STATEMENT OF EXPECTATIONS

The Early American Field Exam is intended as a measure of the student’s mastery of the field as represented by the reading list. During the written portion of the exam, the student is expected to demonstrate a command of primary and secondary materials, show familiarity with important issues and developments in the field, and articulate an individual perspective on the material. The examiners will ask questions that can—and should—be addressed with texts on the reading list. If relevant to a question, however, the candidate may use any texts in the field, whether studied independently or through course work. Students who successfully complete the field exam demonstrate a proficiency to undertake advanced scholarship and to teach courses in this field.

Students should be prepared to articulate:

• major genre conventions and evolutions in these conventions during the period (for instance, poetry, drama, fiction, life writing of various sorts, captivity narratives);
• the historical and literary subfields that comprise the larger field of “Early American” Studies and the historical, cultural, and literary significances of those subfields (for instance, the Age of Exploration; Early Settlement; Puritanism; the Eighteenth Century; the Revolutionary Era; Early National Era; Antebellum Era; American Renaissance);
• formations of American identity or American identities in both the colonial and early US period;
• the significance of revisions to the American literature canon, especially with turns toward multicultural, multilingual, inter-religious, and gender inclusivity;
• recent shifts in conceptualizing the geographies of Early America (Transatlantic and Oceanic, Transnational, and Hemispheric Studies).
READING LIST

*We suggest students own copies of the most recent editions of the Norton Anthologies of American Literature (Vol. A and B) and the Heath Anthologies of American Literature (Vol. A and B) and be familiar with the table of contents and the period introductions included these two most frequently taught textbooks. (This list was assembled using Norton’s eighth edition and Heath’s sixth edition).

Primary Texts

8. Brown, William Wells. Clotel; or, the President’s Daughter (1853).
   http://www.facstaff.bucknell.edu/gcarr/19cusww/lb/SPH.html
17. Cooper, James Fenimore. The Last of the Mohicans.
22. Douglass, Frederick. “What to the Slave is the Fourth of July?” Heath Vol. B.
29. Fern, Fanny. Ruth Hall.
33. Fuller, Margaret. *Woman in the Nineteenth Century.*
37. Hawthorne, Nathaniel. *The Blithedale Romance;*
42. Jacobs, Harriet. *Incidents in the Life of a Slave Girl.*
47. Melville, Herman. “Bartleby, the Scrivener”; "Benito Cereno; *Billy Bud, Sailor.* Heath Vol. B.
53. Rowlandson, Mary. *Narrative of the Captivity and Restoration of Mrs. Mary Rowlandson.*
55. Rowson, Susannah. *Slaves in Algiers; or, Struggle for Freedom.*
57. Sedgwick, Catharine Maria. *Hope Leslie.*
60. Stanton, Elizabeth Cady (et al.). “The Declaration of Sentiments.” Heath Vol. B.
61. Stanton, Elizabeth Cady. *Eighty Years and More.* Heath Vol. B.
   http://digitalcommons.unl.edu/etas/41/
70. Whitman, Walt. *Leaves of Grass* [1855 edition].
71. Williams, Roger. *A Key Into the Languages of America.* Norton Vol. A.
72. Wilson, Harriet, *Our Nig.*

**Secondary/Critical Text**