

ENG 345A (Section 1)
M W 2:30 p.m. – 3:45 p.m.
Keezell Hall 310

Spring 2001

Colonial American Literature

General Information

Instructor: Dr. Alan Silva
E-Mail: silvaaj@jmu.edu
Office Hours: M W F 10:00 a.m. - 12:00 p.m.
and by appointment

Office: Keezell 205
Phone No.: 568-6412

Course Description

English 345 is a period course in pre-twentieth-century American literature. 345A focuses on genres, writers, and literary traditions of the colonial periods from around 1540 to 1790. The other two 345 courses focus on later periods: 345B examines the first half of the nineteenth century up to about 1860; 345C focuses on the second half of the nineteenth century from about 1860 to 1900.

In this 345A period course, you will read longer works from some of the most prominent writers in colonial America, as well as many shorter works from a variety of famous and forgotten figures. You will read about exploration, resistance, conquest, ethnography, spirituality, seduction, torture, and torment, all taking place in the realm of the “new”: New England, New Spain, the New World, the New Republic. We will contest the boundaries of genre, of nation, and of national identity as we read, write about, and discuss the multinational, transatlantic, and intercultural literatures of the colonial Americas.

Texts

Álvar Núñez Cabeza De Vaca, *The Account: Álvar Núñez Cabeza De Vaca's Relación* (Arte Público Press)

Sor Juana Inés De La Cruz, *Poems, Protest, and a Dream* (Penguin)

Olaudah Equiano, *The Interesting Narrative of the Life of Olaudah Equiano* (Bedford)

Benjamin Franklin, *The Autobiography and Other Writings* (Penguin)

Giles Gunn, ed., *Early American Writing* (Penguin)

David D. Hall, ed., *Witch-Hunting in Seventeenth-Century New England* (Northeastern, 2nd ed.)

Michael McGiffert, ed., *God's Plot: Puritan Spirituality in Thomas Shepard's Cambridge* (Massachusetts, 2nd ed.)

Exams

You will have three graded exams in this course, all of which are listed on the calendar below. The first two will be non-comprehensive exams given at the fifth and tenth weeks of the semester. The third will be a comprehensive final exam given at the scheduled final examination time. All three exams will require you to answer factual questions on the reading materials as well as on the historical and cultural contexts of early American literature. Each one will also ask you to write short essays on excerpts from the readings and/or longer essays on general topic questions.

Essay

You will be required to write one critical essay of six to eight pages. For this assignment, you will choose one or more texts from colonial America and examine their relationship to the literature and culture from some other historical period. A detailed handout with options and guidelines will be given to you later in the term.

Writing Assignments, Exercises, and Workshops

You will have occasional writing assignments and exercises in this class that will help you further develop your reading, writing, and critical thinking skills. You will complete some of them in class and some outside of class; several will require collaboration with your peers or informal oral presentation. You will also have in-class workshops for your essay assignment. All the assignments, exercises, and workshops are assigned points and contribute to your overall participation grade. Details for each one will be provided in class.

Late Work

Exams: All exams must be completed in-class on the day designated on the calendar. If you are absent on that day, you can only make up the exam if you have a verified excuse for serious illness, death in the family, or other serious and compelling emergency. *No exceptions.*

Essay: The essay is due on the day indicated on the calendar. Late essays will be penalized one full grade if they are turned in by Friday, April 27 in the last week of classes. Essays received after Friday will automatically fail.

Assignments, Exercises, Workshops: All writing assignments and exercises must be turned in by the deadline designated by the instructor. Late work will be accepted and will be given feedback, but will not receive any points. If you are absent on the day of a workshop, you will also not receive any points.

Attendance

Although attendance in this class is your responsibility, and I will not take attendance after the first week, I want to strongly encourage you to attend class. You simply will not be successful in this course if you do not come to class regularly and participate in all classroom activities. You also will not find this class very enjoyable if you do not come every time, on-time, and stay for the entire period. I strongly recommend you not take this course if you think you will have difficulty coming to class.

Academic Honesty

In accordance with the James Madison University Honor Code, each student is expected to observe complete honesty in all academic matters in this classroom. Please familiarize yourself with the Honor Code in your student handbook. For the exams in this class, you will need to follow all of the policies indicated on the examination. Failure to comply with these policies is considered academically dishonest. For your essay assignment, if 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 dishonest behavior range from failure on an exam or assignment to dismissal from the university.

Incompletes

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

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|---------------|-----|---|
| Exam #1 | 10% | <p>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.</p> |
| Exam #2 | 20% | |
| Essay | 25% | |
| Final Exam | 25% | |
| Participation | 20% | |

Calendar

M 1/8 Introduction: What is Colonial American Literature?
Discussion of Syllabus

Cultural Contact and Conflict in the New World

W 1/10 Selections from *Early American Writing*
 Winnebago, "This Newly Created World" (5)
 Cherokee, "How the World Was Made" (6-8)
 Bering Strait Eskimo, "Raven Creation Myth" (9-11)
 Hopi, "How the Spaniards Came to Shung-Opovi" (12-15)
 Iroquois, "The Confederacy of the Five Nations" (16-19)
 Columbus, from *Letter to Lord Raphael Sanchez* (26-31)
 Martyr and Eden, from *The Decades of the New World* (53-54)
 Montaigne, from *Of Cannibals* (56-60)
 Hariot, from *Brief and True Report* (61-64)

M 1/15 **CLASS CANCELED: MARTIN LUTHER KING, JR. HOLIDAY**

W 1/17 Álvaro Núñez Cabeza de Vaca, *The Account* (24-83)

M 1/22 Álvaro Núñez Cabeza de Vaca, *The Account* (84-121)
Selected Film Clips from *Cabeza de Vaca*

W 1/24 Selection from *Early American Writing*
De Casteñada, from *The Narrative of the Expedition of Coronado* (48-51)

Selected Film Clips from *Cabeza de Vaca*

The Development of New Spain

- M 1/29** Selections from *Early American Writing*
 Delgado, *Report Made by Rev. Father Fray Carlos Delgado* (304-09)
 Palou, from *Life of Junipero Serra* (397-401)
- Sor Juana Inés De La Cruz, *Response to the Most Illustrious Poetess Sor Filotea De La Cruz* (3-75), Selected Poems (TBA)
- W 1/31** Sor Juana Inés De La Cruz, *Loa for The Divine Narcissus* (195-239), *First I Dream* (79-129)
- M 2/5** Selected Film Clips from *I, The Worst Of All*
- W 2/7** **EXAM #1**

The Rise of New England

- M 2/12** Selections from *Early American Writing*
 Bradford, from *Of Plymouth Plantation* (120-29)
 Cotton, from *God's Promise to His Plantations* (102-03)
 Hooker, from *A True Sight of Sin* (148-57)
 Shepard, *The Covenant of Grace* (171-75)
 Danforth, from *Errand into the Wilderness* (198-207)
- W 2/14** Selections from *Early American Writing*
 Winthrop, from *A Modell of Christian Charity* (108-12), *Christian Experience* (113-18)
 Rowlandson, from *A Narrative of the Captivity and Restauration* (217-30)
 Bradstreet, "To My Dear and Loving Husband" (185), "Here Follows Some Verses Upon the Burning of Our House" (187-88)
 Taylor, "Meditation 8" (238-39), "Meditation 38" (239-40)

M 2/19 Thomas Shepard, *The Autobiography* (35-79)

W 2/21 Thomas Shepard, selections from *The Journal* (TBA) and *The Confessions* (TBA)

The Fall of New England

M 2/26 Selections from *Early American Writing*
 Bradford, from *Of Plymouth Plantation* (132-35)
 Morton, from *New-English Canaan* (138-46)
 Hutchinson, from *The Examination of Mrs. Ann Hutchinson* (159-69)
 Williams, from *The Bloody Tenent of Persecution* (194-95), from *The Hireling Ministry None of Christs* (195-96)
 Wigglesworth, from *God's Controversy With New England* (209-15)

W 2/28 Selections from *Witch-Hunting in Seventeenth-Century New England* (TBA)

Documentary film of *Witchcraft from Medieval Times to the Early Modern World*

M 3/5 to F 3/9 **CLASSES CANCELED: SPRING BREAK**

M 3/12 Selections from *Witch-Hunting in Seventeenth-Century New England* (TBA)

W 3/14 *Witch-Hunting in Seventeenth-Century New England: The Salem Witch-Hunt* (280-314)

M 3/19 Selected Film Clips from *The Crucible*

W 3/21 **EXAM #2**

Enlightenment in the New American Nation

M 3/26 Selections from *Early American Writing*
 Mather, "Galeacius Secundus" (261-68)
 Edwards, from *Personal Narrative* (312-20)

Ashbridge, from *Some Account* (374-86)
 Chief Pachgantschilias, "Speech" (411)
 Chief Tecumseh, "Speech" (412-13)
 Washington, from *The Farewell Address* (418-29)
 Paine, from *Common Sense* (489-90)

W 3/28 Benjamin Franklin, *The Autobiography* (3-85)

M 4/2 Benjamin Franklin, *The Autobiography* (85-103), *The Way to Wealth* (215-25), *An Address to the Public* (243-45), "Miscellany of Franklin's Opinions" (246-60)

The Transatlantic World and the New American Nation

W 4/4 Selections from *Early American Writing*
 Sewall, from *The Selling of Joseph* (254-57)
 Woolman, from *Some Considerations on the Keeping of Negroes* (391-95)
 Crèvecoeur, from *Letters from an American Farmer* (479-83)
 Wheatley, "On Being Brought From Africa to America" (566), "To S.M., A Young African Painter, On Seeing His Works" (567-68)

M 4/9 **WORKSHOP #1**

W 4/11 Olaudah Equiano, *The Interesting Narrative of the Life of Olaudah Equiano* (28-136)

M 4/16 Olaudah Equiano, *The Interesting Narrative of the Life of Olaudah Equiano* (136-96)

The Dawning of the New Republic

W 4/18 **WORKSHOP #2**

M 4/23 Selections from *Early American Writing*

Bartram, from *Travels through North and South Carolina* (496-501)
Madison, "Federalist No. 10" (541-47)
Jefferson, "Letter to James Madison" (447-51)
Murray, "On the Equality of the Sexes" (548-55)
Dwight, from *America* (556-58)
Freneau, "On the Emigration to America" (560-61)
Barlow, "The Hasty Pudding" (577-87)
Rowson, "The Author's Preface" to *Charlotte Temple* (607)

W 4/25 Conclusion: The Transatlantic and Multicultural Literatures of Colonial America
Course Evaluations
ESSAY DUE

FINAL EXAM: MONDAY, APRIL 30
1:30 p.m. - 3:30 p.m.