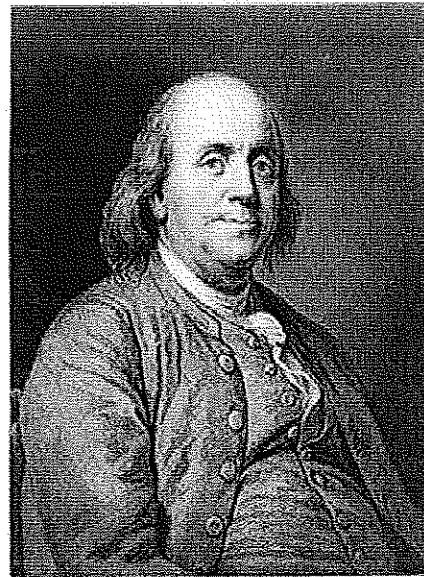


English 355
Fall 2011
MWF 9-10

Dr. Maureen Tuthill
WH 230
Hours: MW 11-12

Early American Media, &c.

The Body of
B. Franklin,
Printer;
Like the Cover of an old Book,
Its Contents torn out,
And stript of its Lettering and Gilding,
Lies here, Food for Worms.
But the Work shall not be wholly lost:
For it will, as he believ'd, appear once
more,
In a new & more perfect Edition,
Corrected and amended
By the Author.
He was born Jan. 6. 1706
Died 17



Did media create America?

This course will explore the mediascapes of early America. Most of our study will be in print culture because it is a material form of communication that is still available to us today. But early Americans exchanged ideas and expressed their values in numerous non-literate ways that we will try to uncover. By the end of this course you will: know more about early American culture; understand how different forms of media work; and be able to propose theories about how early American culture shaped its media and vice versa. We will investigate oral, aural, and visual media (paintings, maps, engravings, political cartoons) that conveyed information among the people who lived in North America from the time of settlement to the era of the Early Republic. We will examine the ways in which media shaped early American society. Literate and non-literate media worked in tandem to form a network of communication that drew early Americans together. We will think about why we privilege print over spoken language and how writing produces subalternity. We will consider how different forms of media become political and social agents, how media were employed to promote gender, racial, and class agendas. We will examine the relationship between indigenous information technologies and social or political power. We will imagine what literary

studies would look like if we were to embrace non-textual media in our study of early America. We will begin with the first media campaigns intended to draw people to the continent of North America. Then we will study intermedial exchanges among Native Americans and the early settlers. We will read almanacs, newspapers, periodicals, pamphlets, government publications, the beginnings of anti-slavery literature, and the once highly interactive medium of drama. We will also consider more private forms of media such as diaries and letter writing. We will study the impermanent media of music, oral storytelling, gestural communication and games, especially among enslaved Africans and Native Americans. We hold weekly lyceums and publish lyceum papers to approximate the communal exchanges of oral and written information among smaller groups of people in the 18th and 19th centuries. We will consider how the history of printing in America is related to the literary content of what was published. Did the individuals who controlled the press also create the idea of America? We will conclude with a question posed indirectly by Alexis de Tocqueville: does democracy modify the media, or is it the other way around?

REQUIRED TEXTS:

Roger Williams, *A Key Into the Language of America*

Frank Shuffelton, ed., *The Letters of John and Abigail Adams*

Jeffrey Richards, ed., *Early American Drama*

In addition, there will be numerous handouts and online readings.

Assigned CDs will be placed on library reserve.

SCHEDULE OF READINGS:

Wednesday, Aug. 24	Introduction to Course
Friday, Aug. 26	Early American Soundscapes: Rath, "From the Sounds of Things" 43-68
Monday, Aug. 29	Media of Encounter: Morton, "Of the Revels of New Canaan" (handout) Woodcut, King Phillip's War, (Cohen, 154-55)
Wednesday, Aug. 31	Williams, <i>A Key Into</i> , A2-88
Friday, Sept. 2	Williams, 88-205
Monday, Sept. 5	LABORDAY—NO CLASS
Wednesday, Sept. 7	Puritan Literacy & Puritan Games: Print in the 18 th Century (handout) Guttman, "Puritans at Play?" (handout)

Query #1 DUE in class.

Friday, Sept. 9

Maps as Media:

Brückner, "Addressing Maps in
British America" (handout)

Monday, Sept. 12

Almanacs:

Franklin, *Poor Richard's Almanac 1733*
Horrocks, 1-9 (handouts)

Wednesday, Sept. 14

Franklin, *Poor Richard's Almanac 1734*
McCarthy, "Redeeming the Almanac"
Leopore, "What Poor Richard Cost
Benjamin Franklin (handouts)

Friday, Sept. 16

Franklin, *Poor Richard's Almanac 1748*
and *Poor Richard's Almanac 1756*

Monday, Sept. 19

The Colonial American Newspaper:

de Tocqueville, "Of the Relation
Between Public Associations and
the Newspapers" (handout)

Pasley, "Printers in Early American
Politics" (handout)

Query #2 DUE in class.

Wednesday, Sept. 21

SYMPOSIUM ON DEMOCRACY
NO CLASS

Friday, Sept. 23

Advertising & Propaganda:

Applegate, "Advertising in Colonial
America" (handout)

Hamilton, "Federalist No. 1" (handout)

Monday, Sept. 26

The Virginia Gazette:

Group Report: Newspaper analysis

Wednesday, Sept. 28

Pamphlets:

Jones and Allen, "A Narrative of the
Proceedings of the Black People
During the Late Awful Calamity

	in Philadelphia" (handout)
Friday, Sept. 30	Paine, "Common Sense" (find online)
Monday, Oct. 3	FALL HOLIDAY—NO CLASS
Wednesday, Oct. 5	Letter Writing: <i>The Letters of John and Abigail Adams,</i> 1-105 Query #3 DUE in class.
Friday, Oct. 7	<i>Letters, 106-202</i>
Monday, Oct. 10	<i>Letters, 202-300</i>
Wednesday, Oct. 12	Early American Music: BEFORE CLASS Listen to: <i>In Freedom We're Born</i> <i>Early American Roots</i>
Friday, Oct. 14	<i>Letters, 300-412</i>
Monday, Oct. 17	Literary Circles: Radner, "The Speaking Eye and the Listening Ear" (handout) Query #4 DUE in class
Wednesday, Oct. 19	Media of Africans in America: BEFORE CLASS Listen To: <i>From Ear to Ear</i> Liner notes, <i>From Ear to Ear</i> (handout)
Friday, Oct. 21	<i>Stories Under African Skies</i> Listen BEFORE CLASS
Monday, Oct. 24	Wiggins, "Sport and Popular Pastimes: Shadow of the Slavequarter" (handout)
Wednesday, Oct. 26	LYCEUM

Friday, Oct. 28	Drama: Tyler, <i>The Contrast</i> , Act I-III (in <i>Early American Drama</i>)
Monday, Oct. 31	<i>The Contrast</i> , Acts IV-V Publish FIRST Lyceum Paper
Wednesday, Nov. 2	LYCEUM
Friday, Nov. 4	Dunlap, <i>André</i> , Acts I-III
Monday, Nov. 7	<i>André</i> , Acts IV-V Publish SECOND Lyceum Paper
Wednesday, Nov. 9	LYCEUM
Friday, Nov. 11	Barker, <i>The Indian Princess</i> , Acts I-II
Monday, Nov. 14	<i>The Indian Princess</i> , Act III Publish THIRD Lyceum Paper
Wednesday, Nov. 16	Personal Media: The Diary: <i>The Diary of Martha Ballard</i> (read portions online) Query #5 DUE in class.
Friday, Nov. 18	View "A Midwife's Tale"
Monday, Nov. 21	Guest Speaker: Colonial Newspapers Dr. Jeff Pasley, U of Missouri
Wednesday, Nov. 23 and Friday, Nov. 25 THANKSGIVING BREAK—NO CLASS	
Monday, Nov. 28	Periodicals: Sample periodicals (handout) Mulford, "Pox and 'Hell-Fire'" (handout)
Wednesday, Nov. 30	Sample periodicals (handout) Gould, "The African Slave Trade and Abolitionism" (handout)

Friday, Dec. 2	Sample periodicals (handout) Reed, "Exhibiting the Fair Sex" (handout)
Monday, Dec. 5	Art as Media: Group Report: Early American Painting
Wednesday, Dec. 7	Government Reports as Media: Lewis and Clark, selection from <i>The Journals</i> (handout)
Friday, Dec. 9	The Telegraph: A Game-Changing Medium de Tocqueville, "How American Democracy has Modified the English Language" (handout) Query #6 DUE in class Course conclusion.

COURSE GRADING:

- 1. Query Papers (40%):** Query papers pose a question and then attempt to answer it. Think of a question that was raised as a result of your reading and discussion in class, and try to develop an answer. The title of your paper will be your "*Query*" and the body of the paper will be your "*Observation*." The timing of the due dates is designed to coincide with the following topics: Native American-British media exchanges, almanacs, letter-writing, newspapers, drama, and periodicals. You must write on a topic that appears on the syllabus since the LAST query paper was due. Six queries have been assigned; you are required to do only FOUR. Queries are DUE ON THE ASSIGNED DAY, no exceptions. These papers must be 3-pages in length and presented in proper MLA format.
- 2. Lyceum Papers (30%):** Each lyceum group will meet three times to exchange and discuss writings produced by its members. The group will then produce a publication that serves as a repository for those weekly writings. Each group will decide what it wants to call itself (lyceum, junto, club, coterie) and it will declare its mission. Groups meet on Wednesdays and publish the following Monday. For each paper, the group will assign an editor/editress who will do no writing for that week's publication. Instead that person will plan the paper, assign topics, and produce the final publication. Papers must include one of following: a letter, a toast, a literary or social critique, a poem, and a speech (two minutes, to be delivered on the day of publication). The writings should address topics that are pertinent to our study of early American media.
- 3. Class Participation (10%):** This grade includes attendance, participation in discussion, promptness to class, class decorum, commitment to lyceum efforts, and contribution to group analyses.

4. Final Course Reflection (20%): As the final project for the course, you will write a paper that combines research and personal reflection. You will pick a specific medium that you want to know more about, conduct research on this topic, and relate it to the overall discussion we have had over the course of the semester. The purpose of this paper is to give you an opportunity to become an expert in one type of media, and then to consider that medium in relation to the early American communication networks we have been studying. The personal reflection component of this assignment will give you the freedom to integrate your topic with whatever you feel was most important in the course. While this is not a traditional research paper, it must have an overall point (i.e., a thesis) that is clear to the reader. This paper must be 8-10 pages in length and presented in proper MLA format. DUE during the FINAL EXAM time slot.

ATTENDANCE POLICY: Daily attendance will be taken and applied to your class participation grade.

ACADEMIC HONOR CODE: Plagiarism is a serious academic offense. Cases of academic dishonesty will be handled in accordance with the procedures described in the Westminster College Academic Honor Code, found in the *Student Life Handbook*, 2010-2011, available online. You are expected at all times to uphold the honor code and to exercise integrity as well as independent thought.

ADA: If you feel that you may need an accommodation based on the impact of a disability, please contact me to arrange an appointment at your earliest convenience. At that time, we can discuss the course format, anticipate your needs, and explore possible accommodations.

LOC: If you are currently working with the Learning Opportunities Center, please let me know so that I will be aware of any learning difficulties you may be experiencing.