

## **AML 3286.0001: Early American Women's Words**

Spring 2009 (3 credit hours)

TR 3:00-4:15 p.m.

Building CL1; Room 109

Professor: Dr. Lisa Logan

☐ AML 3286 meets UCF Gordon Rule writing requirements.

▶ AML 3286 counts toward the Women's Studies minor as an upper-division elective course.

For more information about the WS minor, call 407.823-6502 or

<http://womensstudies.cah.ucf.edu/>

### **To contact your professor:**

Use "Course Mail" in Webcourses, or

\*email: [lmlogan@mail.ucf.edu](mailto:lmlogan@mail.ucf.edu)

\*When using my regular campus email address (above)

please use the subject line "AML 3286"

to ensure that I notice your email

and respond within 24 hours during weekdays.

Office Hours: TR 4:30-6 p.m. and by appointment.

Office: Colbourn Hall 307G

407-823-4456\*\* (no voicemail)

\*\*Note: Please do NOT contact me via telephone.

Telephone is the least efficient method of contact.

*"And where the words of women are crying to be heard, we must each of us recognize our responsibility to seek those words out, to read them and share them and examine them in their pertinence to our lives."—Audre Lorde*

**Catalog description:** PR: ENC 1102. Explores women's writings in the Americas from the 17<sup>th</sup> through the mid-19<sup>th</sup> centuries.

### **Course description:**

In 1630, the newly married Anne Bradstreet sailed with her husband aboard the *Arbella* and became one of the first settlers of the Massachusetts Bay Colony. Bradstreet, who grew up in the Earl of Lincoln's household, wrote of her experience in the wilderness, "I found here a new world and new manners, at which my heart rose." In 1650, never wavering from her duties as governor's wife, mother of eight children, and devout Christian, Bradstreet became the first published poet in New England. Despite her prominence and reputation as a Puritan "goodwife," Bradstreet's book, *The Tenth Muse, Lately Sprung Up in America* was prefaced by 12 pages of testimonials by men, who spoke to her intellectual and moral credibility.

The example of Anne Bradstreet suggests the complex position (or "place") of early American women writers: while English America's first published poet *was* a

woman, women were necessarily *women* first, their physical bodies tying them to specific legal, political, economic, and cultural expectations in the material world. In most cases, women read and wrote in a culture that was ambivalent about or even hostile to their public speech and written expression. To cite one notorious example, in 1645, Governor John Winthrop observed that women's writing could lead to madness:

[Mrs. Hopkins], (a godly young woman and of special parts,) . . . was fallen into a sad infirmity, the loss of her understanding and reason, which had been growing upon her diverse years, by occasion of her giving herself wholly to reading and writing, and had written many books.

In the nineteenth century, Hawthorne famously referred to the “damn'd mob of scribbling women,” who were writing him out of a job. Nevertheless, women read and wrote—poems, plays, letters, epitaphs, sampler verses, journals, diaries, commonplace books, household manuals, and, as time went on, travelogues, captivity and slave narratives, novels, short stories, and political tracts.

This course explores the following questions: What did early American women write about? What traditions of writing did women—who were denied legal, political, and economic rights, and whose identities and destinies rested in their bodies' reproductive capacities—put in place? What pretexts did they use to enter literary discourse, and how and why were they successful? How did they negotiate the boundaries between authorship and public spectacle? How did women from diverse socioeconomic and ethnic backgrounds negotiate these boundaries similarly or differently? Does the diversity of women writers complicate claims of a unified women's tradition?

To answer these questions, we will explore North American women's writing produced during the colonial and early national periods, from 1630 (the founding of the Massachusetts Bay Colony) to the first decades of the nineteenth century. Attending to the historical and cultural contexts in which women wrote, we will examine a variety of literary genres, mostly prose, as we study the relationship between women's “place” and works in early America.

**Required texts (in order of study):**

Andrews, William L., ed. *Journeys in New Worlds: Early American Women's Narratives*. Madison: U of Wisconsin P, 1990.

Ulrich, Laurel Thatcher. *The Midwife's Tale: The Life of Martha Ballard, Based on Her Diary, 1785-1812*. New York: Vintage (Random House), 1990.

Harris, Sharon M., ed. and introd. *Selected Writings of Judith Sargent Murray*. New York: Oxford UP, 1995.

Taves, Anne, ed. and introd. *Religion and Domestic Violence in Early New England: The Memoirs of Abigail Abbot Bailey*. Bloomington: Indiana UP, 1989.

James E. Seaver, *Narrative of the Life of Mrs. Mary Jemison*. Norman: Oklahoma UP, 1995.

Additional primary and secondary readings assigned are available electronically or in PDF in Webcourses.

**Method of Instruction:**

Literary analysis requires close attention to language and its patterns. I expect that each of you will have read the texts carefully at least once and marked your books with notes for use in class discussion and writing tasks. I expect that each of you will be mentally and physically present during class and that you will use class meetings to voice your ideas, puzzles, and concerns. The learning process demands that we all take responsibility and risks, as each of us is a vital part of the intellectual community we create. We will encounter texts and ideas that challenge us with their difficulty and difference. I suggest that we use these challenges as opportunities for new conversations that allow our thinking to grow. Please think carefully, using the texts at hand, and respond—rather than react—honestly and mindfully and with a critical awareness of your own biases.

*Please note:* I have created an AML 3286 support site in Webcourses that houses the handouts, assignments, examples, strategies for success, and online and print resources for our studies. This support site saves paper, money, time, and energy, enables students to access course materials at any time, and keeps us “on the same page,” so to speak. Please use this support site on a twice-weekly basis by checking “Discussions” and “Weekly Readings” buttons for new posts and by responding appropriately and promptly. As well, this site is our very own virtual intellectual space, and I hope we can work together to make it the best we can so that future students can learn from our successes, discoveries, trials, and errors.

### **Course Goals:**

Students who successfully complete this course should be able to:

- Read accurately, critically, and analytically in their cultural and historical contexts works produced by early American women writers;
- Trace various patterns and traditions in women’s writing in order to understand more fully women’s literature and cultural responses to it;
- Write clearly argued, well-supported, and error-free analytical essays using MLA format on early American women’s literature;
- Understand the connections among women’s writing, the material realities of diverse women’s daily lives as they are expressed in writing, and the ways that women writers in the past negotiated boundaries, such as public/private, personal/political, body/mind;
- Use and apply knowledge of early American women’s literature to an understanding contemporary discourses about women’s, including literary, political, cultural, medical, economic, and human rights discourses;
- Use appropriate academic resources, such as MLA International Bibliography, Evans Digital database, and APS, to locate information about early American women.

### **Required Tasks\***

The following assignments are required in order to pass this course. The instructor provides no substitutions or extra credit. Assignment guidelines and due dates can be accessed through the “Assignments” button in Webcourses. All assignments will be

graded according to the criteria listed on the assignment. The instructor does not assign “Incomplete grades.”

One 5-7 pp. essay *	20% (due as assigned)
Engagement (online and face to face discussion; completion of weekly readings and homework assignments*; respondent duties; and other appropriate contributions)	30% (ongoing; as assigned)
Lead discussant: 12-minute class discussion with handout posted in Webcourses	10% (due as assigned)
Midterm Team project*—Commonplace Book	20% (due March 3, 2009 by 11:59 p.m.)
Final Team project*—Study Guide to Early American Woman Writer with presentation	20% (due by April 30 at 1 p.m.)

☐\*AML 3286 is a Gordon Rule course. It contains 6000 words of evaluated writing in accordance with Department of English requirements.

Assignments that fulfill the Gordon Rule are indicated with an Asterisk (\*). Each has the following characteristics:

1. The writing will have a clearly defined central idea or thesis
2. It will provide adequate support for that idea
3. It will be organized clearly and logically
4. It will show awareness of the conventions of standard written English
5. It will be formatted or presented in an appropriate way.

**Grading Scale:** This course uses the +/- grading system for final grades; an A grade is 93-100, an A- is 90-92, a B+ is 88-89, a B is 83-87, a B- is 80-82, a C+ is 78-79, etc.

### *Rules and Policies*

#### **Paper Format and Submission**

5-7 page papers are due electronically by 11:59 p.m. on the due date. Papers that fail to observe MLA guidelines, the accepted format in the discipline of English, will earn a grade of “0.” Papers should include an appropriate heading (Name, Course, Date, Professor) and should be word-processed, double spaced, appropriately titled, and stapled. Reasonable margins and fonts are 1” and 12 pitch respectively. Students MUST use **Course Mail** in Webcourses to send papers to me electronically as attachments in Microsoft Word only (by 11:59 p.m. on the due date). Documents should be saved with a “doc” extension using the following format: “Yourlastname-Author.doc.” For example, my paper on Judith Sargent Murray would be saved as “Logan-Murray.doc.” I will not open or read papers sent as “docx,” “rtf,” or any other files. Students who fail to submit and/or attach their papers properly will be penalized for late papers.

**Documenting and citing your sources:** Please review the “Research and Documentation Help” page under the “Assignments” button in WebCT. As well, “Writing Guidelines: A Brief Primer,” also under the “Assignments” button, houses information about integrating quotations into your own prose. Information about MLA documentation style can be found at <http://www.dianahacker.com/resdoc/>. Make sure that you click on “Humanities” at that site. The University Writing Center (UWC) offers assistance with writing and research. Please bookmark [www.uwc.ucf.edu](http://www.uwc.ucf.edu) on your computer for the duration of this course.

**Plagiarism,** submitting the work of someone else, whether a friend or a web- or print-based source, will result in an “F” for the course. Given all the information provided in the above paragraph, no plausible excuse exists for plagiarizing materials. Please review the guidelines for citing sources correctly in the *MLA Handbook*, which is available at the University Writing Center website. As well, the UWC website houses excellent handouts to guide you in this process: [http://www.uwc.ucf.edu/Writing%20Resources/handout\\_home.htm](http://www.uwc.ucf.edu/Writing%20Resources/handout_home.htm). In addition, you may purchase *The MLA Handbook for Writers of Research Papers* by Joseph Gibaldi, or you may consult the copy available at the UCF Library in the reference section, call number LB2369 .G53 2003.

### **Anticipated conflicts**

If you have signed up for a paper/discussion/etc. and learn that you will have a scheduling conflict, please let me know ahead of time, and perhaps we can accommodate your situation. Other students may be willing to trade dates with you, for example. You must, however, tell me at least three days ahead of time—the further in advance the better.

### **Make-up work**

Students are expected to complete the same assignments as everyone else in the class, and no exceptions or special assignments are made for those who fail to do so. I do not assign “Incomplete” or “I” grades. Incomplete assignments, therefore, earn a zero.

### **Makeup Exams**

It is most rare for a student to take a makeup exam, and permission will normally be granted only in cases of personal medical emergencies having to do with the student him- or herself or a subpoena from a court of law. In each case, the need must be documented by a physician, who states that you cannot attend class on that particular day, or by a subpoena. Remember that asking to take an exam early or late makes extra work for the professor, in that I must create an entirely new exam just for you.

**Submitting work late:** Penalties are as follows. Papers will be docked 1/3 letter grade for each hour late up to 3 hours and 1 full letter grade for each day late. **Exams are not accepted late.** Students should keep backup copies of all written work, as lost or stolen papers and failed posts are *your* responsibility.

## **Attendance**

Because learning is a process that occurs through participation in an active intellectual community, attendance is required. Ideally, all of us will attend each class meeting. However, illness and other extenuating circumstances are part of life, and I consider three absences a reasonable allowance. After three absences, your credibility as a responsible member of this intellectual community is in jeopardy. If, for reasons of work or other conflicts, you are habitually absent, you should drop the course. After three absences, the “engagement” portion of your final grade will be docked .33 per absence. After six absences, I will dock 1 full letter grade from your overall final grade, and 1 full letter grade for each absence thereafter.

## **Class Participation (Face to Face Meetings)**

Participation during class requires your active engagement in the learning process. Students are expected to arrive in class having studied the assigned materials; to attend to the words of the professor and your peers; to have your course texts, with notes made in preparation for class, before you and to use them assiduously during discussions; to ask thoughtful and relevant questions that bear on the issues and texts under scrutiny; to offer reflective answers that go beyond personal reactions; to use the texts to illustrate or contest ideas under discussion; and to listen carefully and respectfully to others. Please speak only when you have the floor and not while others are speaking. Please self-regulate your class participation to avoid dominating the discussion; as well, please assure that you are contributing enough by considering if you are speaking too little. If you are not sure, check with others and me.

## **Discussion Forum Participation and Postings**

Sometimes students are more comfortable when they have more time to collect their thoughts or when they don't feel the pressure of 39 others looking on. While I strive to create an intellectual community in which all voices are valued and welcome, I also understand that individuals learn and express themselves in different ways. Webcourses participation is also a good way to demonstrate your engagement in the course and should follow the general guidelines for appropriate electronic communication described in “The Golden Rule.” As with face-to-face interactions, your participation and postings should represent active and collegial engagement with the texts themselves and the ideas presented by your peers and me. Please use language appropriate to a collegial environment and remember that you are part of an academic learning community. Webcourses is an academic venue (and not a social networking site).

## **Student Communication Responsibility Policy**

Students in this course are expected to observe UCF's policy regarding email communication, which is outlined in *The Golden Rule*: “To communicate in a more expedient manner, UCF uses e-mail as the primary means of notifying students of important university business and information dealing with registration, deadlines, financial assistance, scholarships, tuition and fees, etc. To avoid missing important communications from the university, students must ensure that the university has an up-to-date “preferred” e-mail address...”

<http://www.goldenrule.sdes.ucf.edu/Golden%20Rule%20-%202007-2008.pdf#page=1>

### **Communicating with your professor**

Students should communicate with me via my university email address or using the Course Mail function in Webcourses. If using my university email address ([lmlogan@mail.ucf.edu](mailto:lmlogan@mail.ucf.edu)), please list “AML 3286” in the subject line. If using Course Mail in Webcourses, add an appropriate subject line, such as “Q about Abigail Abbot Bailey.” Please include your full name in all correspondence. Please use polite forms of address, as if you are composing a business letter, i.e. Dear Dr. Logan, and please use appropriate tone and mode of expression for an academic environment. **During regular weekdays, students can expect me to respond to emails within 24 hours, and I expect the same from you.** Weekends and university holidays are, of course, an exception. Please wait 24 hours before sending a repeat message (such as “Did you get my last email?”).

In order to receive communications from me about the course via email, please update your email address in MyUCF.

### **Student Conduct**

Students are responsible for conducting themselves in the classroom and online in accordance with the standards of conduct outlined in *The Golden Rule*, available at <http://www.goldenrule.sdes.ucf.edu/>. Students have a right to an unimpeded educational process and should take responsibility for that right if another member of the class compromises it. Any behavior or language that violates these rules should be reported to the professor, who will take appropriate action.

### **Electronics use during class**

Please turn off cell phones during class. In cases of emergency (i.e. you are waiting to hear that your immediate family member has come through a heart transplant), please turn your cell phone to vibrate. Text messaging during class is distracting to your professor and other students. If you use a laptop to take notes during class, please inform me beforehand and expect that I may ask you to assist with web searches and note-taking at times. No video or audio recordings of any part of the class are permitted without my advance written permission.

### **Disability Statement**

UCF is committed to providing reasonable accommodations for all persons with disabilities. This syllabus is available in alternate formats upon request. Students with disabilities who need accommodations in this course must contact the professor at the beginning of the semester to request these accommodations. No accommodations will be provided without documentation from the student from Student Disability Services. Students who need accommodations must be registered with Student Disability Services, Student Resource Center Room 132, (407) 823-2371, TTY/TDD only (407) 823-2116. Students with disabilities can visit [http://www.sds.sdes.ucf.edu/Disability\\_Documentation/default.htm](http://www.sds.sdes.ucf.edu/Disability_Documentation/default.htm) to learn of their rights and responsibilities regarding accommodations.

**Tentative schedule of events:**

Tuesday *	Thursday
*Additional secondary readings are listed in the Weekly Readings portion of Webcourses	January 8 Introduction to the course, each other
<p>January 13-15<sup>1</sup>: Anne Bradstreet, selected front matter and poems available at Early English Books Online (EEBO) (UCF Library Database): “Prologue” (pp. 3-4), “In Honour of that High and Mighty Princess, Queen Elizabeth, of Most Happy Memory” (pp. 199-203). This material might be more reader-friendly in Evans Digital Database (UCF Library Databases; search for Bradstreet and then select record #244), where you can skim the front matter.</p> <p>Also in Evans Digital database, search for Ornaments for the Daughters of Zion by Cotton Mather. Most readable is record # 4752 (printed in 1741, although the text was first published in 1691). Consider the title page and then browse a bit, noting anything that interests you.</p> <p>Then read modernized versions of Bradstreet’s poetry at <a href="http://rpo.library.utoronto.ca/poet/27.html">http://rpo.library.utoronto.ca/poet/27.html</a> Read “The Author to Her Book” and “Some Verses Upon the Burning of Our House, July 18, 1666”</p> <p>Puritan women’s roles might be understood through reading the King James version of Proverbs 31, verses 10-31 (“Who can find a virtuous woman?”) available online at: <a href="http://www.cforc.com/kjv/Proverbs/31.html">http://www.cforc.com/kjv/Proverbs/31.html</a></p> <p>Please see the Weekly Readings button in Webcourses for additional information, reading and discussion questions, and in-class activities.</p>	
January 20 <input type="checkbox"/> Inauguration Day Selected readings by Adams, Pierce, and Moore	January 22 “The Examination of Mrs. Anne Hutchinson at the Court at Newtown,” and “A

<sup>1</sup> This week’s readings are described at length on the syllabus simply for ease, since everyone is new. In the future, this detail can be found at the Weekly Readings button in Webcourses. That button will contain additional helpful information, suggested reading and discussion questions, and any additional instructions or activities for that week.

<p>in honor of women's role in founding the nation; Sharon M. Harris, "‘And their words do follow them’—The Writings of Early American Women" (PDFs available in Webcourses at the Weekly Readings button.)</p> <p>Discussion of Commonplace Books.</p>	<p>Report of the Trial of Mrs. Anne Hutchinson before the Church in Boston." <i>The Antinomian Controversy, 1636-1638: A Documentary History</i>. Ed. David D. Hall. Durham, NC: Duke UP, 1990. 311-48; 349-88. (PDFs available in Webcourses at the Weekly Readings button.)</p>
<p>January 27 Rowlandson, <i>A True History...</i>; introduction by Amy Schrager Lang (in <i>Journeys in New Worlds</i>; pp. 13-65); Susan Faludi, "Americas Guardian Myths" (Word doc in Webcourses)</p>	<p>January 29 Rowlandson (cont'd)</p>
<p>February 3 Selections from Martha Milcah Moore's <i>Commonplace Book</i>; Carla Mulford, Introduction to and selections from <i>American Women Prose Writers to 1820</i> (DLB Vol. 200) (PDFs in Webcourses)</p>	<p>February 5 (cont'd)</p>
<p>February 10 Native American Women: Sarah Pharoah, Sarah Simon, Katherine Garrett (PDF in Webcourses)</p>	<p>February 12 Patience Boston (PDF in Webcourses)</p>
<p>February 17 Ashbridge, <i>Some Account of the Fore Part...</i>; introduction by Daniel B. Shea (in <i>Journeys in New Worlds</i>, pp. 117-180)</p>	<p>February 19 Ashbridge (cont'd)</p>
<p>February 24 Trist, <i>The Travel Diary...</i>; introduction by Annette</p>	<p>February 26 Trist (cont'd)</p>

<p>Kolodny (in <i>Journeys in New Worlds</i>, pp. 181-232); excerpts from Jennifer Sinor, <i>The Extraordinary Work of Ordinary Writing</i>, (PDF in Webcourses)</p>	
<p>March 3  <b>Midterm Project Due</b>  Wheatley (selected letters in PDF in Webcourses)  Helen M. Burke, "The Rhetoric and Politics of Marginality: The Subject of Phillis Wheatley," <i>Tulsa Studies in Women's Literature</i>, Vol. 10, No. 1, Redefining Marginality. (Spring, 1991), pp. 31-45. (JSTOR)</p>	<p>March 5: Class meeting cancelled; professor at professional conference</p>
<p>→Friday, March 6: Withdrawal Deadline ←</p>	
<p>March 9-14 Spring Break 🌞🎵🎧</p>	
<p>March 17  Ulrich, <i>The Life of Martha Ballard, Based on Her Diary, 1785-1812</i></p>	<p>March 19  (cont'd)</p>
<p>March 24  Ulrich (cont'd)</p>	<p>March 26  Bailey, <i>The Memoirs</i>; Ann Taves, Introduction to <i>Religion and Domestic Violence in Early New England</i></p>
<p>March 31  Bailey (cont'd)</p>	<p>April 2  Bailey (cont'd)</p>
<p>April 7  Murray, "On the Equality of the Sexes" and Observations on Female Abilities"; Sharon M. Harris, Introduction (<i>Selected Writings of Judith Sargent Murray</i>, pp. xv-xliv; 1-43)</p>	<p>April 9  Murray, Selections TBA (Students' choice—<i>The Story of Margaretta, The Traveler Returned, Letters</i>)  <i>Selected Writings of Judith Sargent Murray</i></p>
<p>April 14  Murray, Selections TBA</p>	<p>April 16  Murray, Selections TBA</p>

<p>April 21  Seaver, <i>Narrative of the Life of Mrs. Mary Jemison</i>;  Editor's Introduction by June Namias; Susan Walsh, "With Them was My Home": Native American Autobiography and <i>A Narrative of the Life of Mrs. Mary Jemison</i>." <i>American Literature</i> 64.1 (March 1992): 49-70. (Available electronically through UCF Library)</p>	<p>April 23  Seaver (cont'd)</p>
<p><b>Final Exam Period:</b> Thursday, April 30, 1-3:50 p.m.</p>	