of disciplinary thinking
this course, with a philosophical sense of the conjunction of literary analysis and the boundaries
as it will approach the concern and conviction of those arguments. You should come away from
the ways they do (as we actively interrogate their writing practices and strategies) as much
secondary material will be aimed at thinking about how and why others frame their arguments in
a novel drawn from a different kind of scholarly engagement. As such, our engagement with the

American texts (to compensate, among other considerations, whether or not the canonical „ideas” of
criticism exist) in a conversation among other epistemologies, whether or not one engages with the
critique of others (and defend against critique) and to consider the challenges of writing about canonical and non-
example, the differences between literary, philosophical, and historical approaches to language.

Cultural objects. The purpose of this course is to explore the complexities of early American
literature and culture by emphasizing the relationship between writing, reading, and intellectual
critique. In addition to our examination of primary texts, we will be engaging in broad range of
Inquiry. To do so, we will begin by examining the conventions of primary texts, we will be reading and re-reading

To discover the truth of anyone’s character or identity,

the construction is constructed as a metaphor for the way the center of the circle is removed to reveal
many of the texts that explore „decentered” behavior in order to demonstrate how artificial and
self-interested and the complex social hierarchy of privilege. In so doing, we will consider how
students are often drawn into the cultural otherness of unmediated self-interest. In so doing, we will
engage in intellectual and cultural inquiry. In the midst of post-colonial theory, many „American”

The opening scenes described a landscape of feeling reproduced in which the Revolution and call into question certain definitions of

individuals. Many of those who have derived a landscape of feeling from the

...
must be printed out and brought to class on the day they are assigned.

* All other texts are available on the course website. All of the PDF readings

1) Tiberius Gracchus, Lyne, Female Sexuality (Oxford UP) ISBN 0195074149
2) Lawrence Sanders, Secret History (Broadview) ISBN: 1551113463
3) Olaus Magnus, History of the Nations (Broadview) ISBN: 1551112250
4) Charles Brocken Brown, Ormond (Broadview) ISBN: 1551110911
5) Charles Brocken Brown, Arrow of Time (Kent State UP) 0873387384

**Required Texts:** All available for purchase through www.upscale.net

Final Essay:
- 40%
- 35%
- 20%
- 25%

Annotated Bibliography:
- 10%

Grade Distribution:

Due dates for each formal assignment are indicated on the syllabus:

1) The revised final essay
2) A working draft for use in our peer-reading session
3) A annotated bibliography
4) The presentations

For the project:

Discuss the essay assignment in more detail at the seminar and progress, but the formal stages assigned will be informed by guidelines (as well as a variety of informal ones). We will assign the essay in two stages across the length of the seminar, and the instructor will be working on these essays on a topic developed by the student (in consultation with the instructor). A 12 pt (1.5) research essay on a topic developed by the student in consultation with the instructor will be a 15-page (typed/double spaced)

Research Essay: The main formal writing assignment will be a typed/word-processed essay in class.

Each week, we will discuss formal assignments as well as make copies of notes for use in class.

For the duration of the semester, students are required to produce a one-page (typed)

assessments.

Course Requirements: Regular attendance and active participation are essential. Students are
Required Readings


2. "Chances Brokenen Brown, West Indian Specie(s)" from Crooke, C. (1799-1800). Pages 1-146

3. "Imperial Geographies and Caribbean Identities" from Page, 64-253

4. "The Commomwealth: De\'l Speculation & Writing in the Making of Early America" from Crooke, C. (1787) Pages 324-446

Required Readings

1. Nov 20th

2. Oct 8th

3. Oct 1st

4. Sep 26th

5. Sep 24th

6. Sep 17th

7. Sep 12th

8. Sep 10th

9. Aug 29th

10. Aug 27th
Maria Cirvin, "Race, Rebellion, and the Gothic: Inventing the Haitian Revolution."  
Melche diced Drexler, "Brigands and Nuns: The Venereal Sociology of Collectivity in "Lettres d'une Sauvage," Secret History, or the Horrors of Sc. Domingo" (1808).  
Prospects due to Workshop on Flemish Essays  
Sarah Wood, "No Bodies, Dulcina: Romantic Fiction of the USA."  
Tabitha Gilmour Tenney, Female Quixotism, pages 226-326.  
Tabitha Gilmour Tenney, Female Quixotism, pages 88-98.  
Hana Layson, "Rape and Revolution: Feminizing Anti-Imperialism, and the Polities of Inflamed Imagination in Charles Brockden Brown's 'Orramond.' Early American Literature of the Caribbean Brown's 'Orra mond."  
Charles Brockden Brown, 'Orra mond (1799), pages 1-169.
Final Essay Due by 3 PM in Chapter 632.

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University Press, 2006). PDF
in Benito Cereno, from The Making of Racial Sentiment (New York: Cambridge
University Press, 2006). PDF
Ezra Taft, Jr., Captain Babo's Cabin: Racial Sentiment and the Politics of Misreading
December 12

Paul Downs, "Melville's Benito Cereno and the Politics of Humanitarian
Intervention," South Atlantic Quarterly 103:2/3 (2004), 465-488. PDF

Herman Melville - Benito Cereno (1855) PDF

Draft of Final Essay Due for Peer Edits

December 10

Dec. 5

PDF

Joseph Pechmann, "Lovers and Citizens," from Critical Fictions: Sentiment and
Republican Prospects, vol. 7 (1982). PDF

Cathy Davidson, "Isaac Melville's The Asylum: or Gothic Cases in the New

December 3