

Florida Literature
AMS 6934, LIT 6934
LIT 4930 [prerequisite, AML 3031]

Instructor: Thomas Hallock (thallock@stpt.usf.edu, 873-4954)
Time: Monday, 6:00-8:50
Meeting: Williams House
Office Hours: Monday, 5:00-6:00; Tuesday, 3:30-4:30, Wed., 5:00-6:00

Overview

This course examines Florida in literature from the earliest writings of discovery to nineteenth-century romanticism. The goal is to establish how a place was *figured* by authors who themselves had different levels of knowledge. Precisely because it was a peripheral area, Florida provides a nexus for unpacking the ways in which early America was being imagined. The idea of "Florida literature" is itself new, and certainly the region has not been defined as such by colonial literary scholars, so we will engage in a kind of cultural archeology. Our objectives include the following:

- Develop a knowledge of the historical and cultural movements that shaped Florida from 1513 to 1800, with particular emphasis on how changing ideas, strategies of representation, and the use of different media and genres shaped the portrayal of the place and its people.
- Engage in an ongoing project of cultural recovery, that is the literature of early Florida. You should have a better sense of how to develop an original program of research; work with archival and electronic resources; and situate your findings within current debates in early American studies.

Course Requirements

Long Seminar Paper	40%
Short Paper	30%
Reflections	30%

Seminar Paper (16-18 pages). The model for this essay is an article submittable to an academic journal. The essay should offer an historically grounded analysis of the rhetorical-literary strategies in one, two, or closely related handful of texts. The essays should show theoretical self-consciousness (that is, engage current issues in literary studies); establish an historical context; engage the scholarly literature about your text and/or cognate texts; be written in a way that shows attention to structure and prose. A two page prospectus with bibliography is due March 23; the final essay is due April 27.

Short Seminar Paper (5 pages). This paper, on a selected work, is due the day before that particular text is assigned. Ideally, the short paper will feed into the long essay. The short essay should review secondary literature, review theoretical issues tied to the work, and contextualize the assignment within broader questions of early American studies. For structure, consider the following as a model: (1) Identify a point in the text that illustrates your issues; (2) Review the criticism, distilling/grouping various approaches over time; (3) Establish "talking points" for class conversation.

Reflections (2-3 pages). Reflections are due the day noted on the syllabus. (Late work will be penalized.) Reflections will be evaluated on the idea and/or sophistication of thesis, clarity and organization; application of the ideas to the primary text. I hope these reflections may serve as a "cud" for the final paper.

Ground Rules

Attendance. Missing more than two meetings will result in a penalty to the final grade. Let me know in advance if you will miss class for personal or medical reasons.

Participation. Preparation for a seminar is assumed. For those less accustomed to literature courses, it is a different kind of reading than in other disciplines – many works require a second perusal, all of them will require that you mark your text and/or take careful notes. Come to class with specific items that you hope to address for this week. Evidence that a student has not prepared adequately will result in an "absence" for that class.

Conversation. Participation is essential the success of any seminar. Some of you, I will encourage to talk more; others, I will encourage to listen. If you have doubts about your abilities, by all means, summon your courage and speak up. If you would like to establish yourself as the smartest person in the room, please accept our assurances that you are – I only ask that contributions be directed to the goals of the course.

Plagiarism. Copying the language of other people constitutes plagiarism. Every effort must be made to properly cite the work of another individual. Evidence of plagiarism may result in the grade of an FF. If you have any questions about plagiarism, please see me.

Incompletes. No. Really, no. Granting extra time to one student over another makes evaluation impossible. If you do have an impossible kind of emergency, please see me. We'll have to fill out whatever kind of contract the Dean's office wants us to do.

Contacting Me. Office hours are spread through the week. These are the best times to contact me. I check email throughout the work week; the web is accessible 24/7, I am not. If more than a business day passes without a response, please pester me.

Required Books

Books below are available at the campus Barnes & Noble as well as at the independently owned Bayboro Books. Copies of most texts also have been placed on reserve at Poynter Library or on Blackboard.

Rolena Adorno and Charles Pautz (eds.), *The Narrative of Cabeza de Vaca*
(U Nebraska P, 080326416X)

Lawrence Clayton (ed.), *The De Soto Chronicles*
(U Alabama P, 0817308245)
[<http://www.nps.gov/archive/deso/chronicles/>]

Alan Feduccia (ed.), *Catesby's Birds of Colonial America*
(U North Carolina P, 0807848166)

Chateaubriand, *Atala/René*
(U California P, 0520002237)

Jerald T. Milanich, *Florida Indians and the Invasion from Europe*
(U P Florida, 0-8130-1636-3)

Francis Harper (ed.), *The Travels of William Bartram*
(U Georgia P, 08203-2027-7)

James Weldon Johnson, *God's Trombones: Seven Negro Sermons in Verse*
(Penguin, 0143105418)

Betty Mae Jumper, *Legends of the Seminoles*
(Pineapple P, 1561640409)

Patricia Jones-Jackson, *When Roots Die: Endangered Traditions on the Sea Islands*
(U Georgia P, 0820323934)

Suggested, out of print and/or online readings

Many of these texts are out of print but remain available through independent booksellers. Others can be accessed electronically, either on the course's blackboard site, at the library, or in electronic resources.

_____. *Narrative of the Uncommon Sufferings and Surprising Deliverance of Briton Hammon* [Early American Imprints]

_____. *Narrative of Le Moyne ...* [<http://www.uflib.ufl.edu/ufdc/?b=UF00067341&v=00001>]

Raquel Chang-Rodríguez, *Beyond Books and Borders: Inca Garcilaso de la Vega and La Florida del Inca* [Poynter reserve]

Jonathan Dickinson, *God's Protecting Providence* [Eighteenth Century Collections Online, on reserve]

Bartolomé de Flores, *Obra nuevamente compuesta ...* [www.cervantesvirtual.com]

Memoir of Hernando de Escalante Fontaneda Respecting Florida [Florida Heritage Collection]

Patricia Galloway (ed.), *The Hernando de Soto Expedition: History, Historiography, and "Discovery" in the Southeast* [Poynter reserve]

Henry Louis Gates, Jr. *The Signifying Monkey: A Theory of Afro-American Literary Criticism* [Poynter reserve]
 John H. Hann, *Apalachee: The Land between the Rivers* [Poynter reserve]
 "The Voyage made by the worshipful M. John Hawkins" In Richard Hakluyt, *The Principall Navigations* [Blackboard]
 John Howison, "The Florida Pirate" [Blackboard]
 Betty Mae Tiger Jumper and Patsy West, *A Seminole Legend: The Life of Betty Mae Tiger Jumper* [Poynter reserve]
 Jerald T. Milanich and Charles Hudson, *Hernando de Soto and the Indians of Florida* [Poynter reserve]
 Juan de Paiva, "Translation of the Ball Game Manuscript" (in Hann, *Apalachee: The Land between the Rivers* [Poynter reserve]
Francisco Pareja's 1613 Confesionario, ed. Jerald T. Milanich and William T. Sturtevant [blackboard]
 Susan Scott Parrish, *Cultures of Natural History in the Colonial British Atlantic World* [Poynter reserve]
 Jean Ribau[[]], *The Whole & True Discoverye of Terra Florida* [Early English Books; Poynter Reserve]
 Bernard Romans, *A Concise Natural History of East and West Florida* [Poynter Reserve]
 William Stork, *A Description of East-Florida* [Eighteenth-Century Collections]
 Louis de Vorse, Jr. (ed.), *DeBrahm's Report of the General Survey in the Southern District of North America* [Blackboard]

Schedule

1/5 Introductions

1/12 Milanich, *Florida Indians and the Invasion from Europe*

1/19 MLK Day

1/26 Jones-Jackson, *When Roots Die*; Gullah Stories (online – blackboard); Video online: "Gullah Stories"; Music online: Nat King Cole, "Straighten up and Fly Right," Oscar Brown, "Signifyin' Monkey"; Website: www.songofthesouth.org

Suggested Reading: Gates, *The Signifyin' Monkey* (first part)

2/2 Jumper, *Legends of the Seminoles*; Juan de Paiva, "Ball Game Manuscript" (in Hann), scholarly readings (tba)

Suggested reading: Betty Mae Tiger Jumper and Patsy West, *A Seminole Legend: The Life of Betty Mae Tiger Jumper*; Ken Roemer, "The Nightway Questions American Literature"

2/16 Johnson, *God's Trombones*

Reflection 1: How to read oral traditions

How does one approach written texts that had origins in performative or oral contexts? Make your case through one or two sources, using the example to draw out a broader sense of how we as readers should approach works that bridge writing and other media.

2/23 *Narrative of Cabeza de Vaca*; Bartolomé de las Casas, selections from the *Brevissima Relación*; *Memoir of Hernando de Escalante Fontaneda Respecting Florida* [Florida Heritage Collection]

[Feb. 25-28, American Society of Environmental History, Tallahassee]

3/2 *De Soto Chronicles* (1-306)

Suggested Reading: Milanich and Hudson, *Hernando de Soto and the Indians of Florida*

[March 4-7, Society of Early Americanists, Bermuda]

- 3/9 El Inca Garcilaso de la Vega, *La Florida del Inca* (Dedication, El Inca's Introduction, First Book, Second Book. Note: *La Florida del Inca* is available in the *De Soto Chronicles* but the translation by John and Jeannette Varner (sadly, out of print) is the better read].

Narrative of Le Moyne [pages 23-48, online]

Suggested Reading: Chang-Rodríguez, *Beyond Books and Borders*; Dowling, "La Florida del Inca: Garcilaso's Literary Sources" (in Galloway, *The Hernando de Soto Expedition*)

- 3/16 Spring Break (party like its 1699)

- 3/23 Bennett, Ladonniere and Fort Caroline; Jean Ribault, *The Whole & True Discoverie of Terra Florida* [Early English Books online]

Suggested Reading: "The Voyage made by the worshipful M. John Hawkins ..." [in Hakluyt, on blackboard]; Bartolomé de Flores, *Obra nuevamente compuesta*

Prospectus due – seminar paper

- 3/30 Jonathan Dickinson, *God's Protecting Providence*; Francisco Pareja, *Confesionario Narrative of the Uncommon Sufferings and Surprising Deliverance of Briton Hammon*

Suggested reading: Amy Turner Bushnell

Reflection 2: How to read the encounter

Using any two texts that we have read, outline how one may read the encounter. It would be impossible to cover the full range of approaches. Instead, focus on a particular strategy and apply your position to particular passages in the text.

- 4/6 Feduccia (ed.), *Catesby's Birds of North America*; William Bartram, selections from correspondence and images; William Stork, *Description of East-Florida* [Early American imprints]

Note: Compare Feduccia to the scanned editions at www.rarebookroom.org.

Suggested Reading: Bernard Romans, *A Concise Natural History of East and West Florida*; DeBrahms' *Report of the General Survey of the Southern District of North America*; Regis, "Natural History in Context" (from *Describing Early America*), Susan Scott Parrish, *American Curiosity*

- 4/13 William Bartram, *Travels* (Introduction, Parts 1, 2, 4)

Rough Draft – Papers due

- 4/20 Chateaubriand, Atala/Rene; John Howison, "The Florida Pirate"; Samuel Taylor Coleridge, "Kubla Khan"; Bill Belleville, "Diving into the Heart of a Poem" (handout)

Reflection 3: How to read a natural history

Based upon our readings from eighteenth-century America, identify an intersection between rhetoric and nature. How did authors describe and/or understand their environs? To what ends and purposes? What happens to the physical place of Florida in the process?

- 4/27 Debate and Conversation: Identify the geographic coordinates of early Florida literature? How do we chart a Florida of the imagination?

Papers due