COURSE DESCRIPTION: In 1893, historian Frederick Jackson Turner declared that "The existence of an area of free land, its continuous recession, and the advance of American settlement westward explain American development." He also declared that the frontier was closed. In this course we will investigate the ways nineteenth-century American writers used the frontier to formulate notions of America, Americans, and American manhood. How did the myth of the frontier evolve as it traced the movements of explorers, sailors, gold miners, and cowboys? What role did women and the dispossessed play in this romance? We will cover both classical representations of the frontier, as well as views from the dispossessed. We will address the frontier's legacy in American popular and literary culture in the 20th century.

REQUIREMENTS AND ASSIGNMENTS:
• Attend, Prepare for, and Participate as a Speaker and Listener in Conference
• Complete all Assignments (See end of syllabus)

Group One: 1.26 (Précis); 2.9 (Comparative Analysis); 2.23 (Close Reading); 3.9 (Comparative Analysis); 3.30 (Close Reading); 4.18 (Final Paper)
Group Two: 1.31 (Close reading); 2.14 (Close Reading); 2.28 (Comparative Analysis); 3.21 (Close Reading or Comparative Analysis); 4.4 (Précis) 4.18 (Final Paper)
Group Three: 2.2 (Comparative Analysis); 2.16 (Comparative Analysis); 3.2 (Précis); 3.23 (Close Reading); 4.6 (Close Reading); 4.25 (Final Paper)
Group Four: 2.7 (Close Reading); 2.21 (Comparative Analysis); 3.7 (Close Reading); 3.28 (Comparative Analysis); 4.11 (Précis); 4.27 (Final Paper)

Schedule of Readings

Week 1-3 Enlightenment, Romanticism & the Frontier
T 1.24 Introduction: The Frontier as a Usable Past
In-class: Last of the Mohicans (1920)
R 1.26 Elizabeth Bishop, "Questions of Travel" (Handout)
Turner, "The Significance of the Frontier in American History" (The Frontier in American History; On Reserve E178 .T94)
Group One: Précis. This paper is due in-class not 36 hours ahead of time!
T 1.31 Rhonda, *Lewis & Clark Among the Indians*, Chapters 1 & 4
   Journal Excerpts Packet #1 (Handout)
   Group Two: Close Reading

R 2.2 Rhonda, *Lewis & Clark Among the Indians*, Chapter 8
   Journal Excerpts Packet #2 (Handout)
   Group Three: Analysis (See the instructions for the "Comparative Analysis paper. Since this is
   the first work we are reading, you don't need to compare it to another work, you just need to
   analyze a theme or stylistic element.)

T 2.7 Melville, *Typee*
   Group Four: Close Reading

R 2.9 Melville, *Typee*
   Group One: Comparative Analysis

T 2.14 Ridge, *The Adventures of Joaquin Murieta*
   Group Two: Close Reading

R 2.16 Ridge, *The Adventures of Joaquin Murieta*
   Group Three: Comparative Analysis

T 2.21 Paz, *The Adventures of Joaquin Murieta* (pp. ix-xcvii, 1-12)
   Group Four: Comparative Analysis

R 2.23 Clappe, *Shirley Letters*
   Group One: Close Reading

T 2.28 Clappe, *Shirley Letters*
   Group Two: Comparative Analysis

**Realism and the Frontier**

R 3.2 Harte, "The Luck of Roaring Camp," *The Luck of Roaring Camp and Other Stories*
   3-24. (Reserve PS374.R37 A47 1982; also there are multiple copies in the stacks)
   Group Four: Three

T 3.7 Twain, *Adventures of Huckleberry Finn*
   Group Four: Close Reading

R 3.9 Twain, *Adventures of Huckleberry Finn*
   Group One: Comparative Analysis

SPRING BREAK 3.11-19

T 3.21 Love, *Nat Love*
   Group Two: Close Reading or Comparative Analysis

R 3.23 Wister, *The Virginian*
   Group Three: Close Reading
Assignments
All of the assignments for this class (except the final paper) are short ones: 1-2 pages each. The final paper is 2-3 pages. You will be asked to sign for a group and each group will turn in their papers for the above assigned days. Each group is asked to do three types of papers: précis, close reading, and a comparative analysis. All papers should be emailed to the class via the class email list at least 36 hours before the assigned conference. You should paste these into the body of your email and NOT send them as an enclosure because enclosures can spread viruses and make your paper difficult to open. Please make sure you read your classmates' papers before class, as these will be the starting point of our discussion. The three types of papers (and the final paper) are described below:

1. Précis.
Write an analysis of the article. This paper MUST include both a short paragraph summarizing the argument of the article and a long paragraph discussing the strengths and weaknesses of the
argument. For more help on writing a précis, see
http://academic.reed.edu/english/courses/Eng213/CriticalArticleSynopses.html

2. Close Reading
For your close reading, choose a short passage (one paragraph to one page) of text and analyze the
details of the passage. Make sure you indicate the page number of your passage in your paper. You
may want to think about all or some of the following:

1. PURPOSE. What is the purpose of the passage in the work as a whole? Does it introduce
   the work? Provide closure? Provide the emotional climax? Serve as a bridge? What elements
   help it achieve this function and how?
2. LANGUAGE. What kind of language is used? High or low? Figurative or literal? What
does the language tell us about the audience and speaker? How does the style enhance the
message?
3. TONE. What is the tone of the passage? How is this tone conveyed?
4. SPEAKER. Who is speaking? How does the speaker establish his or her authority or
defereence?
5. NARRATEE. Who is the ideal audience? Is anyone excluded (deliberately or not) from this
   audience?
6. CHARACTERS. Who are the characters appearing in the passage? What are their main
   attributes? Are we meant to sympathize with them or not? How does the writer create (or
dispel) sympathy?
7. GENRE. What is the genre in which the passage or longer work was written? How do the
details of the passage relate to our expectations for genre?

3. Comparative Analysis
Please compare one aspect of the day's work to the same aspect in a work we have already read. The
comparison can be either thematic or stylistic. For example, you may want to compare how two
authors represent masculinity, Native Americans, or the American nation. Alternatively, you may
want to compare the use of point of view, prose style, or the genre of autobiography. You should
spend at least one paragraph analyzing the aspect you have chosen in the day's work and second
paragraph comparing it to a work we have already read.

Final Paper: Comparative Analysis (2-3 pages)
For your final paper please write a more extensive comparison of the day's work of literature to an earlier
work we have read. You may cover more than one attribute or theme, but you don't have to do so. How
has the frontier changed from the nineteenth to the twentieth century?

Group One:                     Group Three:
1.                             1. 
2.                             2. 
3.                             3. 
4.                             4. 

Group Two:                     Group Four:
1.                             1. 
2.                             2. 
3.                             3. 
4.                             4.