

English 3453.01
Fall, 2003
MW 11:00-11:50
354 Zink Hall
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Prof. Stevens
Office: 320 Zink
631-2859
Office Hours: MW
10-10:50 & by appt.

Transatlantic English Literature before 1800

In this course we will study the role that the written word played in building a transatlantic literary culture that linked the British Isles to the North American colonies up to the American Revolution. We will attend not only to the ways in which Britain shaped the literature of its colonies, but also to the profound influence that texts from and about the Americas exerted on England's residents. Beginning with travel accounts and letters from America, we will explore the ways in which these reports shaped English readers' understandings of the world beyond their small island. We will pay particular attention to women's writing and to writing about women. Other central topics will include depictions of African slaves and American Indians, religious controversy, circum-Atlantic identity amidst war, and the sentimental novel. We will study scholarly articles alongside primary texts, including original documents in the McFarlin library's special collections. Requirements include class participation, weekly response papers, a mid-term examination, a final examination, and a final paper.

Requirements and Course Grade:

Your final grade will include eight separate grades, of varying weight:

Attendance: 10%
Class participation: 10%
Weekly Response Papers: 10%
Mid-term exam: 20%
Final exam: 20%
Final Paper: 30%

Attendance, Lateness, and Class Participation: This is a small, seminar-style course, so it is very important that you attend class regularly and participate actively in discussions. It also is important you arrive before class begins, as late arrivals not only miss important announcements, but also disturb the entire class. For your attendance grade, I will begin by giving you each 100 points, and subtracting 10 points for every unexcused absence. If you are late for class (that is, if you arrive after I have taken attendance), I will deduct 3 points from your attendance grade. I also will require your attendance at supplementary lectures and events, although since these events fall outside the scheduled class I will forgive one absence from these events without penalty.

I will excuse absences only for the following reasons:

1. Serious illness (with a doctor's note)
2. family emergencies
3. Religious holidays
4. Required participation in university athletic events or other outings excused by the university (with a note from your coach, your team's academic advisor, or the dean)
5. Hazardous weather conditions.

Your class participation grade necessarily will be subjective, based on my impression of how valuable your

contributions were to the class. This grade will reflect my opinion of how valuable your contributions in class discussion have been to your and your classmates' education. I will consider the quality as well as the quantity of your contributions, and I will weigh your willingness to listen to fellow classmates as well as your willingness to speak. Included in this grade will be a **5-10 minute presentation** that you will each give once during the term, on the class's reading for that day.

Late Work: I will deduct a third of a letter grade for every day that a paper is late, for up to one week. If a paper is more than three days late it will receive a failing grade. Students with unexcused absences will not have the option of making up quizzes, and a grade of zero will be averaged into their final grade.

Examinations: The Mid-Term exam will involve a mix of essay questions, straightforward factual questions, and detailed quotation identifications (that is, I present you with a quotation, you identify the text from which it comes and explain its larger significance.) The final exam will be a take-home, open-book exam comprised entirely of essay questions. I will give you more information about both exams as the semester progresses. If you attend class regularly, take careful notes, and keep up with the reading, these tests should be quite easy.

Response Papers: During the semester you will write 6 response papers of 2-3 pages (200-450 words) on the course readings. These papers should be typed and double-spaced. You will bring them to class to use as a basis for discussion, and you will turn these papers in to me at the end of class. I have divided you in half alphabetically, so that you will each turn in one response paper every other week, starting the third week of class. These response papers should not be summaries of the reading. They should ask questions and make speculations about the course readings, telling me what you found interesting and why. I will comment on and grade these papers, and at the end of the term I will average the highest five of these grades to factor into your final semester grade. For those of you who have taken classes with me before please note that I will grade these papers more rigorously than I have in the past, because I want to use this occasion to prepare you to write your final paper.

Final Paper: The most important component of your semester grade will be your final paper. This paper should be 10-12 pages (2000-3000 words) long, double-spaced and typed. It should perform a close reading of one or two texts from the syllabus and incorporate one (perhaps two) secondary scholarly article(s) or book(s). The paper should engage critically with both the primary literary and secondary scholarly texts. I will set some intermediate deadlines during the term for a paper proposal and a bibliography, in order to encourage you to work ahead on this project. You may also consider choosing to work with a text in **special collections**. If you choose this option, I may be willing to exempt you from reading a secondary literary source. I will set some intermediate deadlines during the term for a paper proposal and a bibliography, in order to encourage you to work ahead on this project. You may also consider choosing to work with a text in special collections. If you choose this option, I may be willing to exempt you from reading a secondary literary source.

Special Needs:

Students with disabilities should contact the Center for Student Academic Support to self-identify their needs in order to facilitate their rights under the Americans with Disabilities Act. The Center is located in Holmes Student Center Room 59. All students are encouraged to familiarize themselves with and take advantage of services provided by the Center for Student Academic Support such as tutoring, academic counseling, and developing study skills. The Center provides confidential consultations to any student with academic concerns as well as to students with disabilities.

Plagiarism and Academic Integrity:

I expect all students in this class to adhere to the standards of academic integrity as defined in the University of Tulsa's Student Handbook. If I find any evidence that a student has cheated on an examination or plagiarized a paper, I will fail the particular assignment immediately. I will then forward the case to my department Chair and college Dean for further disciplinary action. Most likely I will give the student a failing grade for the semester and recommend suspension from the university.

The handbook of the Modern Language Association defines plagiarism as follows: "Derived from the Latin word *plagiarius* ("kidnapper"), plagiarism refers to a form of cheating that has been defined as the false assumption of authorship: the wrongful act of taking the product of another person's mind, and presenting it as one's own (Alexander Lindey, *Plagiarism and Originality* [New York: Harper, 1952]2). To use another person's ideas or expressions in your writing without acknowledging the source is to plagiarize" (Joseph Gibaldi, *MLA Handbook*, 4th ed., [New York: MLA, 1995]26).

It often is difficult to determine where the line is between being influenced by a text or person, and taking words or ideas from that text or person. Confusion can arise easily when one is doing extensive research or collaborating with other people. If you have any questions about whether or not you should give credit to a source in your work, I suggest that you always cite that source to be safe. Please also see me if you are uncertain about whether or how to cite a source, or consult the *Modern Language Association Handbook*.

Please note that as part of a general effort to combat plagiarism I will be submitting randomly selected papers from all of my classes to a plagiarism detection service. I also will be using this service to screen any paper that I suspect is plagiarized.

Finally, while not technically a form of plagiarism I do consider it a breach of academic integrity for a student to submit the same paper for credit in more than one class. I will penalize students who dual-submit their work as I see fit.

Office Hours, and Contacting Me:

I will be available to meet with students from 10:00 to 10:50 on Mondays and Wednesdays, and I will set up additional office hours before examinations and paper deadlines. If my office hours conflict with your schedule I will be happy to make an appointment with you at another time.

The best way to contact me outside of office hours is through email, which I try to check daily. My email address is laura-stevens@utulsa.edu. My mailbox is in the main office of the English department, 365 Zink Hall. You may also leave me voice mail or call my office at 631-2859, but if you are calling me over a holiday keep in mind that these messages will be erased automatically after 3 days.

Course Texts:

David Armitage and Michael J. Braddick, eds., *The British Atlantic World, 1500-1800* (Palgrave)

Daniel Defoe, *The Strange and Surprising Adventures of Robinson Crusoe* (Norton)

Olaudah Equiano, *The Interesting Narrative and Other Writings*, ed. Vincent Carretta
(Penguin)

Jehlen and Warner, eds. *English Literatures of America* (Routledge)

Samuel Richardson, *Pamela, Or, Virtue Rewarded*, ed. Sabor (Penguin)

Susanna Rowson, *Charlotte Temple*, ed. Cathy N. Davidson (Oxford)

Unca Eliza Winkfield, *The Female American*, ed. Michelle Burnham (Broadview)

Recommended:

Ned C. Landsman, *From Colonials to Provincials: American Thought and Culture, 1680-1760* (Ithaca: Cornell Univ. Press, 1997). isbn 0-8014-8701-3

Reading and assignment schedule

Please note that this schedule may be subject to revision

Week 1

M 8/25 Introduction

In Class: read Milton, *Paradise Lost*, J&W, 579-80 (hand-out)

W 8/27 Images of America:

Jehlen and Warner: General Introduction, xvii-xxiii

“The Expansion of Europe,” J&W, 3-6

Marco Polo, from *The Travels of Marco Polo*, 7-8

Sir John Mandeville, from *The Travels of Sir John Mandeville*, 8-10

Columbus, “letter to the King and Queen of Castile,” 11-17

F 8/29 Amerigo Vespucci, “letter to Pier Soderini,” 17-28

“Nahuatl Accounts of the Spanish conquest,” 30-35

James Axtell, “The Invasion Within,” hand-out

Week 2

Response Paper 1, A-M

M 9/1 Labor Day, no classes

W 9/3 Europe Imagining America:

Jehlen and Warner: “Learning to Say ‘America’ in English,” 39-41

“The Great Chronicle of London,” 42

“The first Printed Account of America in English,” 43-44

Thomas More, *Utopia*, 44-46

George Best, from *A True Discourse*, 55-58

Elizabeth Mancke, “Empire and State,” A&B, 175-95

F 9/5 Thomas Hariot, *A Briefe and True Report of the New Found Land of Virginia*, J&W, 64-89

Sir Walter Raleigh, from *The Discovery of the Large, Rich and Bewtiful Empire of Guiana*, 91-95

Sign up for Class Presentations

Week 3

Response Paper 1, N-Z

M 9/8 A&B, Preface and Introduction

Armitage, “Three Concepts of Atlantic History,” A&B, 11-30

Five letters from America, W&J, 122-28

W 9/10 Visit to Special Collections

F 9/12 The Legacy of Puritanism:

“Seventeenth-Century America: The Trials of Puritanism,” J&W, 429-33

John Winthrop, “A Modell of Christian Charity,” J&W, 151-59

Samuel Danforth, “A Brief Recognition of New-England’s Errand into the Wilderness,” J&W, 461-74

Perry Miller, “Errand Into the Wilderness,” hand-out

Week 4

Response Paper 2, A-M

M 9/15 Converting the Other:

Thomas Shepard, "A Visit to John Eliot's Indian Mission," J&W, 316-7

John Eliot, "Indians and imps," J&W, 318-9

Roger Williams, "A Key into the Language of America," J&W, 494-97

W 9/17 Women and America:

Anne Bradstreet, "To My Dear Children," J&W, 322-25

"Prologue," J&W, 548-50

"The Author to her Book," J&W, 550-51

"Before the Birth of One of Her Children," J&W, 561

"To my Dear and Loving Husband," J&W, 562

F 9/19 Sarah Knight, *Journal*, J&W, 415-28

Margaret Cavendish, from *A Description of a New World*, Norton 1765-70 (and hand-out)

Sarah M.S. Pearsall, "Gender," A&B, 113-32

Week 5

Response Paper 2, N-Z

M 9/22 Bacon's Rebellion: War in the Transatlantic arena

Nathaniel Bacon, Manifesto, 1676, in J&W, 224-27

Robert Beverly, from *History and Present State of Virginia*, in J&W, 227-33

Aphra Behn, *The Widow Ranter* in J&W, 233-292, Act 1 only

Keith Wrightson, "Class," A&B, 133-53

W 9/24 Aphra Behn, *The Widow Ranter* in J&W, 233-292 Acts 2 and 3

Eliga H. Gould, "Revolution and Counter-Revolution," A&B, 196-213

F 9/26 Aphra Behn, *The Widow Ranter* in J&W, 233-292 Acts 4 and 5

Week 6

Response Paper 3, A-M

M 9/29 Castaways in America, Part 1:

Daniel Defoe, *Robinson Crusoe*

W 10/1 Daniel Defoe, *Robinson Crusoe*

Th 10/2 Required Attendance at Lecture, Prof. Julie Ellison,

'For Each Living Reader, A Living Poet; For Each Living Poet, A Living Reader': Democratic Values and The Poetry Day Movement,' McFarlin Library, 7:30 p.m.

F 10/3 Visit from Prof. Julie Ellison

read introduction to *Cato's Tears*, hand-out

Richard Steele, *The Spectator*, No. 11, W&J, 954-57

Week 7

Response Paper 3, N-Z

M 10/6 Daniel Defoe, *Robinson Crusoe*

W 10/8 Daniel Defoe, *Robinson Crusoe*

F 10/10 Mid-Term Examination

Week 8

Response Paper 4, A-M

M 10/13 Castaways in America, Part 2:

Winkfield, *The Female American*

W 10/15 Winkfield, *The Female American*

F 10/17 Winkfield, *The Female American*

Week 9

Response Paper 4, N-Z

M 10/20 **Captivity and the Sentimental Novel:**

Rowlandson, *The Sovereignty and Goodness of God*

W 10/22 Richardson, *Pamela*

Armstrong and Tennenhouse, hand-out

F 10/24 No Class

Week 10

Response Paper 5, A-M

M 10/27 Richardson, *Pamela*

Burnham, hand-out

W 10/29 Richardson, *Pamela*

F 10/31 **The Great Awakening**

Jonathan Edwards, "sinners in the Hands of an Angry God," W&J, 616-27

David Brainerd, *Journal*, J&W, 639-42

Samson Occom, *A Sermon*, J&W, 643-58

possible hand-outs

Week 11

Response Paper 5, N-Z

M 11/3 **The West Indies**

Richard Ligon, from *A True and Exact history of the Island of Barbados*, W&J, 201-218

Ned Ward, from *A Trip to Jamaica*, W&J, 299-304

W 11/5 **Slavery and Sympathy:**

Samuel Sewall, *The Selling of Joseph*, J&W, 817-20

Ottobah Cugano (John Stuart), *Thoughts and Sentiments on the Evil and Wicked Traffic of the Slavery*, J&W, 880-82

Benjamin Franklin, "Sidi Mehemet Ibrahim on the Slave Trade," J&W, 891-92

Christopher L. Brown, "The Politics of Slavery," A&B, 214-32

F 11/7 James Grainger, "The Sugar-Cane," 1064

Phyllis Wheatley, "On Being Brought from Africa to America," 1077

Anonymous, from "Jamaica," 1087

The Rector of St. John's, Nevis, "The Field Negroe," 1088

Sarah Wentworth Morton, "The African Chief," 1102

Joyce E. Chaplin, "Race," A&B, 154-74

Paper Proposal due in Class

Week 12

Response Paper 6, A-M

M 11/10 **Writing Revolution**

Thomas Pownall, *The Administration of the Colonies of America*, J&W, 836

Samuel Johnson, *Taxation no Tyranny*, J&W, 849

Edmund Burke, *Speech of Edmund Burke*, J&W, 85-51

Benjamin Franklin, "An Edict by the King of Prussia," W7J, 845-49

W 11/12 Thomas Jefferson, *A Declaration*, J&W, 858-62

Thomas Paine, *The American Crisis*, J&W, 868-73

James Madison, *The Federalist*, #10, J&W, 885-90

F 11/14 Women and Revolution

“The Sentiments of an American Woman,” J&W, 843-44

Abigail Adams, letter to John Adams, J&W, 852-3

Thomas Paine, “An Occasional Letter on the Female Sex,” J&W, 865-7

Judith Sargent Murray, “On the Equality of the Sexes,” J&W, 874-79

Anonymous, “The Lady’s Complaint,” J&W, 1050

Milcah Martha Moore, “The Female Patriots,” J&W, 1072

Week 13

Response Paper 6, N-Z

M 11/17 Sympathy and the Early Republic

Philip Freneau, “On the Emigration to America...” J&W, 1104

“The Indian Burying Ground,” J&W, 1107

W 11/19 Rowson, *Charlotte Temple*

F 11/21 Rowson, *Charlotte Temple*

Works Cited list for final paper due in class

Week 14

11/24-11/28 Thanksgiving Recess

Week 15

M 12/1 J.H. Elliott, “*Afterword: Atlantic History: A Circumnavigation*,” A&B, 233-49

Equiano, Introduction, ch. 1, 2

If you would like me to read and comment on the rough draft of your final paper please turn it in to me by today.

W 12/3 Equiano ch. 3-6

F 12/5 Equiano, ch. 7-9

Turn in Proposed Questions for Final Examination

Week 16

M 12/8 Equiano, ch. 10-12

Last Day of Classes

Final Paper due 4:00 pm, in my mailbox, 365 Zink Hall

Your final examination will be distributed over email on December 11, and will be due back to me on Monday, December 15, at 12:00 noon, in my mailbox, 365 Zink.