



Teaching the Literatures of Early America

Edited by
Carla Mulford



Teaching The Literatures Of Early America

Susan Castillo,Ivy Schweitzer



Teaching The Literatures Of Early America:

Teaching the Literatures of Early America Carla Mulford, 1999-01-01 In this era of shifting geopolitical boundaries numerous books and articles question what American literature is what the literary is and how what is called early American literature can best be taught This fifteenth volume of the MLA series Options for Teaching examines these issues and offers approaches and methods to help teachers and their students reconceptualize early American literatures as a complex body of multifaceted works rather than as merely an offshoot of British culture or a putatively American past Part 1 consists of both multidisciplinary approaches and more narrowly framed investigations Some essays discuss the rewards of teaching early American materials from groups not considered dominant Native Americans African Americans women French and Spanish colonials Others treat English and Anglo American writings including those of the Puritans the Federalists and Anti Federalists and American Enlightenment thinkers Four essays on genre studies focus on early poetry fiction drama autobiography and captivity narratives In part 2 five teachers describe courses they have taught and give detailed syllabi Completing the book is a bibliographic essay that reviews existing literature in the areas covered and provides a quick survey of secondary materials Designed for teachers at the undergraduate and graduate levels Teaching the Literatures of Early America shows the rigorous invigorating and innovative ways in which scholars and teachers have been addressing the richness and variety of early materials

The Oxford Handbook of Early American Literature Kevin J.

Hayes, 2008-02-06 Organized primarily in terms of genre this handbook includes original research on key concepts as well as analysis of interesting texts from throughout colonial America Separate chapters are devoted to literary genres of great importance at the time of their composition that have been neglected in recent decades

A Companion to the Literatures of Colonial America Susan Castillo, Ivy Schweitzer, 2008-04-15 This broad introduction to Colonial American literatures brings out the comparative and transatlantic nature of the writing of this period and highlights the interactions between native non scribal groups and Europeans that helped to shape early American writing Situates the writing of this period in its various historical and cultural contexts including colonialism imperialism diaspora and nation formation Highlights interactions between native non scribal groups and Europeans during the early centuries of exploration Covers a wide range of approaches to defining and reading early American writing Looks at the development of regional spheres of influence in the seventeenth and eighteenth centuries Serves as a vital adjunct to Castillo and Schweitzer's The Literatures of Colonial America An Anthology Blackwell Publishing 2001

Teaching Jewish American Literature Roberta Rosenberg, Rachel Rubinstein, 2020-04-01 Offers pedagogical techniques for teaching Jewish American fiction poetry drama graphic novels children's literature and digital texts including considerations of religious and secular Jewish culture race and multicultural contexts immigration the Holocaust gender and sexuality multilingual literary traditions and humor Gives syllabus suggestions for undergraduate and graduate courses

Periodical Literature in Eighteenth-century America

Mark Kamrath, Sharon M. Harris, 2005 Similar to the digital revolution of the last century the colonial and early national periods were a time of improved print technologies exploding information faster communications and a fundamental reinventing of publishing and media processes Between the early 1700s when periodical publications struggled and the late 1790s when print media surged ahead print culture was radically transformed by a liberal market economy innovative printing and papermaking techniques improved distribution processes and higher literacy rates meaning that information particularly in the form of newspapers and magazines was available more quickly and widely to people than ever before These changes generated new literary genres and new relationships between authors and their audiences The study of periodical literature and print culture in the eighteenth century has provided a more intimate view into the lives and tastes of early Americans as well as enabled researchers to further investigate a plethora of subjects and discourses having to do with the Atlantic world and the formation of an American republic Periodical Literature in Eighteenth Century America is a collection of essays that delves into many of these unique magazines and newspapers and their intersections as print media as well as into what these publications reveal about the cultural ideological and literary issues of the period the resulting research is interdisciplinary combining the fields of history literature and cultural studies The essays explore many evolving issues in an emerging America scientific inquiry race ethnicity gender and religious belief all found voice in various early periodicals The differences between the pre and post Revolutionary periodicals and performativity are discussed as are vital immigration class and settlement issues Political topics such as the emergence of democratic institutions and dissent the formation of early parties and the development of regional national and transnational cultural identities are also covered Using digital databases and recent poststructural and cultural theories this book returns us to the periodicals archive and regenerates the ideological and discursive landscape of early American literature in provocative ways it will be of value to anyone interested in the crosscurrents of early American history book history and cultural studies Mark L Kamrath is associate professor of English at the University of Central Florida Sharon M Harris is Lorraine Sherley Professor of Literature at Texas Christian University Teaching Olaudah Equiano's Narrative Eric D. Lamore, 2012-11-30 The Interesting Narrative of the Life of Olaudah Equiano or Gustavus Vassa the African Written by Himself 1789 is one of the most frequently and heatedly discussed texts in the canon of eighteenth century transatlantic literature written in English Equiano's Narrative contains an engrossing account of the author's experiences in Africa the Americas and Europe as he sought freedom from bondage and became a leading figure in the abolitionist movement While scholars have approached this sophisticated work from diverse critical and historical biographical perspectives there has been until now little written about the ways in which it can be successfully taught in the twenty first century classroom In this collection of essays most of them never before published sixteen teacher scholars focus explicitly on the various classroom contexts in which the Narrative can be assigned and various pedagogical strategies that can be used to help students understand the text and its complex

cultural intellectual literary and historical implications The contributors explore topics ranging from the religious dimensions of Equiano s rhetoric and controversies about his origins specifically whether he was actually born in Africa and endured the Middle Passage to considerations of the Narrative s place in American Literature survey courses and how it can be productively compared to other texts including captivity narratives and modern works of fiction They not only suggest an array of innovative teaching models but also offer new readings of the work that have been overlooked in Equiano studies and Slavery studies With these two dimensions this volume will help ensure that conversations over Equiano s eighteenth century autobiography remain relevant and engaging to today s students ERIC D LAMORE is an assistant professor of English at the University of Puerto Rico at Mayag ez A contributor to The Greenwood Encyclopedia of American Poets and Poetry he is also the coeditor with John C Shields of New Essays on Phillis Wheatley [Teaching Early Modern English Literature from the Archives](#) Heidi Brayman Hackel,Ian Frederick Moulton,2015-03-01 Offers pedagogical techniques and syllabus suggestions for bringing electronic and material archive research into the college classroom Includes information on digital and paper manuscripts paleography the history of publishing reference works online resources gender maps music ballads Shakespeare emblems verse miscellanies typeface and the history of the book **A Road Course in Early American Literature** Thomas Hallock,2021-02-23 A Road Course in Early American Literature Travel and Teaching from Atzl n to Amherst explores a two part question what does travel teach us about literature and how can reading guide us to a deeper understanding of place and identity Thomas Hallock charts a teacher s journey to answering these questions framing personal experiences around the continued need for a survey course covering early American literature up to the mid nineteenth century Hallock approaches literary study from the overlapping perspectives of pedagogue scholar unrepentant tourist husband father friend and son Building on Ralph Waldo Emerson s premise that there is creative reading as well as creative writing Hallock turns to the vibrant and accessible tradition of American travel writing employing the form of biblio memoir to bridge the impasse between public and academic discourse and reintroduce the dynamic field of early American literature to wider audiences Hallock s own road course begins and ends at the Lowcountry of Georgia and South Carolina following a circular structure of reflection He weaves his journey through a wide swath of American literatures and authors from Native American and African American oral traditions to Wheatley and Equiano through Emerson Poe and Dickinson among others A series of longer place oriented narratives explore familiar and lesser known literary works from the sixteenth century invasion of Florida through the Mexican War of 1846 1848 and the American Civil War Shorter chapters bridge the book s central themes the mapping of cognitive and physical space our personal stake in reading the tensions that follow earlier acts of erasure and the impossibility of ever fully shutting out the past Exploring complex cultural histories and contemporary landscapes filled with ghosts and new voices this volume draws inspiration from a tradition of travel place oriented and literature based works ranging from William Carlos Williams s In the American Grain and Jack Kerouac s On the

Road to Alice Walker's *In Search of Our Mother's Gardens* Wendy Lesser's *Why I Read The Serious Pleasure of Books* and Rebecca Mead's *My Life in Middlemarch* An accompanying bibliographic essay is periodically updated and available at Hallock's website www.roadcourse.us

The Latest Early American Literature R. C. De Prospro, 2016-01-21 The Latest Early American Literature according to readers for the University of Delaware Press is a collection of polemics and manifestoes In it R C De Prospro bids to follow in the footsteps of the two rare early Americanist dissenters whom Philip F Gura once distinguished as prophets without honor in the field William Spengemann and Michael Colacurcio The book contends that a supposedly retired nationalist modernist telos continues to reign in most of the latest scholarship and even more influentially in all of the current literary histories and anthologies no matter how expansive in gender ethnic racial and hemispheric inclusiveness they profess to be Old teloi in particular that old American exceptionalist one can be cunning Updating and expanding upon essays written over the past thirty years De Prospro proposes not only negatively to critique how the latest scholarly receptions of early American literature differ insignificantly from the earlier ones but positively to propose how a transnationalist concession that as a neocolonial culture America's lags behind that of Europe might advance post modern historiography by radically repositioning the past as no longer the present's diachronic predecessor but to quote Lyotard's semiotics its synchronic differend Closer to earth De Prospro tries at the same time to remain mindful of the pedagogical imperative that ultimately to save the texts of early American literature will require making them legible to average non specialist never to become specialist undergraduate general education students To facilitate this he introduces in the concluding section of *The Latest Early American Literature* what will probably be taken as its most radical intervention the redefinition of Edgar Allan Poe as an early American writer

Teaching the Transatlantic Eighteenth Century Jennifer Frangos, Cristobal Silva, 2020-05-15 The central axiom of *Teaching the Transatlantic Eighteenth Century* is that the classroom functions as a site for research and collaboration not only as a space that reflects the research of individual teacher scholars but as a generative site to put ideas theories and methodologies into play Whereas transatlanticism has transformed research practices over the last decade the present collection is concerned with exploring what this transformation looks like in the classroom and how the classroom continues to shape research practices in the field Contributors address issues such as how the traffic in ideas people and commodities between Europe Africa and the New World are considered in classroom settings how inter and intra departmental collaborations reshape our approaches to teaching the eighteenth century how and why Transatlantic Studies can function as an introduction to college study and how it can help more advanced students to revise their notions of nation place and identity By now there are a number of anthologies available to help instructors determine what transatlantic material to teach but none that engage why and how to teach it or what teaching it can do for us our students and our profession Rather than simply providing reading lists or a collection of anecdotes about lesson plans *Teaching the Transatlantic Eighteenth Century* emphasizes theorizing critical

engagements with interdisciplinary focus on and the transformative potential of Transatlantic Studies The primary market for Teaching the Transatlantic Eighteenth Century is university college and community college professors researchers and students with three specific subgroups 1 Teachers new to Transatlantic Studies Teachers coming to Transatlantic Studies for the first time will find both suggestions for materials or topical units to be integrated into existing courses e g a unit on transatlantic exchange that could figure in an eighteenth century literature survey course and ideas for developing new courses altogether 2 Teachers already teaching and or researching in the field of Transatlantic Studies Such scholars will find material to broaden their approach to familiar courses and subjects inter or cross disciplinary focus new texts successful clusterings of texts or themes or approaches and ideas for team teaching or linking courses with other faculty 3 Teachers involved in Transatlantic Studies programs especially those that focus on contemporary Post WWII context e g at the University of Dundee the University of North Carolina Chapel Hill and the University of Birmingham Teaching the Transatlantic Eighteenth Century will provide historical context for current geopolitical studies perspective on the dynamics and historical and political forces occurring in the eighteenth century and contributing to 19th 20th and 21st century politics nations and paradigms

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Teaching The Literatures Of Early America Introduction

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