

ENGL 5320: Selected Readings in American Literature before 1800
“Colonial American Literatures”

Fall 2013

Mondays 2-4:50pm

PH 301

Dr. Desiree Henderson

Office: UH 223

Email: dhenderson@uta.edu

Phone: 817-272-3131

Office Hours: By appointment

Course Description: This course introduces students to the literatures of colonial America, with an emphasis upon transnational and multicultural authors and issues. Students will explore concerns central to early American studies including: the importance of non-English literatures; the representation and self-representation of Native Americans; conflicts between Puritan theology and Enlightenment ideals; the rise of print culture and popular genres such as the periodical and the novel; the place of women and slaves in the new nation; and debates over the nature and meaning of national identity. An emphasis will be placed upon pedagogy: strategies and best practices for teaching colonial literatures to students in a variety of educational settings.

Learning Outcomes: Upon completion of this course students will be able to:

- Identify the major trends and debates within Early American Literary Studies.
- Identify and explain the historical, literary, or social/political context(s) of assigned texts.
- Explain and analyze how context shapes the composition, reception and/or interpretation of texts.
- Critically analyze literature within a historical and cultural context.
- Conduct independent research on and develop original analysis of colonial American literatures.

Required Books:

Belasco, Susan and Linck Johnson, eds. *The Bedford Anthology of American Literature: Volume One: Beginnings to the Civil War*. 2nd edition Bedford/St. Martin's. ISBN-10: 0-312-67868-1 [*available Fall 2013]

Cabeza de Vaca, Alvar Nunez. *The Narrative of Cabeza de Vaca*. Eds. Adorno & Pautz. University of Nebraska ISBN: 080326416x

Franklin, Benjamin. *Autobiography*. Ed. Chaplin. Norton. ISBN 978-0-393-93561-5 [*new edition 2012]

Equiano, Olaudah. *The Interesting Narrative of the Life*. Ed. Sollors. Norton. ISBN: 0393974944

Rowson, Susanna. *Charlotte Temple*. Ed. Rust. Norton. ISBN-10: 0393925382

Rowson, Susanna. *Reuben and Rachel*. Ed. Bartolomeo Broadview ISBN-10: 1551118394

Recommended: *MLA Handbook for Writers of Research Papers* (7th edition) ISBN: 9781603290241

Graff & Birkinstein, *They Say/I Say: The Moves that Matter in Academic Writing*. ISBN: 978-0393912753

COURSE POLICIES

Grading Policy/Requirements:

Oral/Teaching Presentation = 20%

Response Papers (8 total) = 15%

Pedagogy Assignment = 25%

Essay = 40%

Descriptions of major assignments and examinations with due dates: One oral presentation, during which students will teach a text or topic (pre-assigned). Quasi-weekly response papers: critical summaries of secondary criticism. Pedagogy assignment, details TBA (5 pages minimum). Traditional long seminar paper, a.k.a. an essay addressing an original analytical argument and incorporating original scholarly research (15 pages minimum). Due Dates are provided below on the Assignment Schedule. All requirements and due dates are subject to change at the discretion of the instructor.

Attendance Policy: Attendance is mandatory. Excessive absences will result in an "F" for the course. Be sure to talk to Dr. Henderson if you must miss class.

Expectations for In-Class Participation: Participation is a very important part of every class, as well as a crucial element of the learning process. Graduate students are held to a high standard in this regard. You are expected to complete the assigned reading by the day of class and come prepared to discuss the issues and questions of the course.

Expectations for Out-of-Class Study: Beyond the time required to attend each class meeting, students enrolled in this course should expect to spend at least an additional **nine** hours per week of their own time in course-related activities, including reading required materials, completing assignments, preparing for exams, etc.

Late Policy: Response papers will not be accepted late. All other assignments will be accepted late with a penalty of 5 points per day. The final course essay will only be accepted late with evidence of family or medical emergency. *Assignments will not be accepted over email unless specified by the professor. Assignments submitted over email are not considered turned in until a hard copy has been submitted.*

Electronics Policy: Turn cell phones off before class. NO TEXTING DURING CLASS. No electronic items of any kind, including laptops, tape recorders, tablets, cell phones, etc. should be used during class without instructor permission. Violating this rule can effect your Participation grade and may result in an academic dishonesty investigation.

UNIVERSITY POLICIES

Drop Policy: Students may drop or swap (adding and dropping a class concurrently) classes through self-service in MyMav from the beginning of the registration period through the late registration period. After the late registration period, students must see their academic advisor to drop a class or withdraw. Undeclared students must see an advisor in the University Advising Center. Drops can continue through a point two-thirds of the way through the term or session. It is the student's responsibility to officially withdraw if they do not plan to attend after registering. **Students will not be automatically dropped for non-attendance.** Repayment of certain types of financial aid administered through the University may be required as the result of dropping classes or withdrawing. For more information, contact the Office of Financial Aid and Scholarships (<http://www.uta.edu/aao/fao/>).

Americans with Disabilities Act: The University of Texas at Arlington is on record as being committed to both the spirit and letter of all federal equal opportunity legislation, including the *Americans with Disabilities Act (ADA)*. All instructors at UT Arlington are required by law to provide "reasonable accommodations" to students with disabilities, so as not to discriminate on the basis of that disability. Any student requiring an accommodation for this course must provide the instructor with official documentation in the form of a letter certified by the staff in the Office for Students with Disabilities, University Hall 102. Only those students who have officially documented a need for an accommodation will have their request honored. Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at www.uta.edu/disability or by calling the Office for Students with Disabilities at (817) 272-3364.

Academic Integrity: Students enrolled in this course are expected to adhere to the UT Arlington Honor Code:

I pledge, on my honor, to uphold UT Arlington's tradition of academic integrity, a tradition that values hard work and honest effort in the pursuit of academic excellence.

I promise that I will submit only work that I personally create or contribute to group collaborations, and I will appropriately reference any work from other sources. I will follow the highest standards of integrity and uphold the spirit of the Honor Code.

UT Arlington faculty members may employ the Honor Code as they see fit in their courses, including (but not limited to) having students acknowledge the honor code as part of an examination or requiring students to incorporate the honor code into any work submitted. Per UT System *Regents' Rule* 50101, §2.2, suspected violations of university's standards for academic integrity (including the Honor Code) will be referred to the Office of Student Conduct. Violators will be disciplined in accordance with University policy, which may result in the student's suspension or expulsion from the University.

Student Support Services: UT Arlington provides a variety of resources and programs designed to help students develop academic skills, deal with personal situations, and better understand concepts and information related to their courses. Resources include tutoring, major-based learning centers, developmental education, advising and mentoring, personal counseling, and federally funded programs. For individualized referrals, students may visit the reception desk at University College (Ransom Hall), call the Maverick Resource Hotline at 817-272-6107, send a message to resources@uta.edu, or view the information at www.uta.edu/resources.

Electronic Communication: UT Arlington has adopted MavMail as its official means to communicate with students about important deadlines and events, as well as to transact university-related business regarding financial aid, tuition, grades, graduation, etc. All students are assigned a MavMail account and are responsible for checking the inbox regularly. There is no additional charge to students for using this account, which remains active even after graduation. Information about activating and using MavMail is available at <http://www.uta.edu/oit/cs/email/mavmail.php>.

Student Feedback Survey: At the end of each term, students enrolled in classes categorized as "lecture," "seminar," or "laboratory" shall be directed to complete an online Student Feedback Survey (SFS). Instructions on how to access the SFS for this course will be sent directly to each student through MavMail approximately 10 days before the end of the term. Each student's feedback enters the SFS database anonymously and is aggregated with that of other students enrolled in the course. UT Arlington's effort to solicit, gather, tabulate, and publish student feedback is required by state law; students are strongly urged to participate. For more information, visit <http://www.uta.edu/sfs>.

Final Review Week: A period of five class days prior to the first day of final examinations in the long sessions shall be designated as Final Review Week. The purpose of this week is to allow students sufficient time to prepare for final examinations. During this week, there shall be no scheduled activities such as

required field trips or performances; and no instructor shall assign any themes, research problems or exercises of similar scope that have a completion date during or following this week *unless specified in the class syllabus*. During Final Review Week, an instructor shall not give any examinations constituting 10% or more of the final grade, except makeup tests and laboratory examinations. In addition, no instructor shall give any portion of the final examination during Final Review Week. During this week, classes are held as scheduled. In addition, instructors are not required to limit content to topics that have been previously covered; they may introduce new concepts as appropriate.

Emergency Exit Procedures: Should we experience an emergency event that requires us to vacate the building, students should exit the room and move toward the nearest exit, [which is located in the stairway at the end of each hallway in Preston Hall](#). When exiting the building during an emergency, one should never take an elevator but should use the stairwells. Faculty members and instructional staff will assist students in selecting the safest route for evacuation and will make arrangements to assist handicapped individuals.

ENGL 5320 Reading and Assignment Schedule

- All assignments and scheduled readings are subject to change at instructor's discretion.
- Students are expected to bring copies of assigned materials to class on the day they will be discussed, in either hard copy or digital format. Laptops and tablets will be allowed in class.

Bed = *Bedford Anthology of American Literature* Vol 1. (2nd ed); only the authors or titles are provided but students should, of course, read the entire selection and any pertinent introductory materials.

BB = Blackboard

LIB = Available through UTA Library databases; full bibliographic information is provided, students must access the articles on their own.

ONLINE RESOURCES: Recommended digital reading/resources

8/26 Introduction: Defining Early American Literature
<p>Ralph Bauer, "Early American Literature and American Literary History at the 'Hemispheric Turn.'" <i>Early American Literature</i> 45.2 (2010): 217-233. (LIB)</p> <p>Aníbal Quijano, "Coloniality and Modernity/Rationality." <i>Cultural Studies</i> 21.2-3 (March/May 2007): 168-78. (LIB)</p>
<p>ONLINE RESOURCES: The Society of Early Americanists: http://www.societyofearlyamericanists.org/</p> <p>"Covers, Titles, and Tables: The Formations of American Literary Canons," ed. Ken Roemer http://dspace.uta.edu/handle/10106/1264</p>
9/2 Native America
<p>"Literature to 1750" Introduction (Bed) "Native American Origin and Creation Stories" (Bed) "Native American Stories Through a Modern Lens" (Bed) Columbus (Bed)</p> <p>Handsome Lake, "How America Was Discovered" (BB) Powell, "Recovering Precolonial American Literary History" (BB)</p> <p>Andrew Wiget, "Reading Against the Grain: Origin Stories and American Literary History." <i>American Literary History</i> 3.2 (Summer 1991): 209-231. (LIB)</p>

<p>ONLINE RESOURCES:</p> <p>The Maya Codices: http://www.mayacodices.org/</p> <p>Library of Congress: Exploring the Early Americas http://myloc.gov/exhibitions/earlyamericas/Pages/default.aspx</p>
<p>9/9 Cabeza de Vaca</p>
<p>"Explorations and Early Encounters" (Bed)</p> <p>Cabeza de Vaca, <i>Narrative</i>, plus introduction</p> <p>Gordon Sayre, "Renegades from Barbary: The Transnational Turn in Captivity Studies." <i>Early American Literature</i> 45.2 (2010): 325-338. Lisa Voight, "Captivity and Narrative Interest in the Early Modern Atlantic." <i>CLIO</i> 40.1 (2010): 131-149.</p>
<p>ONLINE RESOURCES:</p> <p>Library of Congress: 1492: An Ongoing Voyage http://www.loc.gov/exhibits/1492/intro.html</p>
<p>9/16 Pocahontas: Myths & Realities</p>
<p>"Colonial Settlements" (Bed) Captain John Smith (Bed) "Jamestown through a Modern Lens" (Bed)</p> <p>Faery, from <i>Cartographies of Desire</i> (BB) Brickhouse, "Hemispheric Jamestown" (BB)</p> <p>→ The second half of class will be devoted to an Archival Research Workshop.</p>
<p>ONLINE RESOURCES:</p> <p>Virtual Jamestown: http://www.virtualjamestown.org/ The Pocahontas Archive: http://digital.lib.lehigh.edu/trial/pocahontas/</p>
<p>9/23 The Puritans</p>
<p>John Winthrop (Bed) Jonathan Edwards (Bed) "Edwards through a Modern Lens" (Bed) Hawthorne, "Young Goodman Brown" OR "The Minister's Black Veil" (Bed)</p> <p>Berkovitch, from <i>Puritan Origins of the American Self</i> (BB)</p> <p>Sandra Gustafson, "The Cosmopolitan Origins of the American Self." <i>Early American</i></p>

<p><i>Literature</i> 47.2 (2012): 433-441. Sarah Rivett, "Religious Exceptionalism and American Literary History." <i>Early American Literature</i> 47.2 (2012): 391-410.</p>
<p>9/30 Captivity</p>
<p>Mary Rowlandson, <i>Narrative</i> (Bed) Logan, "Cross Cultural Conversations" (BB) Toulouse, "Challenging Boundaries" (BB)</p>
<p>10/7 Early Poetry</p>
<p>Anne Bradstreet (Bed) "Bradstreet through a Modern Lens" (Bed) Edward Taylor (Bed) Sor Juana (BB) Arenal and Martinez-San Miguel, "Refocusing New Spain and Spanish Colonization" (BB) Abram Van Egan, "Advertising the Domestic: Anne Bradstreet's Sentimental Poetics." <i>Legacy</i> 28.1 (2011): 47-68. (LIB)</p>
<p>10/14 Franklin's America</p>
<p>"American Literature, 1750-1830" (Bed) Franklin, <i>Autobiography</i> Warner, "Franklin" (in Norton ed.) Stallybrass, "Benjamin Franklin" (in Norton ed.) Lepore, "Poor Jane's Almanac" (BB)</p>
<p>10/21 Equiano's Atlantic</p>
<p>Equiano's <i>Interesting Narrative</i> Gates, "Tropes of the Talking Book" (in Norton ed. p. 361) Joanna Brooks, "Working Definitions: Race, Ethnic Studies, and Early American Literature." <i>Early American Literature</i> 41.2 (2006): 313-320. (LIB) Cathy Davidson. "Olaudah Equiano, Written By Himself." <i>Novel</i> 40.1-2 (Fall 06/Spring 07): 20-51. (LIB)</p>
<p>ONLINE RESOURCES:</p> <p>Carey, "Where was Olaudah Equiano Born? (And why does it matter?)" http://www.brycchancarey.com/equiano/nativity.htm</p>

Voyages: The Trans-Atlantic Slave Trade Database http://www.slavevoyages.org/
10/28 American Independence & National Poetics
<p>“To Begin the World Over Again: The Emerging Idea of America” (Bed) Jefferson, “Declaration of Independence” (Bed) Philip Freneau (Bed) Phillis Wheatley (Bed) “Wheatley through a Modern Lens” (Bed)</p> <p>Fliegelman, from <i>Prodigals and Pilgrims</i> (BB)</p> <p>Peter Coviello, “Agonizing Affection: Affect and Nation in Early America.” <i>Early American Literature</i> 37.3 (2002): 439-468.</p>
<p>ONLINE RESOURCES:</p> <p>Library of Congress: Declaring Independence http://www.loc.gov/exhibits/declara/</p> <p>Library of Congress: Phillis Wheatley: A Voice of her Own http://www.loc.gov/exhibits/treasures/tri013.html</p>
11/4 Women Reading and Writing in the New Nation
<p><i>These readings in Rowson, Charlotte Temple (Norton Ed.):</i></p> <p>Rush, “Thoughts upon Female Education” (125) Wollstonecraft, “Vindication of the Rights of Woman” (131) Anonymous, “Rights of Woman” (136) Rowson, “Rights of Woman” (138) Anonymous, “Character and Effects of Modern Novels” (197) Anonymous, “Novel Reading, A Cause of Female Depravity” (198) Kerber, “We Own that Ladies Sometimes Read” (204)</p> <p>American Periodical Series database reading assignment (details TBA)</p> <p>Garner, from <i>The Rise and Fall of Early American Magazine Culture</i> (BB)</p>
<p>ONLINE RESOURCES:</p> <p>Common-Place: Who Reads an Early American Book? http://www.common-place.org/vol-09/no-03/</p>
11/11 Sentiment, Seduction, & the Rise of the Novel
<p>Rowson, <i>Charlotte Temple</i></p> <p>Davidson, “Life and Times of <i>Charlotte Temple</i>” (in Norton Ed. p. 241)</p>

Dobson, "Reclaiming Sentimental Literature" (in Norton Ed. p. 292)
11/18 Fictionalizing American History
Rowson, <i>Reuben and Rachel</i> , plus introduction
Irving, "Rip Van Winkle" OR Hawthorne, "My Kinsman, Major Molineux" (Bed)
11/25 Teaching Early American Literature
PEDAGOGY ASSIGNMENT DUE
Both articles in <i>Teaching American Literature: A Journal of Theory and Practice</i> , online journal available here: cpcc.edu/taltp J. D. Islip, "Lose the Chronology, Lose the Anthology: Clearing the Way for Innovation in American Literature Survey Courses." 4.3 (Spring 2011) Bridget Marshall, "Teaching the Early American Literature Survey: Expanding the Canon Using Internet Sources" 2.4 (Winter 2009)
Noah de Lissovoy, "Decolonial Pedagogy and the Ethics of the Global." <i>Discourse: Studies in the Cultural Politics of Education</i> 31.3 (July 2010): 279-93.
ONLINE RESOURCES: Society of Early Americanists: Teaching Early American Topics http://web.mnstate.edu/seateaching/ American Authors http://public.wsu.edu/~campbelld/index.html PAL: Perspectives in American Literature http://www.csustan.edu/english/reuben/home.htm
12/2 Research Day: No class
Conferences with Dr H may be scheduled during class time.
12/9 Essay due.