<table>
<thead>
<tr>
<th>Course title:</th>
<th>American Literature 1</th>
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<tbody>
<tr>
<td>Specialisation:</td>
<td>BASb</td>
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<tr>
<td>Department:</td>
<td>English and American Studies</td>
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<tr>
<td>Guaranteed by:</td>
<td>Doc. PhDr. Stanislav Kolář, Dr.</td>
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<tr>
<td>Lecturer:</td>
<td>Doc. PhDr. Stanislav Kolář, Dr.</td>
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<tr>
<td>Form:</td>
<td>lecture, seminar</td>
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<tr>
<td>Number of teaching hours:</td>
<td>Per week: 2/2 Total per semester: 24/24</td>
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<td>Credits:</td>
<td>5</td>
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**Assessment and evaluation:**

**Continuous assessment:** keeping a journal (typed comments on literary texts)

**Final assessment:** test

**Aims and objectives:**

keeping a journal (typed comments on literary texts)

**Course content:**

The course offers a general survey of early American literature from the colonial period when Puritan imagination was dominant to the turn of the 19th century. It concentrates on the main literary movements and schools and focuses on their representative writers. The course explores how these writers shaped American emerging nation and how the new nation influenced them. Students are expected to read all assigned work and to respond in class discussion and in writing a journal – a written form of their comments on weekly readings. The aim of the course is to develop students’ literary critical thinking.
LECTURES - DESCRIPTION

1. What is American literature? Distinctive features of American literature. Constituting the subject of American literature (cultural pluralism, multiculturalism, impact of popular culture, individualism, optimism, Adamic myth
2. The literature of colonial period - Puritan imagination (Puritanism, predestination, unconditional election, original depravity, typical genres of colonial period, plain style)
3. The revolutionary period - political imagination (American Revolution, rationalism, reason, Enlightenment, search for national identity, native themes and typical genres)
4. American Romanticism - I: W. Irving, J. F. Cooper (emotionality, cult of „primitivism“, nature, history, mysticism, individualism, romantic criticism, Knickerbockers,
5. American Romanticism - II: W. C. Bryant, E. A. Poe (gothic stories, stories of ratiocination, stories of horror, aesthetic conception of poetry)
7. Nathaniel Hawthorne and Herman Melville - Two Great personalities of the American Renaissance (concept of Puritan sin, punishment of sin, extraordinary characters in conflict with society, adventure novels, philosophical novels, man and nature, symbolism)
9. Mark Twain, the triumph of western comic realism (tall-tales, the Frontier, humor, satire,
1. Introduction to the course

2. The Literature of Colonial Period - Puritan Imagination
   Texts: Anne Bradstreet - poems
   Edward Taylor - Huswifery
   Mary Rowlandson – A Narrative of the Captivity
   Jonathan Edwards – Sinners in the Hands of an Angry God

3. The Revolutionary Period - Political Imagination
   Texts: Hector St. John de Crèvecoeur - What Is an American
   Benjamin Franklin - The Autobiography
   Thomas Jefferson – The Declaration of Independence
   Philip Freneau - The Indian Burying Ground

   Texts: Washington Irving - Rip Van Winkle
   Edgar Allan Poe - poetry

5. American Romanticism - II: W. C. Bryant, E. A. Poe
   Texts: Edgar Allan Poe - The Tell-Tale Heart
          The Fall of the House of Usher

   Texts: Ralph Waldo Emerson - On Thoreau, Nature, Self-Reliance
   Henry David Thoreau - Walden

7. Nathaniel Hawthorne and Herman Melville - Two Great Personalities of the American Renaissance
   Texts: Nathaniel Hawthorne - The Scarlet Letter
   Herman Melville – Billy Budd
8. Poetry at the Crossroads of American Culture: Walt Whitman and the Other Poets of the 19th Century
   Texts: Henry Wadsworth Longfellow - poetry
          Walt Whitman - Leaves of Grass
          Emily Dickinson - poetry
          Thomas Wentworth Higginson – On Meeting Dickinson for the First Time
          Mabel Loomis Todd – The Character of Amherst

9. Mark Twain, the Triumph of Western Comic Realism
   Texts: Mark Twain - The Adventures of Huckleberry Finn
          The Celebrated Jumping Frog of Calaveras County
          Life on the Mississippi

10. American Regionalism: Local Color School Writing
    Texts: Kate Chopin - Désirée's Baby, A Respectable Woman, The Story of an Hour, Regret

11. Realism in American Prose
    Texts: Frederick Douglass: Narrative of the Life of Frederick Douglass
           Stephen Crane: The Open Boat

12. American Version of Naturalism
    Texts: Upton Sinclair - The Jungle
           Theodore Dreiser - An American Tragedy (Sister Carrie)

PROJECTS, PRESENTATIONS, ESSAYS

Weekly readings of the assigned texts

Class Participation - Student’s participation in class discussions, based on close reading of texts, is encouraged. The frequency and quality of his/her participation in class discussions will be reflected in assessment.

Journals - are expected throughout the course. The last term for their submission is in the 13th week of the semester. Journals may include the personal meditation on assigned texts and, in the second half of the course, critical analysis of them. Each record should not exceed half of a page. In addition, journals have to contain an explication of one book by American writer discussed in the course (length: 1 – 1.5 pages). Because students will have the writing assignment well in advance of the due date, late papers will not be accepted and a grade of "FX" (failed) will be recorded for an absent paper.

Plagiarism - A plagiarized paper will receive an "FX." There will be no opportunity to resubmit it or do an alternate assignment.
### ASSESSMENT AND EVALUATION

<table>
<thead>
<tr>
<th>CONTINUOUS ASSESSMENT (tests, projects, presentations)</th>
<th>Deadline (week)</th>
<th>Max. mark %</th>
<th>Pass mark</th>
</tr>
</thead>
<tbody>
<tr>
<td>Journal</td>
<td>continuous.</td>
<td>mark</td>
<td>mark</td>
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### FINAL ASSESSMENT

<table>
<thead>
<tr>
<th>Form (exam test, essay, oral exam…):</th>
<th>Max. mark %</th>
<th>Pass mark</th>
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<tbody>
<tr>
<td></td>
<td>100%</td>
<td>65%</td>
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### FINAL EVALUATION (total of continuous + final assessment mark):

<table>
<thead>
<tr>
<th>Mark</th>
<th>%</th>
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<tbody>
<tr>
<td>A</td>
<td>93– 100</td>
</tr>
<tr>
<td>B</td>
<td>86 – 92</td>
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<tr>
<td>C</td>
<td>78 - 85</td>
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<tr>
<td>D</td>
<td>72 –77</td>
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<tr>
<td>E</td>
<td>65– 71</td>
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<tr>
<td>FX</td>
<td>64 and less</td>
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