ENGL 553/AMST 650:
Transnational Approaches To Colonial & Early American Literature
Professor Christopher Lukasik, Purdue University, Fall 2011

M 6-8:50, HEAV 129
Office: 410 HEAV
Office Hours: M/W 12:30-1:20, and by appointment
Email: clukasik@purdue.edu

Course Description: This course has been designed as a reading seminar in the English literatures of
colonial and early national America. The primary pedagogical goal is to introduce graduate students in
English and American Studies to some of the leading texts, paradigms, and critical questions that constitute
and contest the field of colonial and early American literature. We will read the wide range of texts that
have come to comprise the literary during this period—including memoirs, letters, journals, pamphlets,
sermons, novels, and slave, travel and captivity narratives. Our conversations will attempt to situate these
works within an array of contemporary cultural forms and discourses (including imperialism, early modern
race theory, evangelicism, sociability, enlightenment, and sentimentalism), transatlantic events (such as
the British, Puritan, & African diasporas, the formation and transformation of the public sphere, the rise
of the novel, and the development of cultural nationalism), and recent critical practices (including the history
of the book, postcolonialism, gender and sexuality studies, new historicism, intermedial analysis, and
literacy studies). We will also consider the implications of the recent hemispheric turn in early American
studies not only for our understanding of the particularly transatlantic nature of colonial and early national
cultural production in America, but for our own relationship to nationalist models of literary history. This
seminar is particularly interested in introducing students to transnational models of cultural study as they
confront an era of increasing globalization. Authors include: Harriot, Rowlandson, Edwards, Knight,
Franklin, Jefferson, Paine, Foster, Rowson, Equiano, and Brockden Brown.

Course Requirements:

1. Class Work (20%). As a reading seminar, this course will emphasize exposure to and discussion of
primary and secondary material rather than longer, more formal research writing. Preparation for and
participation in class discussion are vital parts of this course. For this reason, its success in large part
depends upon you. Part of your class work grade will be determined by your responses to the in-class
presentations of others. If you are unable to attend a meeting (due to illness or family emergency) it is your
obligation to contact me as soon as possible. More than one missed class session will negatively impact
your grade.

2. In Class Presentation/Discussion Leader/Bibliography (30%). At the beginning of the semester, each
student will sign up to present a short paper (~10-12 minutes/5-6 pages) responding to and leading
discussion of the primary and secondary material assigned for that date. The paper should be distributed
electronically to fellow students at least 24 hours before you present to the class (email it to me by Sunday
night by 6pm and I will forward it to the class). The purpose of these papers is to provide you with practice
in leading group discussion of a text(s) and identifying subjects or problems for further inquiry. Although
the papers will be pre-circulated, your responses are likely to be informal and interrogative rather than
argumentative at this stage. The goal is to practice articulating the kinds of questions a text might generate
and to begin formulating the stakes of asking such questions. Students can choose to focus their discussion
on the primary text, the secondary material, or both. The only requirement is that the assigned course
material not be excluded from the discussion/paper. Each presentation/paper should also include a one-
page, single-spaced bibliography of relevant secondary material published in the past twenty years on the
primary text or subject area for that week. Some subjects or texts may be possess extensive bibliographies
and need to be edited down, others may have virtually nothing written upon them and will need to be
situated critically or historically. You should consult me (either in person or via email) at least a week prior
to your presentation and bibliography.
3. **Short Paper** (20%). Each student will write one short response paper (~4-5 double spaced pages each), on a primary text other than the one they presented for their in-class presentation paper. If you do your in-class presentation during Weeks 1-7, then you must write your response paper on a text from Weeks 8-15. If you do your in-class presentation during Weeks 8-15, then you must write your response paper on a text from Weeks 1-7. These papers are due on the week the readings are discussed in class and they should be turned in at the end of that class. Although the form of the response is open (it could be a close reading, a historical contextualization of the text, or something different), these papers are designed for you to practice your close reading skills in analyzing primary texts.

4. **Final Project** (30%). Sometime before week 10, students should meet with me during office hours to begin formulating ideas for their final project. During weeks 13-14 (no later than M 11/21), you will schedule an individual meeting with me so that we can discuss your progress and ideas. Your final project will most likely be a piece of original criticism on a relevant topic, text, image, or critical problem. However, proposals for intellectually rigorous alternatives will be considered. Ideally, the final project will result in a stunning conference paper that combines your particular research interests with knowledge/material obtained from the course. The professional goal is for you to have a completed conference paper which you then can submit to appropriate venues for presentation. The final project should be around 10 polished pages in length. **Final projects are due the final session of class.**

**Course Web Page:** This course will encourage you to take advantage of the digital resources available on the web for the study of early American culture. Throughout this course you will be required to read, view, and print out materials located on this course’s web page. It is imperative that you are able to access and print course content each week. If you are a registered student of this course, you will have access to all the content on the site (http://www.purdue.edu, click on Blackboard). During the first week of class, you should access all content related parts of the site (especially the course documents and links in the course folders for each week). If you are unable to access or print any areas, you should contact me immediately during the first week of class.

**Required Texts:** The majority of our readings will be assigned from the books listed below or from the course web site. The books can be purchased from Von’s Bookstore (please let me know immediately if any books are unavailable). Additional readings will be distributed on-line or in class. Please purchase the editions ordered and **always** bring the day’s reading to class.


TENTATIVE SEMESTER READING SCHEDULE: Readings not obtained from Von’s bookstore will be distributed on-line through the Blackboard website (*). Each week you will be responsible for the readings listed below. Occasionally, additional material will be posted on the course web page for those who are interested in exploring a subject or text in more depth. The reading schedule is tentative and subject to change.

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<th>WEEK 1</th>
<th>INTRODUCTION</th>
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<td>Introduction and Course Materials</td>
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<tr>
<th>WEEK 2</th>
<th>WHAT IS EARLY AMERICAN LITERATURE?</th>
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| M 8/29 | Richard De Prospo, "Marginalizing Early American Literature" (1992)*  
         | William Spengemann, “Early American Literature As A Period of Literary Study” (1994)*  
         | Ralph Bauer, “Early American Literature and American Literary History at the ‘Hemispheric Turn’” (2010)*  
         | Suzanne Bost, “Doing the Hemisphere Differently” (2010)* |

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<th>WEEK 3</th>
<th>LABOR DAY</th>
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<th>WEEK 4</th>
<th>TRANSATLANTIC IMPERIAL CULTURE</th>
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         | Ralph Lane, *Narrative* (1589)*  
         | Stephen Gleenblatt, “Invisible Bullets” (1985)*  
         | Ed White, “Invisible Tagkanysoough” (2005)* |

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<th>WEEK 5</th>
<th>THE PURITAN DIASPORA, TYPOLOGY, &amp; HISTORICALIDEOLOGY</th>
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| M 9/19 | John Winthrop, from “A Modell of Christian Charity” (1630-31)*  
         | John Winthrop, from *Journal* (1633-48)*  
         | Mary Rowlandson, *A Narrative of the Captivity and Restauration* (1682)  
         | Jonathan Edwards, *Personal Narrative* (c. 1739)*  
         | Jonathan Edwards, “Sinners in the Hands of an Angry God” (1741)*  
         | Sacvan Bercovitch, “The Puritan Errand Reassessed” (1978)*  
         | Nan Goodman, “Money Answers All Things”: Rethinking Economic and Cultural Exchange in the Captivity Narrative of Mary Rowlandson” (2010)* |

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<th>WEEK 6</th>
<th>CAPTIVITY, NATION, AND THE TRANSATLANTIC NOVEL</th>
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| M 9/26 | Mary Rowlandson, *A Narrative of the Captivity and Restauration* (1682) (continued)  
         | The Female American (1767)*  

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<th>WEEK 7</th>
<th>THE PRINT PUBLIC SPHERE</th>
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| M 10/3 | Benjamin Franklin, Parts 1 and 2 from *Autobiography* (1-77) (1771-90)  
         | Benjamin Franklin, “The Speech of Polly Baker” (1747)*  
         | Jürgen Habermas, “Social Structures of the Public Sphere” (1962)*  

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<th>WEEK 8</th>
<th>FALL BREAK</th>
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<th>WEEK 9</th>
<th>EIGHTEENTH CENTURY ANGLO-AMERICAN SOCIABILITY</th>
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| M 10/17| Sarah Knight, *The Journal of Madame Sarah Knight* (1704)  
         | Alexander Hamilton, *Itinerarium* (1744)*  
         | George Washington, “Rules for Civility” (1747)* |

WEEK 10 WHAT IS ENLIGHTENMENT?
M 10/24 Thomas Jefferson, Queries I (80); IV-VIII (92-141); XI (142-152); XIV-XVIII (168-196); and XX-XXIII (197-206) from Notes on the State of Virginia (1785) 79-206 in Waldstreicher
Thomas Paine, Common Sense (1776) 72-120 in Slaughter
Immanuel Kant, “What is Enlightenment?” (1784)*
Michel Foucault, “What is Enlightenment?” (1984)*

WEEK 11 THE BLACK ATLANTIC
M 10/31 Olaudah Equiano, The Interesting Narrative of the Life of Olaudah Equiano (1789)
Paul Gilroy, “The Black Atlantic as a Counterculture of Modernity”* and “Masters, Mistresses, Slaves, and the Antinomies of Modernity” (1993)*
John Bugg, “The Other Interesting Narrative: Olaudah Equianp’s Public Book Tour” (2006)*

WEEK 12 TRANSATLANTIC SENTIMENTALISM
M 11/7 Susanna Rowson, The Inquisitor or Invisible Rambler (1793)*
Adam Smith, from The Theory of Moral Sentiments (1759)*
Marion Rust. “The Problem of the Sentimental” (2008)*

WEEK 13 THE SOCIAL SPACE OF THE NOVEL: FAMILY, CAPITAL, SEDUCTION
M 11/14 Hannah Foster, The Coquette (1797)
Gillian Brown, “Coquetry and Its Consequences” (2001)*
Pierre Bourdieu, “The Social Space and Its Transformations” (1979)*

WEEK 14 THANKSGIVING BREAK
M 11/21 NO CLASS

WEEK 15 TRANSNATIONALISM AND PARACOLONIALISM
M 11/28 Charles Brockden Brown, Arthur Mervyn (1799)
Steven Shapiro, “Arthur Meryvn and the Racial Revolution of Narrative Consciousness” (2008)*

WEEK 16 CONCLUSION
M 12/5 FINAL CLASS SESSION
FINAL PROJECTS DUE IN CLASS