

ENGL 328—NEW WORLD WRITING IN THE COLONIAL PERIOD

Fall 2022

Tues/Thurs: 2:00-3:15 pm

Combs 114

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WEBSITE (for blog posts, readings, and assignments)

www.literatureoftheamericas.com

OFFICE HOURS

Tues/Thurs: 9:30-10:45 am; 12:30-1:45 pm (in Combs 324)

COURSE DESCRIPTION

This course surveys writings from the period of contact, conquest, and colonization in North America, South America, and the Caribbean (approximately 1492-1825). Guided by a series of juxtapositions that highlight parallel histories of early relations, we trace authorial strategies used to negotiate distinct New World “American” identities. Selections range from travel accounts from the “Age of Discovery” to eighteenth and nineteenth-century narratives of independence from throughout the Americas. Topics include pre-Columbian oral and written traditions, the European literature of encounter, the physical and psychological impact of conquest, race and transculturation, the Atlantic slave trade, and the impact of revolutions on imaginative fiction.

COURSE GOALS & OBJECTIVES

To provide a sustained analysis of American Literature, including “postcolonial” works from outside of the recognized canon as well as that produced by historically “marginalized” people.

To prepare students to take an independent role in the research and presentation of contextual materials to form a better understanding of authors, literary texts, and cultural movements.

To prepare students to demonstrate independent critical thinking skills measured in a variety of ways, including through written work and an oral presentation relating to the course topics.

To promote a substantial mastery of all course materials and prepare students to contribute to class discussion in ways that further our understanding of the major course topics.

REQUIRED TEXTS (Available at the University Bookstore)

Casas, Fray Bartolomé de las. *A Short Account of the Destruction of the Indies* (Penguin)
Equiano, Olaudah. *The Interesting Narrative of the Life of Olaudah Equiano* (Norton Critical)
Harriot, Thomas. *A Briefe and True Report of the New Found Land of Virginia* (Dover)
Tedlock, Denis (ed.). *Popol Vuh* (Touchstone)

COURSE REQUIREMENTS

This course has a constant and sometimes demanding workload. At a minimum, I expect you to:

- 1) do the assigned readings carefully before each class.
- 2) turn in all work on time.
- 3) deal respectfully to me and to your classmates.
- 4) contribute to class activities on a regular basis.

Note that you will receive an *unsatisfactory* mark on your mid-semester report if you fail to comply with these requirements and/or have a working course grade lower than a C. **I will accept no late submissions of any kind from you without a medical note.**

GRADE DISTRIBUTION

I want students to learn and to earn the grades that they deserve, so please email me should you have undue difficulty with the course. Assignments include:

- 1) one 2-page midterm exam
- 2) one 4-page research paper
- 3) one group presentation on a literary work
- 4) eight 50-word blog posts

*I will send you instructions for completing assignments at least a week before they are due.

Below is the course grade distribution:

- 1) Blog Posts: 25%
- 2) Midterm Essay: 25%
- 3) Group Presentation: 25%
- 4) Research Paper: 25%

GRADING CRITERIA

I have designed the following criteria guidelines to help you grasp how I conduct a large part of the grading. I divide formal written assignments in the following ways:

****Papers: Content and Analysis (70%)***

--An average paper (C) demonstrates a superficial understanding of the topic; it is usually based almost exclusively on class notes. It generally relies too much on summary rather than explicit analysis of textual points, and uses quotations ineffectively.

--A better paper (B) incorporates readings that have been assigned in other contexts (including in-class assignments), analyzes literary and film devices as they are employed in a text, and uses specific quotations from texts in order to illustrate the grounding of its analysis.

--A superior paper (A) demonstrates all the qualities of a "B" paper, and includes a more sophisticated understanding of the chosen topic. That is, an "A" paper uses the tools of textual analysis, apt use of quotation, concise and explicit remarks justifying that analysis, while drawing on all the available resources of the course.

****Papers: Form, Style, Mechanics and Usage (30%)***

--An average paper (C) demonstrates a reasonable control of basic English syntax, verb and subject (including pronoun) agreement, tense consistency, proofreading, paragraph organization, etc.

--A better paper (B) demonstrates an ability to vary sentence structure, has few if any proofreading errors, employs careful transitions and organization in a more sophisticated way, and controls grammar.

--A superior paper (A) demonstrates all the qualities of a “B” paper, and in addition demonstrates an ability to control complex sentence structure, vary verbs effectively, and contains no proofreading errors.

***Blog Posts:**

I require that you: 1) post by the deadline, 2) respond to the opening post with ample evidence that you have completed the reading for the unit, and, 3) post a response only after careful reflection, and using correct grammar and punctuation, and 4) keep to the word length.

***Group Presentation:**

I will grade your group based upon the following:

- 1) How well you translate the outside reading and research to your presentation (25%)
- 2) The effectiveness with which you incorporate course themes into your work (25%)
- 3) The amount of effort exhibited by your delivery (25%)
- 4) How well you collaborate as a team (25%)

HONOR CODE

You must pledge all of your work, as the honor pledge obtains for all work submitted in fulfillment of the requirements for this course. I will refer all violations to the Honor Council.

Engl 328—New World Writing in the Colonial Period
Fall 2022

Week #1

8/23 Tues
8/25 Thurs

INTRODUCTION

Introduction to the course
Waldseemüller Map (1507)
<https://www.loc.gov/rr/geogmap/waldexh.html>

Week #2

8/30 Tues
9/1 Thurs

INDIGENOUS WORLDS

Quiché-Maya, *Popol Vuh* [part I]
Quiché-Maya, *Popol Vuh* [part II]
Blog Post #1 Due (50 words)

Week #3

9/6 Tues
9/8 Thurs

Quiché-Maya, *Popol Vuh* [part III]
Patricia Amlin, *The Creation Myth of the Maya* (1989)
<https://www.youtube.com/watch?v=FHSOGryN-DA&t=24s>
Blog Post #2 Due (50 words)

Week #4

9/13 Tues

THE CONQUESTFray Bartolomé de las Casas, *A Short Account of the Destruction of the Indies* (1552) (pg. 3-56)

9/15 Thurs

Fray Bartolomé de las Casas, *A Short Account of the Destruction of the Indies* (1552) (pg. 57-130)

Blog Post #3 Due (50 words)

Week #5

9/20 Tues

Aztec, *Elegies on the Fall of the City*<http://theazteccount.blogspot.com/2009/06/chapter-15-elegies-on-fall-of-city.html>

9/22 Thurs

Midterm Essay Due*Week #6**

9/27 Tues

COLONIAL TRANSCULTURATIONThomas Harriot, *A Briefe and True Report of the New Found Land of Virginia* (1590) (pg. 1-33)

9/29 Thurs

Thomas Harriot, *A Briefe and True Report of the New Found Land of Virginia* (1590) (pg. 35-91)

Blog Post #4 Due (50 words)

Week #7

10/4 Tues

The Miraculous Apparition of the Beloved Virgin Mary, Our Lady of Guadalupe, at Tepeyacac, near Mexico City (1649)<http://www.literatureoftheamericas.com/wp-content/uploads/2022/08/Miraculous-Apparition.pdf>

10/6 Thurs

Mary Rowlandson, *Narrative of the Captivity and Restoration of Mrs. Mary Rowlandson* (1682)<https://www.gutenberg.org/files/851/851-h/851-h.htm>

Blog Post #5 Due (50 words)

Week #8

10/11 Tues

THE BLACK ATLANTIC

Fall Break

10/13 Thurs

Olaudah Equiano, *The Interesting Narrative of the Life of Olaudah Equiano* (1789) (Vol. I, ch. 1-3)

Blog Post #6 Due (50 words)

Week #9

10/18 Tues

Olaudah Equiano, *The Interesting Narrative of the Life of Olaudah Equiano* (1789) (Vol. I, ch. 4-6)

10/20 Thurs

Instructor Away at a Conference

Blog Post #7 Due (50 words)

Week #10

10/25 Tues

AMERICAN REVOLUTIONSThomas Jefferson, *The Declaration of Independence* (1776)<https://www.archives.gov/milestone-documents/declaration-of-independence#:~:text=The%20Continental%20Congress%20adopted%20the,1776%2C%20delegates%20began%20signing%20it.>

10/27 Thurs

Simon Bolívar, *The Jamaica Letter* (1815)<https://library.brown.edu/create/modernlatinamerica/chapters/chapter-2-the-colonial-foundations/primary-documents-with->

[accompanying-discussion-questions/document-2-simon-bolivar-letter-from-jamaica-september-6-1815/](https://www.blackboard.com/learningtools/content/document/2-simon-bolivar-letter-from-jamaica-september-6-1815/)

Blog Post #8 Due (50 words)

Week #11

11/1 Tues

Presentation Discussion

11/3 Thurs

Presentation (in-class work)

Week #12

IMAGINATIVE LITERATURE

11/8 Tues

Election Day

11/10 Thurs

Student Presentation: Phillis Wheatley, *Poems on Various Subjects, Moral and Religious* (1773)

Week #13

11/15 Tues

Student Presentation: William Hill Brown, *The Power of Sympathy* (1789)

11/17 Thurs

Student Presentation: Charles Brockden Brown, *Wieland* (1798) (abridged) (1831)

Week #14

11/22 Tues

Student Presentation: Fernández de Lizardi, *The Mangy Parrot*

11/24 Thurs

Thanksgiving Break

Week #15

CINEMATIC REFLECTIONS

11/29 Tues

Werner Herzog, *Aguirre, the Wrath of God* (1972)

12/1 Thurs

Terrence Malich, *The New World* (2005)

Week #16

12/8 Thurs

***Research Paper (due by 6:00pm—as per University Calendar)**

APPENDIX:

Accessibility Statement

“The Office of Disability Resources has been designated by the college as the primary office to guide, counsel, and assist students with disabilities. If you receive services through the Office of Disability Resources and require accommodations for this class, make an appointment with me as soon as possible to discuss your approved accommodation needs. Bring your accommodation letter, along with a copy of our class syllabus with you to the appointment. I will hold any information you share with me in strictest confidence unless you give me permission to do otherwise.

If you have not made contact with the Office of Disability Resources and have reasonable accommodation needs, (note taking assistance, extended time for tests, etc.), I will be happy to refer you. The office will require appropriate documentation of disability.”

Title IX Statement

University of Mary Washington faculty are committed to supporting students and upholding the University's Policy on Sexual and Gender Based Harassment and Other Forms of Interpersonal Violence. Under Title IX and this Policy, discrimination based upon sex or gender is prohibited. If you experience an incident of sex or gender based discrimination, we encourage you to report it. While you may talk to me, understand that as a "Responsible Employee" of the University, I MUST report to UMW's Title IX Coordinator what you share. If you wish to speak to someone confidentially, please contact the below confidential resources. They can connect you with support services and help you explore your options. You may also seek assistance from UMW's Title IX Coordinator. Please visit <http://diversity.umw.edu/title-ix/> to view UMW's Policy on Sexual and Gender Based Harassment and Other Forms of Interpersonal Violence and to find further information on support and resources. Resources Confidential Resources On-Campus Stefanie Lucas-Waverly, M.S. Talley Center for Counselling Services Title IX Coordinator Lee Hall 106, 540-654-1053 Office of Title IX Fairfax House Student Health Center 540-654-5656 Lee Hall 112, 540-654-1040 slucaswa@umw.edu Crystal Rawls Off-Campus Title IX Deputy for Students Empowerhouse Assistant Director of Student Activities 24-hr hotline: 540-373-9373 540-654-1801 crawls@umw.edu Rappahannock Council Against Sexual Assault (RCASA) 24-hr hotline: 540-371-1666.

Recording Statement

Classroom activities in this course may be recorded by students enrolled in the course for the personal, educational use of that student or for all students presently enrolled in the class only, and may not be further copied, distributed, published or otherwise used for any other purpose without the express written consent of the course instructor. All students are advised that classroom activities may be taped by students for this purpose. Distribution or sale of class recordings is prohibited without the written permission of the instructor and other students who are recorded. Distribution without permission is a violation of copyright law. This policy is consistent with UMW's Policy on Recording Class and Distribution of Course Materials.