

Fighting Words: Literature and Violence in America

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Office hours: M, W 11:30-12:30 and by appointment

Required Texts:

Alfred Cave, *The Pequot War* (Massachusetts)

Please note that I am assigning this entire book as “background reading.” You should have it read by our class discussion on September 16, but we most likely will not spend time discussing the book directly.

Bartolomé de Las Casas, *Brevísima Relación* (Penguin)

John Winthrop, *The Journal of John Winthrop, 1630-1649*, ed. Dunn et al (Harvard)

David Hall, ed., *The Antinomian Controversy* (Duke)

Michael Winship, *Times and Trials of Anne Hutchinson* (Kansas)

Please note that I am assigning this entire book as “background reading.” You should have it read by our class discussion on October 7, but we most likely will not spend time discussing the book directly.

Catherine Maria Sedgwick, *Hope Leslie* (Penguin)

Nathaniel Hawthorne, *Scarlet Letter* (Penguin)

Kathleen Bragdon, *Native People of Southern New England* (Oklahoma)

Laurence M. Hauptman & James D. Wherry, *The Pequots in Southern New England* (Oklahoma)

Recommended: Richard Slotkin, *Regeneration Through Violence* (Wesleyan)

Coursepack (listed on syllabus as CP; I hope and expect to have these readings available to you electronically. Stay tuned for details)

Other readings (listed as “on-line”) are available on campus or with a Purdue issued ID/password through our Libraries ejournals. See me if you have questions about access.

Schedule of Readings:

August 24-26

Las Casas and the Black Legend: Troping Violence in the Early Modern World

M Text and images from Theodor de Bry, *America* (atrocities in New Spain and Virginia; handouts in class)

Tom Conley, “De Bry’s *Las Casas*” (distributed as PDF by email)

W Las Casas, *Brevísima Relación*

Las Casas, *Tears of the Indians*, trans.

Read the preface and skim through as much of the rest as possible, making comparisons between our edition’s translation and Philips’s.

If you read Spanish, take a look at the original, available through Sabin

Americana (online database). Professor Duran's essay (recommended below) will give you some good tips for comparing the translations.
E. Shaskan Bumas, "The Cannibal Butcher Shop" (*Early American Literature*, Vol. 35, No. 2 (2000), pp. 107-136 (on-line)
Recommended: Angelica Duran, "The Textual Conversation of Las Casas's Brevísima relación and Its 1656 British Translation" (CP)

August 31-September 2

The Pequots (and others) of Southern New England

- M *Native People in Southern New England*, Chapters 3-8
Kevin McBride, "Bundles, Bears, and Bibles" (CP)
- W *Pequots in Southern New England*, Parts 1, 2, and Chs. 5, 6
Mashantucket Pequot Museum Website <http://www.pequotmuseum.org/>

September 7-9

The English (and others) of Southern New England

- M NO CLASS—LABOR DAY
- W John Winthrop, *Journal*, through p. 171
Laurel Thatcher Ulrich, "John Winthrop's City on a Hill,"
(<http://www.historycooperative.org/journals/mhr/3/ulrich.html>)
Recommended: Emory Elliot, "The Dream of a Christian Utopia" in *The Cambridge History of American Literature* (CP)

September 14-16

- M Thomas Hooker, *The Danger of Desertion* (CP)
Emory Elliot, "The Jeremiad" (CP)
Robert Allen Warrior, "A Native American Perspective: Canaanites, Cowboys, and Indians" (CP)
Richard Slotkin, *Regeneration Through Violence*, chapter III. Chapters I and II recommended
- W John Underhill, *Newes from America* (through Nebraska Digital Common, <http://digitalcommons.unl.edu/etas/37/>)
Background reading, Alfred Cave, *The Pequot War*
Recommended: Ann M. Little, *Abraham in Arms*, excerpt (CP)

September 21-23

Representing the Pequot War

- M John Mason, *A Brief History of the Pequot War*
(<http://digitalcommons.unl.edu/etas/42/>)
Philip Vincent, *True Relation* (<http://digitalcommons.unl.edu/etas/35/>)
- W Stephen T. Katz, "The Pequot War Reconsidered," *The New England Quarterly*, Vol. 64, No. 2 (Jun., 1991), pp. 206-224 (on-line)

Michael Freeman, "Puritans and Pequots: The Question of Genocide," *The New England Quarterly*, Vol. 68, No. 2 (Jun., 1995), pp. 278-293 (on-line)

Stephen T. Katz: "Pequots and the Question of Genocide: A Reply to Michael Freeman," *The New England Quarterly*, Vol. 68, No. 4 (Dec., 1995), pp. 641-649 (on-line).

Recommended: Dale Karr, "Why Should You Be So Furious," *Journal of American History* 1998 85(3): 876-909 (on-line)

Michael Fickes "They Could Not Endure that Yoke," *New England Quarterly* 2000 73(1): 58-81 (on-line)

September 28-30

Editing Gardiner—all week

Read excerpts from

Williams et al, *Introduction to Bibliographic and Textual Editing* (CP)

Freson Bowers, chapter one of *Textual and Literary Criticism* (CP)

Jerome McGann, *A Critique of Modern Textual Criticism* (CP)

Meet on your own on Monday and Wednesday to compare your draft editions and prepare to present a collaborative approach to me next Monday (see "Assignments" section for more details)

October 5-7

M Lion Gardiner, *Relation of the Pequot Warres*

Editing exercise due

W Antinomian Controversy

John Wheelwright, "A Fast-Day Sermon"(AC)

Ann Kibbey, "The Pequot War and the Antinomian Controversy" (CP)

Background reading: Winship, *Times and Trials*

FYI, I wrote a review of Winship's more detailed account of the controversy, which can be found here:

http://muse.jhu.edu/journals/early_american_literature/v039/39.1bross.pdf

October 12-14

M October Break

W The Examination of Mrs. Anne Hutchinson at the Court in Newtown (AC)

Mary Beth Norton, "Husband, Preacher, Magistrate" in *Founding Mothers and Fathers* (CP)

Rene Girard, from *The Girard Reader*, Part I, "Overview of the mimetic Theory" and from Part IV, "The Scapegoat as Historical Referent" (CP)

October 19-21

Antinomian Controversy

- M "A Report of the Trial of Mrs. Anne Hutchinson before the Church in Boston" (AC)
Anne Myles, "From Monster to Martyr: Representing Mary Dyer," *Early American Literature*, Vol. 36, No. 1 (2001), pp. 1-30 (on-line)
- W Kevin McBride visit; readings TBA

October 28-30

The Legacy of the Controversy

- M John Winthrop, *Short Story of the Rise, reign, and ruine of the Antinomians*, (AC)
Anne Schutte, "Such Monstrous Births," *Renaissance Quarterly*, Vol. 38, No. 1. (1985), pp. 85-106 (on-line)
Jonathan Beecher Field, "The Antinomian Controversy Did Not Take Place," *Early American Studies*, Vol. 6, No. 2, Fall 2008: 448-463 (on-line)
- W Thomas Shepard, *Clear Sun-shine of the Gospel* (on-line through EEBO)
Preface to Anne Bradstreet, *The Tenth Muse* (on-line through EEBO)
Kristina Bross, Chapter 4 from *Dry Bones and Indian Sermons* (CP)

November 2-4

19th-century responses

- This week and the next, presentations and writing assignment due. See "Assignments" section for details.

November 9-11

19th-century responses, continued

November 16-18

19th-century Fiction

- M *Hope Leslie*
Philip Gould, "Catherine Sedgwick's 'Recital' of the Pequot War," from *Covenant and Republic* (CP)
- W *Hope Leslie*
Jeffrey Insko, "Anachronistic Imaginings: *Hope Leslie's* Challenge to Historicism" (on-line)

November 23-25

- M *Hope Leslie*
Judith Butler, from *Frames of War* (CP)
- W THANKSGIVING

November 30-December 2

- M *Scarlet Letter*
W *Scarlet Letter*

Friday, December 4, final papers or projects due by noon in my office

December 7-9

M Presentations

W Presentations

Final paper/project due Wednesday of finals week, noon, in my office.

Assignments

Editing exercise (20%): transcribe and “edit” at least 3 manuscript pages of Lion Gardiner’s tract *Relation of the Pequot Warres*, which I will distribute electronically (a recent edition can be found here: <http://digitalcommons.unl.edu/etas/38/>, but I urge you to try your hand at cold transcription first and then to collate the original with the on-line edition). For the analytical part of this assignment, first write a brief headnote to your edition of the Gardiner text, providing essential information and explaining your editorial choices. Then, imagine that you have been asked to contribute a section for the introduction to a full critical edition of Lion Gardiner’s account. The editors have asked you to analyze closely the ways in which Gardiner corresponds to or deviates from the best-known contemporary accounts of the conflict. Write a 4-5 page analysis of some element of Lion Gardiner’s account of the conflict, comparing his representation to that of one of our other primary texts (by Underhill, Mason, or Vincent). The main title for this section is “Contemporary and Competing Representations of the Pequot War,” but you should feel free to add a subtitle.

19th-century responses exercise (20%): Using on-line databases, search for representations of Pequots, the Pequot War, Anne Hutchinson, or the Antinomian controversy in 19th-century publications, accessible through our libraries’ databases (American Periodicals Series; Sabin Americana; British Newspapers; Accessible Archives, etc.). At least a week before class, choose a selection from your sources for the rest of us to read. Write a brief (5-6 page) close analysis of the later reception of Pequots / Hutchinson / Antinomians in a specific text, across a particular journal or newspaper, or for a particular time period.

Final Project (40%): choose one of the following options:

- a) This option is a collaborative project in which you will help in preparing a draft of a critical edition of Lion Gardiner’s account of the Pequot War. You will be expected to meet with our editing group regularly throughout the term (including reading pertinent reference materials on editing practices) and serving as a researcher for the introduction and footnotes to the edition. At the end of the semester, you will turn in a brief analysis of some aspect of the process or of the draft of the edition (5-10 pages).
- b) Create a critical edition of the 19th-century reflection on the 17th-century conflicts that you found in the databases. Your edition should include a 5-10 page introduction to the edition, a facsimile or transcription of the primary material, and critical notes. If you choose not to transcribe your material, a print-out of the original from a database will suffice if it is sufficiently clear and if you can make your note placement clear.
- c) Write a traditional seminar thesis paper (15-25 pages) related to the issues of violence and early America as we have been exploring them this term. This option will allow you to explore any theoretical, literary, cultural, historical topic related to the course. Please clear the topic with me before you begin writing.

Presentations (20%): I will ask you to present your work on two occasions, during our discussion of 19th-century responses to the 17th-century conflicts and in the final week as part of a mock-conference within our class.

The first presentation can be relatively informal—you will lead discussion on your selected text(s). Plan to hand out several discussion questions in advance of the class meeting, and feel free to consult me as you prepare for this presentation. 2-3 students will be assigned to each of the four meetings devoted to this literature, so feel free to meet as a group to shape the whole discussion.

The second presentation will be more formal; you will present a 10-minute conference-style presentation of your final project to the class (about 5 pages of “script”). Students working on Lion Gardiner can present as a roundtable.

Optional: Mock Prelim: those students who will be writing a prelim exam for the English Department may arrange with me to take a version of the 24-hour exam. See me for details.

Plagiarism and honesty policies: The submission of plagiarized work in whole or in part is a violation of University policy and will result in penalties up to failure in the course and referral to the dean of the college. See me if you have any concerns about proper citation style. Also, I will only accept original work produced specifically for this class in fulfillment of course requirements. Again, please see me if you have questions.