

English 8:250
Graduate Readings in American Literature
(Early American Literature: The World Perspective)

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 Office Hours: M, W 1:00-2:30

Required Texts:

Bradstreet, *The Works of Anne Bradstreet*
 Castillo and Schweitzer, eds. *Literatures of Colonial America* (2000)
 Breen and Innes, *Myne Owne Ground* (1980)
 Brooks and Salient, eds. *Facing Zion . . .* (2004)
 Dettz, *In Small Things Forgotten* (1996)

Equiano, *The Interesting Narrative* (1790)
 Harriot, *A Brief and True Relation* (1590)
 Schweitzer and Castillo, eds. *Companion to . . . Literatures* (2005)
 Shakespeare, *The Tempest* (1611)
 Wheatley, *The Collected Works*

Schedule of Class Meetings and Assignments

Introduction/The World Perspective

Week 1 8/25: Introduction to the Course/ Course Requirements
 8/27: Teresa Toulouse, "Prologomenal Thinking," (*Companion*, 9-23); Ralph Bauer, "Toward a Cultural Geography of Colonial America" (*Companion*, 38-59).

Exploration and Contact to 1600

Week 2 8/01: University Holiday
 8/03: Christopher Columbus, "The Letter of Columbus" [*LCA*, 23-27].

Week 3 9/08: Las Casas, "The History of the Indies," [*LCA*, 23-27]; Pedro Vaz de Caminha, "The Letter," [*LCA*, 33]; Giovanni da Verranzano, "The Voyage," [*LCA* 34,-36]; Díaz, *History of the Conquest* [*LCA*, 40-60]; Hernán Cortés, "Second Letter," [Handout].
 9/10: Cabeza de Vaca, from *The Narrative* [*LCA*, 36-40]; Staden, from *The True History of his Captivity*, [*LCA*, 73-80]; Samuel de Champlain, from *Voyages* [*LCA*, 99-102].

Week 4 9/15: Harriot, *A Brief and True Report* (1590).
 9/17: Montaigne, "Of Cannibals," [EEBO]

Exploration and Settlement to 1700

Week 5 9/22: Shakespeare, *The Tempest* (1611)
 9/24: Shakespeare, *The Tempest* (1611)

Week 6 9/29: John Smith, from *The General History of Virginia* (1624), [*LCA*, 197-205].
 10/1: Richard Ligon, from *The True and Exact History of Barbadoes* (1657), [*LCA*, 205-212].

Week 7 10/6: William Bradford, from *Of Plymouth Plantation* (1630-1650), [*LCA*, 256-266];
 Thomas Morton, from *New English Canaan* (1637), [*LCA*, 236-243];

- Week 8
- 10/8: Roger Williams, from *A Key into the Language of America* (1637)
John Winthrop, "A Model of Christian Charity" (1630), [LCA, 243-250].
- 10/13: James Deetz, "Remember Me as You Pass By," from *In Small Things*.
10/15: Anne Bradstreet, selections from *The Works of Anne Bradstreet*
- Dos Americanos/Dos Pensamientos**
- Week 9
- 10/20: Anne Bradstreet, selections from *The Works of Anne Bradstreet*; Sor Juana Inés de la Cruz, selections, [LCA, 146-159]. Sigüenza y Gongora, from *The Misadventures of Alonso Ramirez* (1690), [LCA, 140-145]; Cotton Mather, [LCA, 327-335].
- 18th-Century Mercantilism and the Atlantic World**
- 10/22: Mary Rowlandson, *A True History of the Captivity . . .* (1682), [Handout]
Sarah Kemble Knight, from *The Journal*, [LCA, 364].
- Week 10
- 10/27: Ebenezer Cooke, "The Sotweed Factor," [LCA, 348-356]; selections of Whig Mercantile Verse [Handout].
- 10/29: William Byrd, selections from *The History of the Dividing Line*, [LCA, 382];
- The Great Awakening**
- Week 11
- 11/3: Jonathan Edwards, *A Divine and Supernatural Light* (1734)
- Indian Country and the Black Atlantic**
- 11/5: Mary Louise Pratt, selections from *Imperial Eyes* (1992); "Native American Views," [LCA, 348-356]. Manuel de Nobrega, "Dialogue," [LCA, 81-91]; *The Miraculous Apparition*, [LCA, 160-66]; John Eliot, from *The Indian Dialogues* (1668).
- Week 12
- 11/10: Guyman Poma de Ayala, [LCA, 117-131].
Samson Occom, "Short Narrative," [Handout]; *Sermon* (1772), [Handout].
11/12: Breen and Innes, *Myne Owne Ground* (1980).
- Week 13
- 11/17: Equiano, *The Interesting Narrative* (1790).
11/19: "Narrative of John Marrant," in *Facing Zion Forward* [Reserve]
- Week 14
- 11/24: **Thanksgiving Break**
- Revolution and its Discontents**
- Week 15
- 12/1: Benjamin Franklin, from *The Autobiography* (1773-1787); The Declaration of Independence.
12/3: Phyllis Wheatley, selections from *The Works*; Philip Freneau, [LCA 558-571].
Milcah Martha Moore's Book, selections [Reserve].
- Week 16
- 12/8: Madison, "Federalist #10;" James Deetz, "The Parting Ways."
12/10: William Apress, *Eulogy for King Philip* (1836);

Course Requirements:

Reading Journal	30%
Class Presentation	30%
Final Project/ Essay	40%

The course requirements for this graduate readings course are designed to offer you a comprehensive knowledge of the important primary texts in early American literary studies, with an eye toward the hemispheric nature of literary production in the colonial period. Each of the following requirements also is directed toward preparing you for specific elements of your comps portfolio or (as in the case of the class presentation) other aspects of your professional life.

Reading Journal

The reading journal may be either handwritten or electronic, but it must offer one entry for every entry on the syllabus. The entries (of at least one page in length) should concentrate on two areas: 1) your immediate interpretive response to the selection (theoretical methodology is not as important as text-based explication and inquiry), and 2) your contextualization of the selection within the broader historical and/or critical frame provided by this or other courses. I will pick up your journals early in the semester (around September 17) to make sure you are on the right track. The completed journals will be due during finals week.

Class Presentation

You are to present a primary text not listed on the syllabus in its “original” early modern state, drawing on EEBO, Evans, or similar sources. Your presentation should place this text in conversation with other texts we’ve read this semester, focusing especially on the material properties of the text. You will have about ten minutes to present. You will turn in an outline and brief synopsis (1 or 2 pages) of your talk, along with illustrative materials, one week from the date of your presentation.

Final Syllabus/Defense

For the course’s final project, you will produce a syllabus for an early American literature course that charts a different direction from the one I propose during the semester. You will not only suggest some alternate texts and contexts, but also alternate ways of organizing the semester (where appropriate). In addition to the syllabus, you will produce a 10-15-page defense of your pedagogy, drawing on the secondary materials I’ve put on reserve, and other sources you find on your own. It is important that this essay be a reasoned argument for your approach, rather than a summary of what you’ve presented on the syllabus.