



Septentrio America (Dutch map, 1606)

See revolving the globe,
The ancestor-continents away group'd together,
The present and future continents north and south, with the isthmus between.
See, vast trackless spaces,
As in a dream they change, they swiftly fill,
Countless masses debouch upon them,
They are now cover'd with the foremost people, arts, institutions, known...

Americanos! conquerors! marches humanitarian!
Foremost! century marches! Libertad! masses!
For you a programme of chants.

—*"Starting from Paumanok," Walt Whitman (1860)*

Course Description

In their 2008 essay collection *Hemispheric American Studies*, Caroline F. Levander and Robert S. Levine ask,

What happens to U.S. and American literary and cultural studies if we recognize the asymmetry and interdependency of nation-state development throughout the hemisphere? What happens if we let this recognition of the nation as historically evolving and contingent—rather than already formed—revise our conceptions of literary and cultural genealogies? Finally, what happens if the “fixed” borders of a nation are recognized not only as historically produced political constructs that can be ignored, imaginatively reconfigured, and variously contested but also as component parts of a deeper, more multilayered series of national and indigenous histories?

This doctoral seminar constitutes an attempt to answer these questions by charting and participating in the recent “hemispheric turn” in American literary studies. In our readings of literary theory and of eighteenth and early-to-mid-nineteenth-century American literatures, we will focus on boundaries and borders, transnational interstices that show “America” to be a hemispheric constellation of overlapping and competing cultural relations. We will thus concentrate not on national difference or American exceptionalism but rather on what Mary Louise Pratt has called “contact zones” between “subjects previously separated by geographic and historical disjunctures.” In addition to our scholarly engagement with theory and literature, we will also consider pedagogical issues by discussing the impact of the “hemispheric turn” on undergraduate English education and by constructing syllabi for Literature of the Americas classes.

Required Texts (all should be available at the Co-op bookstore)

- Jesse Alemán and Shelly Streeby, eds. *Empire and the Literature of Sensation: An Anthology of Nineteenth-Century Popular Fiction* (Rutgers UP, 2007, ISBN: 978-0813540764)
- Gloria Anzaldúa, *Borderlands/La Frontera: The New Mestiza* (3rd edition, Aunt Lute Books, 2007, ISBN: 1-87996-074-5)
- Black Hawk, *Life of Black Hawk, or Ma-ka-tai-me-she-kia-kiak: Dictated by Himself* (Penguin Classics, 2008, ISBN: 978-0143105398)
- Maria Amparo Ruiz de Burton, *Who Would Have Thought It?* (Penguin Classics, 2009, ISBN 978-0143105879)
- Álvaro Núñez Cabeza de Vaca, *The Narrative of Cabeza de Vaca* (U of Nebraska P, 2003, ISBN: 978-0803264168)
- Lydia Maria Child, *Hobomok* (Rutgers UP, 1986, ISBN: 978-0813511641)
- J. Hector St. John De Crevecoeur, *Letters from an American Farmer and Sketches of Eighteenth-Century America* (Penguin Classics, 1981, ISBN: 978-0140390063)
- Martin R. Delaney, *Blake: Or, The Huts of America* (Beacon Press, 1971, ISBN: 0-80706-419-X)
- Olaudah Equiano, *The Interesting Narrative and Other Writings: Revised Edition* (Penguin Classics, 2003, ISBN: 978-0142437162)
- Caroline F. Levander and Robert S. Levine, *Hemispheric American Studies* (Rutgers UP, 2008, ISBN: 0-8135-4223-5)
- Herman Melville, *Omoo: A Narrative of Adventures in the South Seas* (Penguin Classics, 2007, ISBN 978-0143104926)
- Carla Mulford, ed. *Teaching the Literatures of Early America* (MLA, 1999, ISBN: 0-87352-358-X)
- Edgar Allan Poe, *The Narrative of Arthur Gordon Pym of Nantucket* (Penguin Classics, 1999, ISBN: 978-0140437485)
- Eric J. Sundquist, *Empire and Slavery in American Literature, 1820-1865* (UP of Mississippi, 2006, ISBN: 1-57806-863-0)

Resources

- Rice Americas Digital Archive: <http://scholarship.rice.edu/handle/1911/9219>
- Early Americas Digital Archive: <http://www.mith2.umd.edu/eada/>
- C-19: The Society of Nineteenth-Century Americanists: <http://c19americanists.org/>

Grades

Attendance, preparation, participation, effort, etc.	20%
Response papers (5)	10%
Annotated bibliography entry	10%
Historical context presentation	15%
Literature of the Americas syllabus	10%
Conference paper proposal(s)	5%
Final paper	30%

Attendance, preparation, participation, effort, etc.

I hope and expect that this doctoral seminar will function as a collaborative community of scholars. To this end, we will all work to share insights and resources. Your participation in class sessions likewise should evince your dedication to your colleagues' research interests and learning goals as well as your own. As such, you are required to listen and respond to the contributions of other members of the community with professional courtesy as well as personal respect. You are, of course, expected to attend each class having carefully and actively read the material and fully prepared to contribute constructively to discussion. Useful participation and good citizenship are mandatory.

Though you should **never** miss a class in graduate school, you are allowed two absences during the term without adversely affecting your grade. You are responsible for catching up with the material missed during an absence, either by contacting me or by talking to a peer. If you are late to class or leave frequently or for an extended period of time during class, you will be marked for half an absence for that day.

Also included in your participation grade will be two individually-directed projects. First, I want you to keep a "project journal" (this can be a notebook or a computer file) wherein you record ideas (related to our topic) for potential projects (anything from a hunch or connection to a conference paper to an article to a book project). We will occasionally open our notebooks and talk through our ideas. Second, you will select an "unrecovered" text mentioned in Eric J. Sundquist's *Empire and Slavery in American Literature, 1820-1865* that you will find, read, and report to the class on its significance or usefulness as an object of literary-historical study. (You will make a determination as to the day for which your report is most appropriate.)

Response papers

Five times during the course of the semester (the dates are up to you, though you may only do one per class session) you will turn in a 1-3 page (300-600 words) response to any element of the assigned reading for that day. Since this is a doctoral seminar, you should eschew personal response (i.e. "I liked it" or "it made me feel ___") for critical engagement. You may, for example, offer a close reading of a particular passage, pursue the implications of a formal or thematic element, challenge a critic's interpretation or assertion, answer reading questions posted on Moodle, or make productive connections to other texts or fields of study. The responses should help you prepare for class by forcing you to engage the readings closely and critically; we will consistently use responses in class to initiate and structure in-class discussions. (You are therefore encouraged to read and respond to your peers' responses as well).

Responses for each class session's reading are due by 12:00 PM (this is so that I may read them before class and incorporate your comments into the lesson plan), e-mailed to me at Todd.Thompson@iup.edu (if you have no or limited internet access, talk to me and we will work something else out.) I also **highly encourage**

you to post your responses on Moodle in the discussion forum, and to read and respond to your peers' posts there. You may (but do not have to) build upon one or more of your response papers in crafting your final paper.

Annotated Bibliography entry

As a class we will collaboratively build a satire theory annotated bibliography. You will therefore choose a piece of scholarship from a list I will provide (making sure that no two colleagues read the same text), read it, summarize its argument in a 1-page (single-spaced) annotated bibliography entry, and present your findings to the class on Thurs., Sept. 15 (Week 3). We will then synthesize our findings.

Historical context presentation

From a list that I will provide, you will choose six potential contextual topics. Based on the class's preferences, I will assign each of you a topic. On the day that your topic is to be discussed, you will lead the class for approximately 30 minutes in charting the cultural, political, or historical ramifications of your topic to the primary source texts that we are reading. You will also write and turn in one of the following: 1) an annotated bibliography, 2) a brief bibliographical essay, 3) a 2-4 page introduction to the topic with suggestions for further reading, or 4) a website intended as a scholarly resource on your topic. We will collect these write-ups on Moodle to share with other colleagues for research and teaching purposes.

Conference paper proposal(s)

You will write a proposal (under 300 words) for a conference paper on a topic related to our coursework. (I encourage but do not require you to craft your proposal in response to a real conference CFP.) Again, this may be a proposal for your final research paper. If you have two ideas, you may turn in two proposals.

Literature of the Americas syllabus

Based on course readings and discussions, your own research, and the readings and models in *Teaching the Literatures of Early America*, you will draft a syllabus for your own "Literature of the Americas" course as well as a one-page course description. It is up to you to select the level of the course: it can be, say, an introduction to literature course (*ala* IUP's ENGL 121) or research-writing course (*ala* IUP's 222) focusing on hemispheric texts and issues, a survey-style American literatures course for majors, or an advanced majors course. On Thursday, Dec. 8 (the day that your syllabus is due) you will also give a 15-minute presentation to your colleagues outlining your course, explaining your pedagogical approach, and raising any teaching issues about which you might be concerned.

Final paper

Your 15-25 page research paper will be the culmination of your work in this class and will constitute your critical contribution to discourse on hemispheric early American literatures. In it, you will stake out and defend an original critical position on issues/texts/authors that we have covered in this class. You may choose your own topic based on your particular interests, but it must deal in some way with the purview of this course, and I must approve it.

Academic Integrity

Cheating and plagiarism are serious infractions, not only of IUP policy but also of the spirit of higher education and university life. Please read IUP's academic integrity policy at <http://www.iup.edu/page.aspx?id=24475> to better understand what counts as a violation and what procedures will be followed if you are suspected of having violated the policy.

Tentative Discussion and Reading Schedule

The table below is intended to chart the discussion topics, reading, and assignments in this course. *Please note that all of this is subject to change.* I will inform you of any changes as they arise. **You should complete the assigned reading before class on the date listed, and turn in all written work at the beginning of class the day it is due.**

Date	Topics/Assignments Due	Reading
Thurs., Sept. 1	Intro to course; what is the “hemispheric turn”?	
Thurs., Sept. 8	Theorizing the hemispheric turn, part 1	<p>Primary Sources Jose Martí, “Our America” (Moodle .doc)</p> <p>Secondary Sources Ralph Bauer, “The Changing Profession: Hemispheric Studies” (2009) (Moodle .pdf)</p> <p>Carol F. Levander and Robert S. Levine, “Essays beyond the Nation” (<i>HAS</i> pp. 1-17)</p> <p>Susan Gilman, “Afterword: The Times of Hemispheric Studies” (<i>HAS</i> pp. 328-336)</p> <p>Annette Kolodny, “Letting Go Our Grand Obsessions: Notes Towards a New Literary History of the American Frontiers” (1992) (Moodle .pdf)</p> <p>Paula M.L. Moya and Ramón Saldívar, “Fictions of the Trans-American Imaginary” (2003) (Moodle .pdf)</p> <p>Claire F. Fox: “Commentary: The Transnational Turn and the Hemispheric Return” (2006) (Moodle .pdf)</p> <p>Walter D. Mingolo, “Coloniality at Large: The Western Hemisphere in the Colonial Horizon of Modernity” (2001) (Moodle .pdf)</p> <p>Pattie Cowell, “Figuring Multicultural Practice in Early American Literature Classrooms” (<i>TLEA</i> pp. 63-74)</p> <p>Carla Mulford, “Resisting Colonialism” (<i>TLEA</i> pp. 75-94)</p>
Thurs., Sept. 15	<p>Theorizing the hemispheric turn, part 2; early American literatures in the 2010s</p> <p>Each colleague selects a book of hemispheric literary criticism from a list that I have provided and presents on it to the rest of the class.</p> <p>Annotated bibliography entry due</p>	<p>Secondary Sources From <i>Early American Literature</i> 45.2 (2010) (all on Moodle as .pdfs): Sandra Gustafson and Gordon Hutner, “Projecting Early American Literary Studies”; Ralph Bauer, “Early American Literature and American Literary History at the “Hemispheric Turn”; Suzanne Bost, “Doing the Hemisphere Differently: A Response to Ralph Bauer”; Susan Scott Parrish, “Rummaging / In and Out of Holds”; Melissa Littlefield, “A Response to Susan Scott Parrish”; Eric Slauter, “Revolutions in the Meaning and Study of Politics”; Michael Rothberg, “Quantifying Culture? A Response to Eric Slauter”; Edward Watts, “Settler Postcolonialism as a</p>

		Reading Strategy”; Chandan Reddy, “Globality and the Ends of the Nation- Form: A Response to Edward Watts”; Ed White and Michael Drexler, “The Theory Gap”; Russ Castronovo, “Disciplinary Panic: A Response to Ed White and Michael Drexler”
Thurs., Sept.22	Captivity and contact in Spanish America; <i>mestiza</i> , new and old	<p>Primary Sources Álvar Núñez Cabeza de Vaca, <i>The Narrative of Cabeza de Vaca</i> (1542) (pp. 43-176)</p> <p>Christopher Columbus, from <i>El Diario</i> (1492-3) (Moodle .pdf)</p> <p>Hopi legend, “The Coming of the Spanish and the Pueblo Revolt” (1936) (Moodle .pdf)</p> <p>Secondary Sources Gloria Anzaldúa, <i>Borderlands/La Frontera: The New Mestiza</i> (pp. 1-117) (1987)</p> <p>Rolena Adorno and Patrick Charles Pautz, “Introduction” (<i>Narrative</i> pp. 1-41)</p> <p>E. Thomson Shields, Jr. and Dana D. Nelson, “Colonial Spanish Writings” (<i>TLEA</i> pp. 97-111)</p>
Thurs., Sept. 29	Captivity and contact in British America	<p>Primary Sources Mary Rowlandson, “Narrative of the Captivity and Restoration of Mrs. Mary Rowlandson” (1682) (Moodle link)</p> <p>Marie Guyart Martin, letters to her son (1681) (Moodle .pdf)</p> <p>Cotton Mather, from <i>Decennium Lucuosum: An History of Remarkable Occurrences in the Long War</i> (1699) (Moodle .pdf)</p> <p>Secondary Sources Rosalie Murphy Baum, “Early French North American Writings” (<i>TLEA</i> pp. 112-126)</p> <p>Philip F. Gura, “The Literature of Colonial English Puritanism” (<i>TLEA</i> 143-154)</p> <p>Kathryn Zabelle Derounian-Stodola, “Captivity Narratives” (<i>TLEA</i> pp. 243-255)</p>
Thurs., Oct. 6	Creoles, authorship, and citizenship	<p>Primary Sources Hector St. John De Crevecoeur, <i>Letters from an American Farmer</i> (pp. 33-227) (1782, 1793)</p> <p>Sor Juana Inés de la Cruz, from “In Reply to a Gentleman...,” “Which Reveals the Honorable Ancestry of a High-Born Drunkard,” “Villancio VI, from Santa Catarina, 1691” (1690s) (Moodle .pdf)</p>

		<p>Jefferson, from <i>Notes on the State of Virginia</i> (1787) (Moodle .doc)</p> <p>Benjamin Banneker, “A Copy of a Letter from Benjamin Banneker to the Secretary of State, with His Answer” (1791) (Moodle .doc)</p> <p>Secondary Sources Albert E. Stone, “Introduction” (<i>Letters</i> pp. 7-25)</p> <p>Ralph Bauer, “The Hemispheric Genealogies of ‘Race’: Creolization and the Cultural Geography of Colonial Difference across the Eighteenth-Century Americas” (<i>HAS</i> pp. 36-56)</p> <p>Frank Shuffelton, “The American Enlightenment and Endless Emancipation” (<i>TLEA</i> pp. 155-169)</p>
Thurs., Oct. 13	Transatlantic Slavery	<p>Primary Sources Olaudah Equiano, <i>The Interesting Narrative and Other Writings</i> (1789)</p> <p>Map of Equiano’s transatlantic travels (Moodle .pdf)</p> <p>John Marrant, <i>A Narrative of the Lord’s Wonderful Dealings with John Marrant, a Black</i> (1785) (Moodle .pdf)</p> <p>Benjamin Franklin, “Sidi Mehemet Ibrahim on the Slave Trade” (1790) (Moodle .pdf)</p> <p>Secondary Sources Vincent Carretta, “Introduction” (<i>Equiano</i> pp. ix-xxx)</p> <p>Samantha Manchester Earley, “Writing from the Center or the Margins? Olaudah Equiano’s Writing Life Reassessed” (2003) (Moodle .pdf)</p> <p>Amy E. Winans, “Diversity and Difference in African American Writings” (<i>TLEA</i> pp. 27-47)</p>
Thurs., Oct. 20	Native America in the creole imagination; creole America in the Native imagination; problems of interpretation and textuality	<p>Primary Sources Lydia Maria Child, <i>Hobomok</i> (pp. 1-150) (1824); “An Appeal for the Indians” (pp. 213-232) (1868)</p> <p>Benjamin Franklin, “Remarks Concerning the Savages of North America”(1784) (Moodle .doc)</p> <p>Black Hawk, <i>Life of Black Hawk, or Ma-ka-tai-me-she-kia-kiak: Dictated by Himself</i> (1833)</p> <p>Yuchi, “Creation of the Whites” (1922)</p> <p>Handsome Lake (Seneca), “How America Was Discovered”</p>

		<p>(1923)</p> <p>Secondary Sources Eric Sundquist, “To Muse on Nations Passed Away” (<i>ESAL</i> pp. 65-137)</p> <p>Carolyn L. Karcher, “Introduction” (<i>Hobomok</i> pp. ix-xxxviii)</p> <p>J. Gerald Kennedy, “Introduction” (<i>Black-Hawk</i> pp. vii-xxviii)</p> <p>James Ruppert, “The Old Wisdom: Introducing Native Materials” (<i>TLEA</i> pp. 11-26)</p>
Thurs., Oct. 27	Transculturation on the South Seas	<p>Primary Sources Herman Melville, <i>Omoo</i> (1847)</p> <p>Mark Twain, selections from <i>Mark Twain’s Letters from Hawaii</i> (1866-1867) (Moodle .pdf)</p> <p>Secondary Sources Eric Sundquist, “The Land of Promise” (<i>ESAL</i> pp. 11-64)</p> <p>Mary K. Bercaw Edwards, “Introduction” (<i>Omoo</i> pp. xi-xxx)</p> <p>Grove Day, “Mark Twain and the ‘Loveliest Fleet of Islands’” (1966) (Moodle .pdf)</p> <p>William E. Lenz, “Narratives of Exploration, Sea Fiction, Mariners’ Chronicles, and the Rise of American Nationalism: ‘To Cast an Anchor on that Point Where All Meridians Terminate’” (1991) (Moodle .pdf)</p>
Thurs., Nov. 3	<p>Exploration, science, and imagination; Antarctica and race</p> <p>Conference paper proposal due</p>	<p>Primary Sources Edgar Allan Poe, <i>The Narrative of Arthur Gordon Pym of Nantucket</i> (1838)</p> <p>John Symmes (aka Cpt. Adam Seaborn), <i>Syzmonia: Voyage of Discovery</i> (1820) (Moodle .pdf)</p> <p>Secondary Sources Richard Kopley, “Introduction” (<i>Pym</i> pp. ix-xxix)</p> <p>Terence Whalen, from <i>Poe and the Masses</i> (1999) (Moodle .pdf)</p>
Thurs., Nov. 10	“All Mexico!”	<p>Primary Sources Ned Buntline, <i>Magdalena, The Beautiful Mexican Maid</i> (1846) (<i>ELS</i>)</p> <p>George Lippard, <i>Bel of Praire Eden</i> (1848) (<i>ELS</i>)</p> <p>From <i>El Otro Lado/The Other Side</i> (1850) (Moodle .pdf)</p>

		<p>Secondary Sources Jesse Alemán and Shelly Streeby, “Introduction” (<i>ELS</i>)</p> <p>Jesse Alemán, “The Other Country: Mexico, the United States, and the Gothic History of Conquest” (<i>HAS</i> pp. 75-95)</p> <p>Shelly Streeby, “American Sensations: Empire, Amnesia, and the US-Mexican War” (2001) (Moodle .pdf)</p>
Thurs., Nov. 17	Rough draft due (optional)	<p>Primary Sources Maria Amparo Ruiz de Burton, <i>Who Would Have Thought It?</i> (1872)</p> <p>Secondary Sources Amelia María de la Luz Montes, “Introduction” (pp. xi-xxiii)</p> <p>Bernadine M. Hernandez, “Rewriting Space in Ruiz de Burton's <i>Who Would Have Thought It?</i>” (2009) (Moodle .pdf)</p>
Thurs., Nov. 24	NO CLASS: THANKSGIVING BREAK	
Thurs., Dec. 1	The imperial Caribbean / the diasporic Caribbean	<p>Primary Sources Martin R. Delaney, <i>Blake: Or, The Huts of America</i> (1859, 1861)</p> <p>William Walker, from <i>The War in Nicaragua</i> (1860) (Moodle .pdf)</p> <p>Secondary Sources Eric Sundquist, “No More Auction Block for Me” (<i>ESAL</i> pp. 138-239)</p> <p>Matthew Pratt Guterl, “An American Mediterranean: Haiti, Cuba, and the American South” (<i>HAS</i> pp. 96-115)</p> <p>Ifeoma C.K. Nwankwo, “The Promises and Perils of U.S. African American Hemispherism: Latin America in Martin Delany’s <i>Blake</i> and Gayl Jones’s <i>Mosquito</i>” (<i>HAS</i> pp. 187-205)</p>
Thurs., Dec. 8	Pedagogy: teaching early American literatures; presentations	<p>Secondary Sources Carla Mulford, <i>Teaching the Literatures of Early America</i> (1999)</p>
Tues., Dec. 13	Final paper due	