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 M & W 10:50-12:05
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**States of Affect:
 Education, Seduction, Reform, and Sympathetic Identification in “Early” America**

“Though our brother is upon the rack, as long as we ourselves are at our ease, our senses will never inform us of what he suffers. They never did, and never can, carry us beyond our own person, and it is by the imagination only that we can form any conception of what are his sensations.”

Adam Smith - *The Theory of Moral Sentiments* (1759).

Course Description: “In eighteenth-century constructions of it,” as Elizabeth Barnes argues, “sympathy – the act of imagining oneself in another’s position – is contingent upon familiarity.” For Barnes, the imagination and familiarity are conjoined twins, and in their codependence frame the ways in which individuals relate to one another. In other words, in order for a reader to engage in sympathetic identification with another figure, the reader must imagine some sort of familiarity between reader and subject. “Sympathy” thus becomes, as Barnes suggests, “both the expression of familiarity and the vehicle through which familiarity is created.” In this course, we will examine the ways in which a broad range of “early” American writers sought to establish bonds of sympathy between their readers and their subjects in order to enact social reform or political change. In so doing, we will consider the ways in which these writers actively attempt to move readers into conceiving of themselves as represented in the struggles and situations that their “fictive” characters inhabit. Our aim will be to question the ways in which these writers deploy sympathetic identification in order to engender multivalent fantasies about democracy and equality. As we move to refine our understanding of the social utility of sentimental literature, we will also problematize the ways in which the sentimental seeks to gloss over the complexities of affect (the operant tensions between inward dispositions as contrasted with external manifestations) in order to establish individual feelings as the basis for authenticity and community construction.

Course Objectives: 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 inquiry. In addition to our examination of primary texts, we will be reading a wide range of critical essays to explore the conventions and limitations of disciplinarity (considering, for example, the differences between literary, biographical, and historical approaches to marshaling and deploying evidence) and to evaluate the challenges of writing about canonical and non-canonical texts (to contemplate, among other questions, whether or not the canonical “status” of a novel demands a different kind of scholarly engagement). As such, our engagement with the

secondary material will be aimed at thinking about how and why critics frame their arguments in the ways that they do (as we actively interrogate their writing practices and strategies) as much as it will be about the content and conclusions of those arguments. You should come away from this course with a heightened sense of the conventions of literary analysis and of the boundaries of disciplinary thinking.

Course Requirements: Regular attendance and active participation are essential. Students are responsible for completing all assigned readings, and demonstrating their grasp of the readings through informed contributions to class discussion as well as in occasional in-class writing assignments.

Journals: For the duration of the semester, students are required to produce a one page (typed) informal response to each grouping of assigned readings which will be due at the beginning of each class meeting (this will generate approximately 27 typed pages by then end of the semester). Approach the journals as an informal occasion to reflect critically about our readings and discussions. I will collect and respond to these journals after every session, but they will not be evaluated in terms of structure or mechanics. I may occasionally read aloud from these journal entries to stimulate class discussion as well as make copies of entries for use in class.

Research Essay: The main formal writing assignment will be a 15 page (typed/double spaced/ 12 pt. font) research essay on a topic developed by the student (in consultation with the instructor). We will be working on these essays across the length of the semester, and the assignment will include four formal stages (as well as a variety of informal ones). We will discuss the essay assignment in more detail as the semester progress, but the four formal stages for the project are:

- 1) the Prospectus
 - 2) an Annotated Bibliography
 - 3) a working Draft for use in our peer-editing session
 - 4) the revised Final Essay
- (Due dates for each formal stage indicated on syllabus)

Grade Distribution:

Participation (including group work and peer editing):	25%
Journals:	20%
Annotated Bibliography:	15%
Final Essay:	40%

Required Texts: All available for purchase at QC bookstore - please buy these editions.

- 1) Robert Montgomery Bird, *Sheppard Lee, Written by Himself* (NYRB) 1590172299
- 2) Charles Brockden Brown, *Edgar Huntly* (Hackett) 0872208532
- 3) William Hill Brown, *The Power of Sympathy* & Hannah Webster Foster *The Coquette* (Penguin) 0140434682
- 4) Hannah Crafts, *The Bondwoman's Narrative* (Warner Books) 0446530085
- 5) Benjamin Franklin, *The Autobiography and Other Writings* (Penguin) 0142437603
- 6) Herman Melville, *Israel Potter* (Northwestern UP) 0810115913
- 7) Susanna Rowson, *Charlotte Temple* (Oxford UP) 0195042387
- 8) Walt Whitman, *Franklin Evans* (Duke University Press) 9780822339427

* All other texts are available on the CD distributed in class. **All of the PDF readings must be printed out and brought to class on the day they are assigned.**

Required Readings

Jan 28	Intro	
Jan 30	Benjamin Franklin <i>The Autobiography</i> (1771 & 1789)	pages 1-70
Feb 4	Benjamin Franklin <i>The Autobiography</i> (1771 & 1789)	pages 71-176
Feb 6	Christopher Looby, "The Affairs of the Revolution Occasion'd the Interruption': Self, Language, and Nation in Franklin's <i>Autobiography</i> ," from <i>Voicing America: Language, Literary Form, and the Origins of the United States</i> (Chicago: University of Chicago Press, 1984). PDF	
	Jennifer Baker, "Benjamin Franklin's Projections," from <i>Securing the Commonwealth: Debt, Speculation, & Writing in the Making of Early America</i> (Baltimore: The Johns Hopkins University Press, 2005). PDF	
Feb 11	William Hill Brown <i>The Power of Sympathy</i> (1789)	
Feb 13	Elizabeth Barnes, "Affecting Relations: Pedagogy, Patriarchy, and the Politics of Sympathy," <i>American Literary History</i> 8:4 (1996), 597-614. PDF	
	Robert Hessinger, "Victims at the Shire of Liberation': Gender in the Seduction Tale of the Late Eighteenth Century," from <i>Seduced, Abandoned, and Reborn: Visions of Youth in Middle-Class America, 1780-1850</i> (Philadelphia: University of Pennsylvania Press, 2005). PDF	
Feb 18	No Class	

- Feb 20 Susanna Rowson *Charlotte Temple* (1794)
- Feb 25 Julia Stern, "Working through the frame: The Dream of Transparency in *Charlotte Temple*," from *The Plight of Feeling: Sympathy and Dissent in the Early American Novel*, (Chicago: University of Chicago Press, 1997). **PDF**
- Marion Rust, "What's Wrong With *Charlotte Temple*?" *The William and Mary Quarterly* 60:1 (2003). **PDF**
- Feb 27 Hannah Webster Foster *The Coquette* (1797)
- Mar 3 Bruce Burgett, "Corresponding Sentiments and Republican Letters: Hannah Foster's *The Coquette*," from *Sentimental Bodies: Sex, Gender, and Citizenship in the Early Republic*, (Princeton: Princeton UP, 1998). **PDF**
- Ivy Schweitzer, "Hannah Webster Foster's *Coquette*: Resurrecting Friendship from the Tomb of Marriage," from *Perfecting Friendship: Politics and Affiliation in Early American Literature* (Chapel Hill: The University of North Carolina Press, 2006). **PDF**
- Mar 5 Leonora Sansay, *Laura by A Lady of Philadelphia* (1809)
- Mar 10 Claire Lyons, "To Be 'Free and Independent': Sex Among the Revolutionary Rabble," from *Sex Among the Rabble: An Intimate History of Gender & Power in the Age of Revolution, Philadelphia 1730-1830* (Chapel Hill: University of North Carolina Press, 2006). **PDF**
- Laura H. Korobkin, "'Can Your Volatile Daughter Ever Acquire Your Wisdom?' Luxury and False Ideals in *The Coquette*," *Early American Literature* 41:1 (2006), 79-107. **PDF**
- Mar 12 Charles Brockden Brown *Edgar Huntly* (1799) **pages ix-87**
- Mar 17 Charles Brockden Brown *Edgar Huntly* (1799) **pages 88-194**
- Mar 19 Jared Gardener, "Edgar Huntly's Savage Awakening," from *Master Plots: Race and the Founding of American Literature 1787-1845* (Baltimore: The Johns Hopkins University Press, 1998). **PDF**
- Stephen Shapiro, "'Man to Man I Needed Not to Dread His Encounter': *Edgar Huntly*'s End of Erotic Pessimism," from *Revising Charles Brockden Brown: Culture, Politics, and Sexuality in the Early Republic*, ed. Philip Barnard, Mark L. Kamrath, and Stephen Shapiro (Knoxville: The University of Tennessee Press, 2004). **PDF**
- Mar 21-24 **No Class**
- Mar 26 Robert Montgomery Bird, *Sheppard Lee: Written By Himself* (1836) **pages xv-198**

- Mar 31 Bird, *Sheppard Lee: Written By Himself* (1836) pages 199-330
 April 2 Bird, *Sheppard Lee: Written By Himself* (1836) pages 331-425
 Edgar Allan Poe, Review of Sheppard Lee from the *Southern Literary Messenger* (September, 1836) **PDF**
- April 7 **Prospectus Due & Workshop on Final Essays**
 April 9 Walt Whitman, *Franklin Evans* (1842) pages ix-42
- April 14 Walt Whitman, *Franklin Evans* (1842) pages 43-114
 April 16 Michael Warner, "Whitman Drunk," from *Breaking Bounds: Whitman & American Cultural Studies*, ed. Betsy Erkkila & Jay Grossman (New York: Oxford University Press, 1996). **PDF**
- Glenn Hendler, "Bloated Bodies and Sober Sentiments: Masculinity in 1840s Temperance Narratives," from *Sentimental Men: Masculinity and the Politics of Affect in American Culture*, ed. Mary Chapman and Glenn Hendler (Berkeley: University of California Press, 1999). **PDF**
- April 21-23 **No Class**
- April 28 Hannah Crafts, *The Bondwoman's Narrative* (185X) pages x-130
Annotated Bibliography Due
- April 30 Hannah Crafts, *The Bondwoman's Narrative* (185X) pages 131-240
- May 5 Ann Fabian, "Hannah Crafts, Novelist; or, How A Silent Observer Became a 'Dabster at Invention,'" from *In Search of Hannah Crafts: Critical Essays on The Bondwoman's Narrative*, ed. Henry Louis Gates, Jr. & Hollis Robbins, (New York: Basic Books, 2004). **PDF**
- Priscilla Wald, "Hannah Crafts." from *In Search of Hannah Crafts: Critical Essays on The Bondwoman's Narrative*, ed. Henry Louis Gates, Jr. & Hollis Robbins, (New York: Basic Books, 2004). **PDF**
- Christopher Castiglia, "'I Found a life of freedom all my fancy had pictured it to be': Hannah Crafts Visual Speculation and the Inner Life of Slavery," from *In Search of Hannah Crafts: Critical Essays on The Bondwoman's Narrative*, ed. Henry Louis Gates, Jr. & Hollis Robbins, (New York: Basic Books, 2004). **PDF**
- May 7 **Draft of Final Essay Due for Peer Editing**

- May 12 Herman Melville *Israel Potter* (1855)
- May 14 David Chacko & Alexander Kulcsa, "Israel Potter: Genesis of a Legend,"
The William and Mary Quarterly 41:3 (1984), 365-389. **PDF**
- Bill Christopherson, "Israel Potter: Melville's 'citizen of the universe,'" *Studies in American Fiction* 21:1 (1993), 21-36. **PDF**
- Gordon Wood, "The Folksy Founder," from *The Americanization of Benjamin Franklin* (New York: Penguin Books, 2004). **PDF**

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- May 22 **Final Essay Due by 3 PM in Klapper 632.**