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**School of Philosophy**

**Department of English Language and Literature**

**AMERICAN LITERATURE OF THE 19TH CENTURY**

**Winter Semester**

2022-2023

**Instructor**

Dr. Vasileios N. Delioglanis

**Time and Venue**

Friday 14:00-17:00 (Room 314 – Philosophy Building)

**Office Hours**

Room 903

Friday: 13:00-14:00 & 19:45-20:45

(by appointment via email)

**Email**

deliogla@enl.uoa.gr

**Description and general scope of the course**

This course will aim to examine various forms of American literature that developed in the nineteenth century. It will concentrate on the diversity of nineteenth-century American literature, highlighting the solidification of a distinctive American national voice. In a period when American literary production captures the efforts of the newly-emergent United States to achieve cultural and political independence, significant figures of American tradition critically approach the social and political contradictions of their time and challenge dominant ideologies through their writing. The course will delve into the historical, political and social issues that shape American identity and history in the nineteenth century. Lectures will underscore the dynamic relationship between literature and history, and will consider a variety of topics, including the shifting pressures of gender, race, ethnicity, and class. The course will also expose students to the main principles and ideology of Puritanism, the movements of Transcendentalism, Romanticism, Realism and Naturalism. At the same time, it will connect such texts with the literary currents of the nineteenth century, but also with American traditional modes of writing.

**Course objectives:**

Upon completion of the course students should have either learned or reinforced the following objectives:

* An appreciation for the full range of American literary and artistic production during the nineteenth century, along with specific knowledge of certain works and authors.
* An awareness of major historical events and socio-cultural developments that provided material, themes, and inspiration for writers of this period.
* Good understanding of the main aesthetic goals and the tropes used by Romantic,
Realist and Naturalist writers in their attempt to produce American literature and tackle social issues.
* The ability to critically engage a variety of texts, to ask interpretive questions, to formulate arguments and claims, and to react to others’ ideas about literary devices, styles, and structures.
* The skills to research critical responses, synthesize them with their own, and produce persuasive pieces of academic writing.

**Required Texts:** Material provided by the instructor via e-class

**Assessment**

**OPTION 1:**

1. **Final Exam – Score: 100%**

**OPTION 2:**

1. **Final Exam – Score: 60%**

**Research Paper – Score: 40% (specifications are available on e-class at «Εργασίες» section)**

**Plagiarism**

Plagiarism is essentially the unacknowledged use of another person’s work. It can take the following forms:

1. ***The copying (or “quotation”) without acknowledgement, of the work of others (including the work of fellow students), published or unpublished, either verbatim or in close paraphrase, including material downloaded from computer files and the Internet.***
2. ***Submitting as their own work a piece of work lent to them by a fellow student.***
3. ***Learning passages by heart, whether from books or other distributed materials and transcribing them in examination answers without acknowledgement.***

You must not therefore copy the work of others and pass it off as your own.If you are found guilty of plagiarism, you will lose marks or you will be asked to resubmit your work.

**SYLLABUS**

**Week 1 – Introduction**

Introduction to the historical, cultural and literary background of the period

Secondary Reading:

Thomas Paine – “Common Sense” (1776)

**Week 2 – Native Americans: Conquest, Removal & the Myth of the Noble-Savage**

George Washington Parke Custis – *Pocahontas, or The Settlers of Virginia* (1830) (play)

Sarah Winnemucca – from *Life Among the Piutes* (1883) (Chapter 8) (memoir)

Zitkala-Ša – from *The School Days of an Indian Girl* (1900) (Chapter 2) (autobiography)

Secondary Reading:

William Apess – “An Indian’s Looking-Glass for the White Man” (1833)

**Week 3 – Transcendentalism**

Ralph Waldo Emerson – “Brahma” (1851) (poem)

Henry David Thoreau – “Resistance to Civil Government” (1849) (essay)

**Week 4 – The Romance I**

Nathaniel Hawthorne – from *The Scarlet Letter* (1850) (novel, “The Custom-House” & Chapters 1, 2, 5, 6, 12, 13)

**Week 5 – The Romance II**

Nathaniel Hawthorne – from *The Scarlet Letter* (1850) (novel, Chapters: 16, 17, 18, 19, 22, 23, 24)

Secondary Reading:

Joel Pfister. “Hawthorne as Cultural Theorist.” *The Cambridge Companion to Nathaniel Hawthorne*, ed. Richard H. Millington. 2004. pp. 35-59.

**Week 6 – Slavery & Racism**

Harriet Beecher Stowe – from *Uncle Tom’s Cabin; or Life among the Lowly* (1852) (novel, Chapter 7)

**Week 7 – Proto-Feminism I**

Kate Chopin – *The Awakening* (1899) (novel)

**Week 8 – Proto-Feminism II**

Kate Chopin – *The Awakening* (1899) (novel)

Secondary Reading:

Per Seyersted. “Kate Chopin and the American Realists.” *The Awakening: An Authoritative Text, Biographical and Historical Contexts, Criticism*. 1994. pp. 202-207.

**Week 9 – Naturalism I**

Stephen Crane – *Maggie: A Girl of the Streets* (1893) (novella)

**Week 10 – Naturalism I**

Stephen Crane – *Maggie: A Girl of the Streets* (1893) (novella)

Secondary Reading:

Malcolm Cowley. “Naturalism in American Literature.” *American Naturalism*. 2004. pp. 49-80.

**Week 11 – Two Proto-Modernists**

Walt Whitman – from *Democratic Vistas* (1871) (essay)

Emily Dickinson – poems 764 [My Life had stood - a Loaded Gun - ] (1863), 260 [I’m Nobody! Who Are You?] (1891)

**Weeks 12 & 13 – Catching-Up Sessions / Review / Final Comments**

**Suggested Bibliography for Further Reading**

Cassuto, Leonard. *The Cambridge History of the American Novel*. 2011.

Castronovo, Russ, ed. *The Oxford Handbook of Nineteenth-Century American Literature*. Oxford UP, 2012.

Chase, Richard. *The American Novel and its Tradition*. 1957.

Chopin, Kate, and Nancy Walker. *The Awakening: An Authoritative Text, Biographical and Historical Contexts, Criticism*. 1994.

Coale, Samuel. *Mesmerism and Hawthorne: Mediums of American Romance*. 1998.

Crane, Gregg. *The Cambridge Introduction to the Nineteenth-Century American Novel*. 2007.

Bloom, Harold, ed. *American Naturalism*. 2004.

Fulton, Joe B. *Mark Twain’s Ethical Realism: The Aesthetics of Race, Class, and Gender*. 1997.

Gullason, Thomas A. *Maggie: A Girl of the Streets: An Authoritative Text, Backgrounds and Sources, the Author and the Novel, Reviews and Criticism*. 1979.

Gunning, Sandra. *Race, Rape, and Lynching: The Read Record of American Literature, 1890-1912*. 1996.

Killingsworth, M. Jimmie. *The Cambridge Introduction to Walt Whitman*. 2007.

Kummings, Donald D. *A Companion to Walt Whitman*. 2006

Lee, Robert A. *Nathaniel Hawthorne: New Critical Essays*. 1982.

Martin, Wendy, ed. The Cambridge Companion to Emily Dickinson. 2002.

Millington, Richard H. ed, *The Cambridge Companion to Nathaniel Hawthorne*. 2004.

Mitchell, Lee Clark. *Determined Fictions: American Literary Naturalism*. c1989.

Pizer, Donald. *The Cambridge Companion to American Realism and Naturalism*. 1995.

Ruland, Richard and Malcolm Bradbury. *From Puritanism to Postmodernism: A History of American Literature*. 1991.

Vogel, Todd. *Rewriting White: Race, Class, and Cultural Capital in Nineteenth-Century America*. 2004.

Welter, Barbara. *Dimity Convictions: The American Woman in the Nineteenth-Century*. 1976.

Young, Regina M. *The Romantic and Transcendental Quests of Ralph Waldo Emerson and Victor-Marie Hugo*. 2003.

Vendler, Helen. *Dickinson: Selected Poems and Commentaries*. 2010.