

ENG 630 (Section 1)
W 2:00 p.m. – 4:30 p.m.
Keezell Hall 414

Fall 2001

17th-Century Literature: Cultural Contact in the New World

General Information

Instructor: Dr. Alan Silva
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Office Hours: M and F 10:00 – 11:00 a.m.
1:00 – 3:00 p.m.
and by appointment

Office: Keezell 205
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Course Description

English 630 is a graduate seminar focusing primarily on the literature of 17th-century America. Prior to the 1980s, literary scholars who studied this period devoted their attention almost exclusively to Puritan New England and made claims for Puritan writing as the origins of American literature. In the past two decades, critics have challenged Puritan origin theories and the centrality of New England in colonial American studies. Scholars now see New England as one cultural site among numerous cultures in contact, and view Puritan literature as only one discourse in a terrain of several competing oral and print discourses in the New World.

In this course, we will trace the changes that have taken place in 17th-century colonial American studies. We will begin by reading Puritan literature and examining Puritan origin theories. We will continue with the literatures of New Spain and New France and discuss alternative cultural and literary histories of America. We will conclude by analyzing the role of the transatlantic novel in the New World and by considering the new colonial studies' paradigm of cultural contact. Our general goal will be to examine the categories of genre, nation, and national identity by reading, writing about, and discussing the multinational, transatlantic, and intercultural literatures of the colonial Americas.

Texts

Aphra Behn, *Oroonoko; or, The Royal Slave* (Norton)
 William Bradford, *Of Plymouth Plantation, 1620-1647* (Modern Library)
 Susan Castillo and Ivy Schweitzer, eds., *The Literatures of Colonial America: An Anthology* (Blackwell)
 Sor Juana Inés de la Cruz, *Poems, Protest, and a Dream* (Penguin)
 Martin A. Favata and José B. Fernández, eds., *The Account: Álvaro Nuñez Cabeza de Vaca's Relación* (Arte Público)
 Allan Greer, ed., *The Jesuit Relations* (Bedford/St. Martin's)
 David D. Hall, ed., *Witch-Hunting in Seventeenth-Century New England: A Documentary History, 1638-1693* (Northeastern UP, 2nd ed.)
 Michael McGiffert, ed., *God's Plot: Puritan Spirituality in Thomas Shepard's Cambridge* (U of Massachusetts P, 2nd ed.)
 Mary Rowlandson, *The Sovereignty and Goodness of God* (Bedford/St. Martin's)
 John E. Smith, ed., et al., *A Jonathan Edwards Reader* (Yale UP)

Reading Assignments

All of the reading assignments are located on the calendar below. Each week you are required to read the set of selections from the primary text (the first entry for each class from September 5 to October 31). You are strongly recommended to read as much as you can of the additional primary sources from our anthology, *The Literatures of Colonial America*, and the secondary sources from the bibliography.

Writing Assignments

You have three graded writing assignments in this class. All assignments must be typed and paginated. Further details are provided below.

Inquiries: For each of the nine class periods from September 5 to October 31, prepare a one-to-three page set of questions, analyses, commentaries, and notes on the reading assignments. The goal of writing each inquiry is two-fold: (1) to generate thoughts and questions that you can contribute to the seminar discussion; and (2) to create an ongoing journal of ideas that you can draw upon for your seminar paper. Each inquiry must discuss the primary text for the class period and must also reflect upon some of the additional primary sources from the anthology and secondary sources from the bibliography. Each inquiry will be collected at the end of the class period and evaluated in terms of its thoroughness and thoughtfulness. You will receive checkmarks and feedback on each inquiry and one overall grade for all nine. Other than typing and paginating, the inquiry may be formatted however you wish.

Abstract: An abstract is a condensed version of your seminar paper, typically one paragraph of fifty to one-hundred-and-fifty words. Learning to write an abstract is a valuable professional skill; an abstract helps you sharpen the focus of a long essay and is useful for “selling” a conference proposal to a session organizer or an article to an academic journal. We will discuss specific structure and format requirements of abstracts by examining samples in class. Abstracts will be evaluated on how rigorously they follow specific requirements and how closely they represent the final essay.

Seminar Paper: Your seminar paper can either be a twenty-to-thirty page research essay or an eight-to-ten page conference paper. We will discuss these options more fully in class and you will have plenty of opportunity to make a decision (or change your mind). For both options, the topic is entirely up to you. Your inquiries and our seminar discussions should lead you to a paper topic. Both essays require original thinking, investigative research, the development of a central argument, and documentation of sources. Both essays must be typed, double-spaced, with approximately one-inch margins. Both must use MLA style for textual references, endnotes, and works cited. If you choose the longer research essay, you will need to develop a broader topic, conduct more research, and develop a more complex argument. If you choose the shorter conference paper, your topic can be narrower, use fewer sources, and have a more singularly focused argument, but you must present your paper orally to your classmates on either November 28 or December 5. Both essays will be evaluated in terms of how well they achieve (and even supersede) all the expectations and requirements outlined above. The grade for the conference paper will also depend upon the oral presentation in class.

Policies

Please read the following policies carefully. If you feel you will not be able to adhere to these policies, I strongly encourage you to drop the course now.

Attendance: Plan to be here every time and for the whole class period. I will take roll at every class meeting. No absence will be excused, but you will be allowed to miss three classes without penalty. If you miss more than three classes, you cannot receive higher than a C in the course. If you miss more than five, you fail the course.

Tardiness: Please come to class on time; it disrupts our discussion if you enter the room late. I will be lenient once or twice in the semester if you show up late. If, however, this becomes a chronic problem, then each time you are late you will be marked absent. If you are ever late by more than fifteen minutes, you will be automatically marked absent.

Participation: You are expected to participate in every class, from the beginning of the period until the end. You will learn more, enjoy yourself more, and be much more ready to write your seminar paper, if you engage in conversation with your peers and your instructor. You will find it much easier to participate if you do all the assigned reading and writing, and think about what you have read and written, before you come to class. Lack of participation in class as a result of not finishing the reading or writing will constitute an absence.

Late Work: Inquiries are due at the end of each class period. Inquiries will be accepted late and will be given feedback, but will not receive any credit. You may make arrangements to turn in your inquiry early, if you know you will be absent on a particular day. For only those absences, you will receive feedback and credit for your inquiry. For the abstract and seminar paper deadlines, consult the calendar. Those deadlines are non-negotiable. No late abstracts or papers will be accepted.

Academic Honesty: For your seminar paper, you will need to refer to books, articles, and websites. When you refer (by quotation or paraphrase) to the work of others, you must provide proper attribution and citation. Failure to do so is considered academically dishonest. The consequences of such behavior range from failure on the assignment to dismissal from the university. Please ask if you are in doubt about when you need to cite a source and/or how to make the citation.

Incompletes: Incompletes will be granted only for the rarest and specialized of circumstances. In general, you must complete at least two-thirds of the course work, be in satisfactory standing (a “C” average or above) and have an unforeseen emergency arise at the end of the semester (serious illness, death in the family) in order to receive an incomplete. All incomplete grades must be given prior approval by the instructor.

Grading

Nine Inquiries	20%
Abstract	5%
Seminar Paper	75%

Grades represent my evaluation of the quality of your work. If you are ever dissatisfied with an evaluation, please see me immediately (don't wait until the end of the semester). All letter grades are converted into numerical equivalents and then calculated as percentages. Please see me for further details or to request a copy of my grade conversion table.

Calendar

W 8/29 Introduction: From Errand into the Wilderness to Cultures in Contact
 Discussion of Syllabus and Seminar Expectations
 Discussion of Bibliography

Errand into the Wilderness: The Literature of New England

- W 9/5 Bradford, *Of Plymouth Plantation* (1-80, 83-93, 100, 226-32, 259-60, 286-87, 329-33, 335-37, 351-66)

The Literatures of Colonial America

- Harriot, from *A Briefe and True Report of the New Found Land of Virginia* (92-99)
 Smith, from *The Generall Historie of Virginia* (197-203), from *A Description of New England* (203-04)
 Bacon, *Nathaniel Bacon Esq'r His Manifesto Concerning the Present Troubles in Virginia* (225-30)
 Revel, "The Unhappy Transported Felon" (230-35)
 Morton, from *New English Canaan* (236-43)
 Williams, from *A Key Into the Language of America* (267-76)
 Powhatan, *Speech to Captain John Smith* (349)

Bibliography

General New England Studies

- Miller, "Errand into the Wilderness" and "The Marrow of Puritan Divinity," *Errand into the Wilderness*
 Morgan, "The Separatist Contribution" and "The New England System," *Visible Saints*

Bradford, Morton, and Plymouth Plantation

- Arner, "Pastoral Celebration and Satire"
 Burnham, "Merchants, Money, and the Economics of 'Plain Style'"
 Bush, "America's Origin Myth"
 Godbeer, "The Cry of Sodom"
 Lovejoy, "Plain Englishmen at Plymouth"
 Murphy, "Introduction," *Of Plymouth Plantation, 1620-1647*
 Read, "Silent Partners"

- W 9/12 Shepard, *The Autobiography* (35-79), Selections from *The Journal* (81-134), Selections from *The Confessions* (149-225)

The Literatures of Colonial America

- Winthrop, *A Modell of Christian Charitie* (243-50), from *Winthrop's Journal* (250-56)

Bradstreet, from *Several Poems* (281-93)
The New England Primer (293-99)
 Taylor, from *Poetical Works* (308-21)

Bibliography

General New England Studies

Bercovitch, "Puritanism and the Self," *The Puritan Origins of the American Self*
 Gura, "The Study of Colonial American Literature"
 Hall, "On Common Ground"
 McGiffert, "American Puritan Studies in the 1960s"

Shepard and Puritan Conversion

Caldwell, "The American Morphology of Conversion," *The Puritan Conversion Narrative*
 Cappello, "The Authority of Self-Definition"
 McGiffert, "Thomas Shepard: The Practice of Piety," *God's Plot*
 Shea, "Thomas Shepard's 'My Birth and Life,'" *Spiritual Autobiography in Early America*

Antinomianism and Popular Religion

Cooper, "Anne Hutchinson and the 'Lay Rebellion' Against the Clergy"
 Lang, "Disturber in Israel," *Prophetic Woman*

- W 9/19** Rowlandson, *The Sovereignty and Goodness of God* (63-112), Selections from Related Documents (115-49), J. Rowlandson, *The Possibility of God's Forsaking a People* (149-64), Mather, *The Captivity of Hannah Dustan* (164-68)

The Literatures of Colonial America

Staden, from *The True History of His Captivity* (73-80)
 Church, from *Entertaining Passages Relating to Philip's War* (299-307)
 Narragansett Indians, *Act of Submission* (350-51)
 Mittark, *Agreement of Gay Head Indians Not to Sell Land to the English* (351)

Bibliography

General New England Studies

Bercovitch, "The Puritan Errand Reassessed," *The American Jeremiad*
 Miller, "God's Controversy with New England," *The New England Mind: The Seventeenth Century*, and "The Jeremiad," *The New England Mind: From*

Colony to Province

Rowlandson, Captivity Narratives, and King Philip's War

Burnham, "The Journey Between"
 Castiglia, "Her Tortures Were Turned into Frolick," *Bound and Determined*
 Derounian, "The Publication, Promotion, and Distribution"
 Ranlet, "Another Look at the Causes of King Philip's War"
 Salisbury, "Introduction," *The Sovereignty and Goodness of God*
 Toulouse, "My Own Credit"

- W 9/26** Hall, *The Salem Witch-Hunt* (280-314), Selections from Other Witchcraft Cases (19-279, 315-58)

The Literatures of Colonial America

Sewall, from *Phaenomena Quaedam Apocalyptica* (323)
 Mather, from *Magnalia Christi Americana* (332-33)

Bibliography

General New England Studies

Delfs, "Anxieties of Influence"
 Harlan, "A People Blinded From Birth"
 Hoopes, "Art as History"

Sermons and Preaching Traditions

Silva, "Increase Mather's 1693 Election Sermon"

New England Witchcraft

Boyer and Nissenbaum, "Salem Town and Salem Village," *Salem Possessed*
 Demos, "Communities: The Social Matrix of Witchcraft," *Entertaining Satan*
 Hall, "Introduction," *Witch-Hunting in Seventeenth-Century New England*
 Karlson, "New England's Witchcraft Beliefs," *The Devil in the Shape of a Woman*
 Kibbey, "Mutations of the Supernatural"

- W 10/3** Edwards, "The Spider Letter" (1-8), from *Images of Divine Things* (16-21), *A Faithful Narrative of the Surprising Work of God* (57-87), *Sinners in the Hands of an Angry God* (89-105), *A Divine and Supernatural Light* (105-24), from *Freedom of the Will* (192-211), from *Original Sin* (223-43), from *The Nature of*

True Virtue (244-65), *Personal Narrative* (281-97)

The Literatures of Colonial America

Knight, from *The Journal of Madame Knight* (364-73)

Ashbridge, from *Some Account of the Fore Part of the Life of Elizabeth Ashbridge* (421-31)

Woolman, from *The Journal of John Woolman* (443-52)

Franklin, from *The Autobiography* (465-78)

Occom, *A Short Narrative of My Life* (478-84)

Bibliography

General New England Studies

Miller, "From Edwards to Emerson," *Errand into the Wilderness*

Sermons and Preaching Traditions

Brekus, "Caught Up in God," *Strangers and Pilgrims*

Davidson, "God's Well-Trodden Foot Paths"

Jonathan Edwards

Cherry, "The Reality of Faith," *The Theology of Jonathan Edwards*

Gallagher, "Sinners in the Hands of an Angry God"

Guealo, "From Calvinist Metaphysics to Republican Theory"

Gustafson, "Jonathan Edwards and the Reconstruction of 'Feminine' Speech"

Lukasik, "Feeling the Force of Certainty"

Smith, et al., "Editors' Introduction," *A Jonathan Edwards Reader*

Conquest and Conversion: The Literature of New Spain

W 10/10 Cabeza de Vaca, *The Account* (24-121)

The Literatures of Colonial America

Native American Cultures: The Pre-Columbian World (8-22)

Columbus, from *The Letter of Columbus on the Discovery of America* (23-27)

Las Casas, from *History of the Indies* (27-32)

Caminha, from "The Letter of Pero Vaz de Caminha" (33-34)

Verrazzano, from *The Voyage of Verrazzano* (34-36)
 Nóbrega, from *Dialogue for the Conversion of the Indians* (81-92)
 De La Vega, from *The Florida of the Inca* (113-17)
 Pineda Y Bascuñán, from *The Happy Captivity* (138-40)
 Siguenza Y Góngora, from *The Misadventures of Alonso Ramírez* (140-45)

Bibliography

General New Spain Studies

Adorno, "The Discursive Encounter of Spain and America"
 Bodmer, *The Armature of Conquest*
 Zamora, "Historicity and Literariness"

Cabeza de Vaca

Adorno, "The Negotiation of Fear"
 Ahern, "The Cross and the Gourd"
 Favata and Fernández, "Introduction," *The Account*
 Silva, "Conquest, Conversion and the Hybrid Self"

W 10/17 Sor Juana, *Response to the Most Illustrious Poetess Sor Filotea de la Cruz* (1-75),
First I Dream (79-129), Selected Poems (133-91), *Loa for The Divine Narcissus*
 (195-239)

The Literatures of Colonial America

Castillo, from *The History of the Conquest of New Spain* (40-62)
 Native Views on the Conquest of Mexico (62-71)
 Landa, from *Account of Things in Yucatán* (71-73)
 Villagrà, from *The History of New Mexico, 1610* (132-38)
The Miraculous Apparition of the Beloved Virgin Mary (160-66)
 Records of the Spanish Inquisition, 1664 (166-70)
 Otermín, from *Letter on the Pueblo Revolt of 1680* (170-77)
 The Coming of the Spanish and the Pueblo Revolt: A Hopi Perspective (353-55)
 Landívar, from *Rusticatio Mexicana* (458-64)

Bibliography

General New Spain Studies

Hart, "Is Women's Writing in Spanish America Gender Specific?"
 Kellogg, "Depicting *Mestizaje*"
 Lafaye, *Quetzacoatl and Guadalupe*

Sor Juana

Kirk, *Sor Juana Inés de la Cruz*
 Merrim, *Feminist Perspectives on Sor Juana*
 Paz, *Sor Juana, or the Traps of Faith*
 Stavans, "Introduction," *Sor Juana Inés de la Cruz*

Martyrs and Mystics: The Literature of New France
--

W 10/24 *The Jesuit Relations* (20-93, 106-11, 126-30, 146-85)

The Literatures of Colonial America

Champlain, from *Voyages* (99-102)
 Hennepin, from *Description of Louisiana* (181-94)
 Le Clercq, from *New Relation of Gaspesia* (194-96)
 Garangula, *Speech to New France's Governor La Barre* (352-53)
 Baron de Lahontan, from *New Voyages to North America* (373-83)
 Charlevoix, from *Journal of a Voyage to North America* (392-99)
 Duplessis de Sainte-Hélène, from *The Annals of the Hotel-Dieu, Quebec* (399-400)
 Begon, from *The Correspondence of Madame Begon, 1748-1753* (400-03)
 Bossu, from *Travels in the Interior of North America* (452-54)
 Bougainville, from *Adventure in the Wilderness* (454-58)

BibliographyGeneral New France Studies

Devens, "Gender as a Factor in Indian Adaptation"
 Greer, "Colonial Saints"
 Salisbury, "Religious Encounters in a Colonial Context"
 Trudel, *Introduction to New France*

French Jesuit Missions and Missionaries

Grabo, "Running the Gauntlet"
 Greer, "Introduction," *The Jesuit Relations*
 Koppredrayer, "The Making of the First Iroquois Virgin"
 Sayre, "Communion in Captivity"

Slavery in the New World: The Transatlantic Novel

W 10/31 Behn, *Oroonoko* (5-65), Montaigne, from *Of Cannibals* (91-95), Selections from Observers of Slavery (105-19)

The Literatures of Colonial America

Sewall, *The Selling of Joseph, A Memorial* (323-27)

Mather, from *The Negro Christianized* (333-37)

Crèvecoeur, from *Letters from an American Farmer* (497-507)

Hall, *A Charge Delivered to the African Lodge* (508-14)

Jefferson, from *Notes on the State of Virginia* (531-37)

L'Ouverture, from *Proclamations and Letters* (537-46)

Equiano, from *The Interesting Narrative of the Life of Olaudah Equiano* (546-54)

Haynes, "Liberty Further Extended" (572-80)

Wheatley, Selected Poems (581-89)

Bibliography

General Studies in Slavery in the Transatlantic Colonial World

Carretta, "Introduction," *Unchained Voices*

Dunn, *Sugar and Slaves*

Lipking, "The New World of Slavery," *Oroonoko*

Thomas, *The Slave Trade*

Aphra Behn

Brown, "The Romance of Empire"

Chibka, "Oh! Do Not Fear a Woman's Invention"

Ferguson, "Juggling the Categories of Race, Class, and Gender"

Spengemann, "The Earliest American Novel"

Sussman, "The Other Problem with Women"

Cultures in Contact: The Seminar Paper

W 11/7 Discussion of Seminar Paper Topics and Options
Structural and Stylistic Analyses of Critical Articles
Review of MLA Documentation

Bibliography

General Studies of Cultural Contact

Bhabha, "Of Mimcry and Man," *The Location of Culture*

Greenblatt, "Marvelous Possessions," *Marvelous Possessions*

Jennings, "Reciprocal Discovery," *The Invasion of America*

Slotkin, "Myth and Literature," *Regeneration Through Violence*

Spengemann, *A Mirror for Americanists*

- W 11/14** Discussion of Sample Abstracts
 Discussion and Review: Topics Open
 Sign-Ups for Oral Presentations
 Seminar Paper Draft Workshop
- W 11/21 CLASS CANCELED: THANKSGIVING HOLIDAY**
- W 11/28** Oral Presentations
 Discussion and Review: Topics Open
 Seminar Paper Draft Workshop
- W 12/5** Conclusion: Prophets and Captives, Martyrs and Slaves: Reimagining the New World
 Course Evaluations
 Oral Presentations
- F 12/7 SEMINAR PAPER DUE** Keezell 205 (my office)
ABSTRACT DUE Before 5:00 p.m.