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, plays, 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, evangelicalism, sociability, enlightenment, and sentimentalism), transatlantic events (such as the Puritan and 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 study 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, Marrant, Equiano, Brockden Brown, Tyler, and Irving.

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. 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. 2 Short Papers (30%). Each student will write two short response papers (~3-4 double spaced pages each), one on a primary text from the first half of the semester, and the other on a primary text from the last half of the semester. 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. You may choose to write on any week you like so long as (1) the first paper covers material from weeks 2-7; (2) the second paper covers material from weeks 9-15; and (3) the papers do not cover the same material (or week) as the student’s in-class presentation paper. 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.

3. In Class Presentation/Discussion Leader/Bibliography (20%). At the beginning of the semester, each student will sign up to present a short paper (~10-12 minutes/5-6 pages) responding to 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. 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 secondary
material not be excluded from the discussion/paper. Each presentation/paper should also include a selective
two-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 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.

4. Final Project (30%). Sometime before week 10, students should meet with me to begin formulating ideas
for their final project. Your final project will most likely be a piece of original criticism on a relevant topic,
text, or problem. However, proposals for intellectually rigorous alternatives will be considered. Ideally, the
final project will be a revision and expansion of your in-class presentation (with an appropriate amount of
research) into a stunning conference paper. The final project should be around 10-11 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 and a
coursepack. The books can be purchased from Von’s Bookstore (please let me know immediately if any
books are unavailable) and the coursepack can be purchased from CopyMat. Additional readings will be
distributed on-line or in class. Please purchase the editions ordered and always bring the day’s reading to
class.

0873387384
Hamilton, Alexander. The Itinerarium. Available on-line or at the Early Americas Digital Archive
(http://www.mith2.umd.edu/eada/html/display.php?docs=hamilton_itinerarium.xml&action=show)
0486210928
014043769X
1557091153
ISBN 0312111517
Rowson, Susanna. The Inquisitor; or Invisible Rambler. 3 vols. Philadelphia: William Gibson, 1797.
Available on-line
Unchained Voices: An Anthology of Black Authors in the English Speaking World of the Eighteenth
TENTATIVE SEMESTER READING SCHEDULE: Readings not obtained from Von’s bookstore will be distributed on-line through the Blackboard website (*) or through a coursepack (#). 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.

WEEK 1 INTRODUCTION: WHAT IS EARLY AMERICAN LITERATURE?
H 8/28 Richard De Prospo, "Marginalizing Early American Literature" (1992)*
William Spengemann, “Early American Literature As A Period of Literary Study” (1994)*
Ralph Bauer, “Toward A Cultural Geography of Colonial American Literatures” (2003)*

WEEK 2 TRANSATLANTIC IMPERIAL CULTURE
Thomas Harriot, A Brief and True Report of the New Found Land of Virginia (1588)
Stephen Gleenblatt, “Invisible Bullets” (1985)#
Ed White, “Invisible Tagkanysough” (2005)#

WEEK 3 PURITAN DIASPORA, TYPOLOGY, AND HISTORICAL IDEOLOGY
H 9/11 John Smith, from A Description of New England (1616)#
John Smith, from Advertisements (1624)#
John Winthrop, from “A Modell of Christian Charity” (1630-31)#
John Winthrop, from Journal (1633-48)#
Samuel Danforth, A Brief Recognition of New-Englands Errand Into the Wilderness (1671)#
Mary Rowlandson, A Narrative of the Captivity and Restauration (1682)
Jonathan Edwards, “Images of Divine Things” (1728)*
Jonathan Edwards, Personal Narrative (c. 1739)#
Jonathan Edwards, “Sinners in the Hands of an Angry God” (1741)*
Sacvan Bercovitch, “The Puritan Errand Reassessed” (1978)#

WEEK 4 CAPTIVITY, THE TRANSATLANTIC NOVEL, AND NATION
H 9/18 Mary Rowlandson, A Narrative of the Captivity and Restauration (1682) (continued)
The Female American (1767)

WEEK 5 THE PRINT PUBLIC SPHERE
H 9/25 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)#

WEEK 6 ANGLO-AMERICAN BELLES-LETTRES AND COLONIAL SOCIABILITY
H 10/2 Sarah Knight, The Journal of Madame Sarah Knight (1704)
Alexander Hamilton, Itinerarium (1744)*
WEEK 7 WHAT IS ENLIGHTENMENT?

H 10/9
- David Shields, “Of Civil Discourse and Private Society,”* "The Promise of Civil Discourse,”* and “Belles Lettres and Metropolitan Conversation” (1997)#
- 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)#

W 10/22
- Wilson J, Moses on Jefferson and Enlightenment @ Krannert Auditorium 7pm

WEEK 8 NO CLASS

H 10/16 NO CLASS

WEEK 9 THE BLACK ATLANTIC

H 10/23
- John Marrant A Narrative of the Lord’s Wonderfull Dealings… (1785)
- 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)*
- Joanna Brooks, “The Early American Public Sphere and the Emergence of a Black Print Counterpublic” (2005)#

WEEK 10 TRANSATLANTIC SENTIMENTALISM & THE SOCIAL SPACE OF THE NOVEL

H 10/30
- Susanna Rowson, The Inquisitor or Invisible Rambler (1793)*
- Adam Smith, from The Theory of Moral Sentiments (1759)*
- Elizabeth Barnes, “The Politics of Sympathy” (1997)*

WEEK 11 THE SOCIAL SPACE OF THE NOVEL: FAMILY, CAPITAL, SEDUCTION

H 11/6
- Hannah Foster, The Coquette (1797)
- Gillian Brown, “Coquetry and Its Consequences” (2001)#
- Pierre Bourdieu, “The Social Space and Its Transformations” (1979)*

WEEK 12 TRANSNATIONALISM AND PARACOLONIALISM

H 11/13
- Charles Brockden Brown, Arthur Mervyn (1799)
- Sean Goudie, “Charles Brockden Brown’s West Indian Specie(s)” (2006)#

WEEK 13 EARLY NATIONAL CULTURE: DRAMA

H 11/20
- Royall Tyler, The Contrast (1787)
- William Dunlap, André (1798)
- S.E. Wilmer, “André” (2002)#
- Jennifer Baker, “Performing Redemption on the National Stage” (2005)#

WEEK 14 THANKSGIVING BREAK
H 11/27          NO CLASS MEETING

WEEK 15           EARLY NATIONAL CULTURE: FICTION

H 12/4     Washington Irving, *The Sketchbook* (1819-20)
           Michael Warner, “Irving’s Posterity” (2000)#
           Paul Downes “Luxury, Effeminacy, Corruption: Irving and the Gender of Democracy” (2002)#

WEEK 16           CONCLUSION: EARLY NATIONAL OR POST-COLONIAL AMERICA?

H 12/11     FINAL CLASS SESSION
           FINAL PROJECTS DUE NOON, MONDAY DECEMBER 15