before the panel, students will email me the chapter/article they are considering for review.
2. The following day, I will send each panel a final list of members and chapters/articles.
3. Panelists should "Reply All" to the email, attaching their response, *no later than midnight* before the next day's panel
4. Panel members are not required to meet before class, but they should be prepared to comment on each other's statements.
5. In class, the panel will begin with each student reading their statement.
6. I will ask panelists if they have questions and/or comments for one another.
7. I will open the floor to questions, and facilitate so that each panelist has opportunities to respond.

Essays

Students will be required to compose two full-length essays this semester. Students must submit their essays as both a hardcopy and through Sakai. All essays must be typed and formatted in accordance with the current MLA style conventions for academic writing. Among other things, this means your papers should be double spaced, in 12 point Times New Roman font, with one-inch margins on all sides. Also include a heading, a title, MLA style headers with page numbers on each page, and a Works Cited Page.

Midterm Essay (1200-1500 words)

In this shorter essay, students will provide an analysis of one of the texts that we have read this semester. Though the essay topic is open, it should demonstrate a familiarity with the course themes and a knowledge of the topics that we have been discussing in class. Students are free to use any of the

secondary materials discussed in class but no outside research is required. The focus of this essay should be to defend your original thesis through a close-reading and/or thematic analysis of the work.

Final Essay (1800-2400 words)

In this longer essay, students will choose one of the four authors we have discussed this semester and, through a discussion of two texts written by the author, provide an analysis of his or her career as an organic intellectual. Students may also compare or contrast the careers of two authors, or relate the careers of one of our four writers to another nineteenth-century thinker (Ralph Waldo Emerson, Lydia Marie Child, Walt Whitman, Margaret Fuller, etc.) *Students may choose the same author that they discuss in their midterm, but cannot write about the same text.* Students are encouraged to expand on this topic in any way they see fit and should utilize outside research and secondary sources to substantiate their claims.

Class and English Department Policies

Late Work

Students should turn in a copy of his or her assignment on the day that it is due, even if he or she cannot make it to class. A student may submit his or her work on Sakai for the purpose of avoiding lateness but is still required to turn in a copy for grading. Computer problems are not valid excuses for late work. *Any work that is not turned in by class time on the due date will not be accepted and will automatically count as a zero.* Extenuating circumstances will be considered with proper notice.

Attendance

Attendance and participation in this class is mandatory. Students are permitted up to four absences, either excused or unexcused, in this class throughout the semester. However, beginning with the fifth absence, the final grade will be reduced in the following way:

5 absences: -10% of possible grade

6 absences: -20% of possible grade

7 absences: **automatic failure of the class**

As Thursday is a double period, absences on Thursday count as two absences. If you do miss a class, it is your responsibility to find out what you missed from your peers and the course website.

In keeping with the University's absence policies (See <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx> for details), some absences may be exempted from this policy. However, students must inform me in advance of such absences, and all assignments due on a day that you miss are due the day you return to class. In-class assignments must be promptly made up during my office hours or by appointment.

Tardies

Any student who arrives to class late will be counted tardy. *Three tardies will be converted into one absence.* It is the students' responsibility to notify me immediately after class; otherwise, he or she may accidentally be recorded as absent on that day.

Classroom Disruptions

Common courtesy is mandatory in our classroom. Silence cell phones when you enter the classroom. Sleeping, talking in private conversations, and reading other material are also inappropriate during class time. *Students will not need to use a laptop for this class, so please put them away before class begins.*

Students may use electronic devices for their reading if they first show me outside of class that their device as the ability to annotate, that is, take notes and not simply highlight. Disciplinary action (dismissal from the classroom, grade deduction, and beyond) will be taken if a student disrupts the learning environment in any way.

University Policies

Academic Honesty

All students are required to abide by the Student Honor Code. For more information about academic honesty, including definitions of plagiarism and unauthorized collaboration, see:

<http://www.dso.ufl.edu/sccr/honorcodes/honorcode.php>

Proven cases of academic dishonesty will be prosecuted to the fullest extent. The first instance will result in a zero for the assignment and their name will be submitted to the honor board for further review. A subsequent offense will result in immediate failure of the course and a recommendation to the honor board for expulsion.

Students with Disabilities

The University of Florida complies with the Americans with Disabilities Act. Students requesting classroom accommodation must first register with the Dean of Students Office. The Dean of Students Office will provide documentation to the student who must then provide this documentation when requesting accommodation. For more information, see: <http://www.dso.ufl.edu/drc/>

Harassment

UF provides an educational and working environment for its students, faculty, and staff that is free from sex discrimination and sexual harassment. For more about UF policies regarding harassment, see: <http://www.dso.ufl.edu/studentguide/studentconductcode.php#s4041>

Tentative Course Schedule (readings will be discussed on the day they appear)

UNIT 1: INTRODUCING IDEOLOGY AND ORGANIC INTELLECTUALISM

WEEK 1

- T, 8/25 Syllabus overview and classroom policies
R, 8/28 Williams, "Ideology," pp. 55-6; Lears, "The Concept of Cultural Hegemony," pp. 567-74 and 586-593; Althusser, "Ideology and the Ideological State Apparatus;" Wolters, "On the Reproduction of Capitalism-A Critical Theory Guide" (Texts available on Sakai, please print, read, and bring to class)

WEEK 2

- T, 9.2 Gramsci, "The Intellectuals;" Sartre, "Preface to *The Wretched of the Earth*;" (All texts available on Sakai, please print, read, and bring to class)
R, 9.4 Waterman, "The Bavarian Illuminati, the Early American Novel, and Histories of the Public Sphere; Derleth, "On the Outside;" Ramsey, "Fingers;" Mamet, "Not Without

Propaganda;" Buckman, "One of Many;" Baron, "On the Trail of Loathsome Swine"(All texts available on Sakai, please print, read, and bring to class)

UNIT 2: ROYALL TYLER AND INTELLECTUAL COMMITMENT

WEEK 3

- T, 9.9 Kierner, "Introduction to *The Contrast*," pp. 1-33; Tyler, "The Origin of Evil" (Sakai)
- R, 9.11 Tyler, *The Contrast*, pp. 35-100; Appendix A, B, & H, pp. 101-3, 104-8, 131-7; **OR1-A; REVIEW PANEL 1**

WEEK 4

- T, 9.16 Tyler, *The Algerine Captive* pp. 3-107; **OR1-B**
- R, 9.18 Tyler, *The Algerine Captive* pp. 111-226 (students may skim the following chapters: XV-XXV, XXVII & XXVIII, XXXI, and XXXIII & XXXIV); **OR1-C; REVIEW PANEL 2**

WEEK 5

- T, 9.23 Tyler, *The Yankey in London* (CP XX-XX.); **OR1-D**
- R, 9.25 Tyler, *The Yankey in London* (CP XX-XX.); Introduce Midterm Assignment; **OR1-E**

UNIT 3: NATIVE AMERICAN AUTOBIOGRAPHY

WEEK 6

- T, 9.30 Krupat, From *For Those Who Come After* (Sakai); Oocom, *A Short Narrative of My Life* (CP XX-XX.); **OR2-A**
- R, 10.2 Apess, *A Son of the Forest* pp. 1-56; **OR2-B; REVIEW PANEL 3**

WEEK 7

- T, 10.7 Apess, *The Experiences of Five Christian Indians* pp. 57-101; **OR2-C**
- R, 10.9 Apess, *Eulogy on King Philip* pp. 103-138; **OR2-D; REVIEW PANEL 4**

WEEK 8

- T, 10.14 Black Hawk, *Life of Black Hawk* pp. vi-32; **OR2-E**
- R, 10.16 Black Hawk, *Life of Black Hawk* pp. 33-79; **OR3-A; REVIEW PANEL 5**

UNIT 4: WILLIAM HILL BROWN AND GENRE MANIPULATION

WEEK 9

- T, 10.21 **MIDTERM ESSAY DUE**
Students will read one:
Greenspan, "Introduction" (Sakai)
Andrews, from *To Tell a Free Story* (Sakai)
From Clotel: Levine, "Introduction, pp. 3-27
From Clotel: On Jefferson, pp. 231-255
From Clotel: Jefferson and Hemmings, pp. 273-290

R, 10.23 Brown, *Narrative of the Life of William Wells Brown* (CP XX-XX); **OR3-B; REVIEW PANEL 6**

WEEK 10

T, 10.28 Brown, *The Escape* (CP XX-XX); **OR3-C**

R, 10.30 Brown, *Clotel* pp. 81-145; **OR3-D**

WEEK 11

T, 11.4 Brown, *Clotel* pp. 146-209; **OR3-E**

R, 11.6 Brown, *Clotel* pp. 210-227 & 387-414; **OR4-A; REVIEW PANEL 7**

UNIT 5: CHARLOTTE PERKINS GILMAN, AESTHETICS, AND POLITICS

WEEK 12

T, 11.11 HOLIDAY

R, 11.13 Gilman, from *Women and Economics* (Sakai); Gilman, "Yellow Wallpaper," pp. 166-183; **OR4-B**

WEEK 13

T, 11.18 Review Gilman, "Yellow Wallpaper," pp. 166-183; Read "Dr. Clair's Place," pp. 280-9; "Through This," pp. 194-8; "She Walketh Veiled and Sleeping," pp. 320-1; **OR4-C**

R, 11.20 Gilman, *Herland*, pp. 3-38; **OR4-D; REVIEW PANEL 8**

WEEK 14

T, 11.25 Gilman, *Herland*, pp. 39-108; **OR4-E**

R, 11.27 HOLIDAY

WEEK 15

T, 12.2 Gilman, *Herland*, 109-143; **REVIEW PANEL 9**

R, 12.4 Final Paper Discussion

WEEK 16

T, 12.9 **FINAL PAPERS DUE**