

Tutorial: Imagining the Caribbean, 1492-1789

Maria Teresa M. Prendergast

Syllabus

Classroom: Joe Rosenfeld Center, Room 203 **Office:** Mears 319
Home Phone: 236-9018 **Office Phone:** X 3406
(between 10:00 a.m. and 10:00 p.m.) **E-mail:** prenderg

Note: I check my e-mail once a day, and not always on weekends, so if you have an important message for me, it's best to call me at my office or at home.

Office Hours: T, Th from 1-4, and by appointment

Description:

Why were early modern Europeans so fascinated with the Caribbean? What happens when Europeans encounter Africans and Indigenous Americans in this "New World"? How do writers of the period imagine or recreate the speech and actions of Indigenous Caribbean peoples? Why do these writers continually return to the theme of cannibalism? We will explore such questions by reading fictional texts, journals, early ethnographic writings, and court documents that focus on early encounters between Africans, Europeans, and indigenous Caribbean peoples from the late fifteenth through the late eighteenth centuries. Texts will include excerpts from Columbus' diaries, Shakespeare's *The Tempest*, Caribbean captivity narratives, *The Interesting Narrative of Olaudah Equiano*, and legal documents surrounding the mysterious life and death of "Indian" Warner.

Week One: Introduction

Date	Assignment	Probable Area of Discussion
Thursday, August 24	write a list of events, people, etc... that you associate with the Caribbean between 1492-1789	Introduction Caribbean History Discussion Time management

Week Two: Early European Explorers

Date	Assignment	Probable Area of Discussion
Tuesday, August 29	<p>"The Letter of Columbus," 9-16. "The Journal of Columbus," 18-28. Hand in Discussion Paper#1, at the beginning of the class, including the exercise in Paraphrase.</p> <p>Hand in coherent notes for a short paper and correct citation.</p>	<p>Discussion of Readings</p> <p>Note-taking strategies</p>
Thursday, August 31	<p>Readings from Hacker and "Guide" Syllabus quiz</p>	<p>Discussion of Discussion Paper Assignment #2, including deductive/inductive writing and outline strategies</p>

Week Three: Early European Explorers

Date	Assignment	Probable Area of Discussion
Tuesday, September 5	<p>"Letter to Pier Soderini" Present a passage from Vespucci that interests you and explain why in one or two minutes</p>	<p>Discussion of Readings</p>
Thursday, September 7	<p>Readings from Hacker and "Guide"</p> <p>HAND IN DISCUSSION PAPER #2, including block quotation, <u>along with notes and outline for the paper and correct citation.</u></p>	<p>Discussion of Essay #1, including paragraphing</p>

Week Four: Early Caribbean Narratives

Date	Assignment	Probable Area of Discussion
Tuesday, September 12	“The Captivity of Luisa de Navarete” Readings from Hacker and “Guide”	Discussion of Readings Discussion of introductions and conclusions
Thursday, September 14	“The Case of ‘Indian’ Warner HAND IN PARAGRAPH ASSIGNMENT, <u>including correct citation and snippets</u>	Discussion of Readings

Friday, September 15: Last day to add a course; last day to drop a course without transcript entry; last day to change to or from S/D/F grading; last day to change a course form credit to audit.

Week Five: Montaigne

Date	Assignment	Probable Area of Discussion
Tuesday, September 19	“On Cannibals” Quiz HAND IN DRAFT OF ESSAY #1	Discussion of Readings
Week of September 19	Individual conferences— times TBA	

Week Six: “A True Reportory”

Date	Assignment	Probable Area of Discussion
Tuesday, September 26	“A True Reportory” Give a 1-2 minute analysis of a significant moment in the reading	Discussion of Readings Discussion of Paper Revision Strategies and documentation
Thursday, September 28	HAND IN FINAL DRAFT OF ESSAY #1 Readings from Hacker and “Guide”	Academic Integrity

Week Seven: Shakespeare’s Caribbean

Date	Assignment	Probable Area of
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		Discussion
Tuesday, October 3	<i>The Tempest</i> , Acts One and Two	Discussion of Readings
Thursday, October 5	<i>The Tempest</i> , Act Three Hand in Discussion Paper #3	Discussion of Readings

Week Eight: Shakespeare's Caribbean

Date	Assignment	Probable Area of Discussion
Tuesday, October 10	<i>The Tempest</i> , Act Four Quiz	Discussion of Readings
Thursday, October 12	<i>The Tempest</i> , Act Five Give a 1-2 minute analysis of a significant moment in the reading	Discussion of Readings

Friday, October 13: last day to drop credits in excess of 18 without paying overload fees.

October 17 and 19—no class; FALL BREAK

Week Nine: Shakespeare's Caribbean

Date	Assignment	Probable Area of Discussion
Tuesday, October 24	Library Day#1	Research Discussion
Thursday, October 26	Midterm Preparation	Midterm Preparation discussion

Week Ten: Midterm Discussion

Date	Assignment	Probable Area of Discussion
Tuesday, October 31	Library Day #2	Research Discussion
Thursday, November 2	Hand in midterm assignment	Midterm Discussion

Friday, November 3: Last day to drop a course with "W" transcript entry.

Monday, November 6 - Thursday November 16—preregistration

Week Eleven: Donne and Colonization

Date	Assignment	Probable Area of
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		Discussion
Tuesday, November 7	Donne's Poetry: "The Good-Morrow" "The Sun Rising," "Confined Love" "Elegy XIX: To His Mistress" Give a 1-2 minute analysis of a significant moment in the reading	Discussion of Readings and second essay
Thursday, November 9	Donne's Poetry: "The Storm" "Batter my Heart" "I am a Little World" "Hymn to God my God" Hand in poetry analysis	Discussion of Readings and analysis

Week Twelve: Oroonoko

Date	Assignment	Probable Area of Discussion
Tuesday, November 14	<i>Oroonoko</i> , 1-36 HAND IN ROUGH DRAFT, ESSAY #2	Discussion of Readings and analysis and argumentation
Week of November 13	Registration Appointments	

Week Thirteen: Oroonoko

Date	Assignment	Probable Area of Discussion
Tuesday, November 21	<i>Oroonoko</i> , 37-78 Quiz Library Assignment due	Discussion of readings analysis, and argumentation

Thursday, November 23: Thanksgiving—No Class

Week Fourteen: Olaudah Equiano

Date	Assignment	Probable Area of Discussion
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Tuesday, November 28	<i>The Interesting Narrative</i> , pp. 33-100 Quiz	Discussion of Readings
Tuesday, November 30	<i>The Interesting Narrative</i> , pp. 100-36. HAND IN FINAL DRAFT, ESSAY #2	Discussion of Readings

Week Fifteen: Olaudah Equiano

Date	Assignment	Probable Area of Discussion
Tuesday, December 5	<i>The Interesting Narrative</i> , pp. 136-96. Hand in discussion paper #4, at the beginning of class.	Discussion of Readings
Thursday, December 7	Final Discussion of Class	Final Discussion of Class

CLASS FORMAT AND POLICIES:
You are expected to be familiar with the policies below.

Format

Although I will give some background lectures on the materials that we are reading, you will be doing a lot of the in-class work by discussing the essays we read or by critiquing each others' papers. For this reason **all students are expected to prepare the reading assignments carefully** by paying attention to the complexities of their ideas, to their controversies, as well as to nuances of language.

Required Texts.

William Shakespeare	<i>The Tempest</i>	Pelican/Penguin
Aphra Behn	<i>Oroonoko</i>	Norton
Olaudah Equiano	<i>The Interesting Life</i>	St. Martin's Press
Diana Hacker	<i>Rules for Writers</i>	St. Martin's Press

All books are available at the Grinnell College Bookstore. **You must own the editions of the five books listed above**, although you may have another edition of *The Tempest*, as long as it has act and line numbers and notes. You will also receive Xeroxes that will contain the rest of the required reading.

N.B. You are **strongly encouraged** to use your texts at their best advantage by **writing in the books**. Keeping your books "clean" so that you can return them at the end of the semester = false economy.

Note: you are required to bring the correct text to class. Each time you do not bring in the correct text, you will get the equivalent of a ½ absence.

Class Discussion:

I expect you to come to class prepared to discuss any texts or assignment in detail. For this reason you should **bring to each class a significant question, comment, or opinion** on the text to be discussed. I will occasionally call on you to start class or to continue class with this comment.

--You should expect occasional quizzes on the reading for the day.

Class Assignment:

About once a week you will either be writing a short (minimum 300 words) discussion paper about the readings for class that day, or you will be preparing for a discussion quiz. The paper must be based on the question(s) that I will be assigning about the reading. These short papers may be handwritten—as long as you write them legibly.

Attendance:

Because class discussion will be a significant part of class structure, I expect you to attend class regularly. While you should attend every class you are allowed **up to three** class days without penalty. **However, you are responsible for any material that comes up during the classes that you miss.** You may use these three days at your discretion when you feel ill, have personal problems, family problems, etc.... **I do not distinguish between excused and unexcused absences, although it's always a good idea to let me know if you've been absent for a significant reason.**

- Each day (after the allowed three days) that you miss class, your class discussion grade will go down by ½ a grade.
- If you miss more than eight classes during the semester, you will fail the course.
- Three late arrivals or early departures = 1 absence.

Essays:

You will be writing and revising two papers over the course of the semester (see the syllabus for the due dates).

--The first paper must be 750-1,250 words (about 2-5 pages); the second paper must be 1,250-2,000 words. **All papers must follow the guidelines that I will hand out.**

I encourage you to come by my office to discuss any papers with me as you write them.

All essays are expected to show the following:

- careful **preparation** based on close readings of the text(s).
- a clear **organizational structure**
- a significant **argument** that takes into consideration the complexities of the material that you are working with.
- a significant **analysis** of the material.
- Your essays should reflect your own thinking on the text(s) while also showing awareness of class discussion of the material.

You are required to write on one of the topics that I will give you before the essay is due. If you wish to write on a separate topic, you must discuss this verbally with me and get my approval one week before the essay is due.

Rules for Presentation of Essays:

- Each essay must be either typewritten or printed out from a computer.
- To guard against loss (yours or mine), you are **required to have an extra copy of your essay**—whether it is handwritten, Xeroxed, or on disc.
- **Essays eaten by a computer or inadvertently erased by other students are not a valid excuse for handing essays in late.** You can avoid such harrowing experiences by 1) completing your essay at least 24 hours before the due date, 2) **backing up** your file frequently any time that you use it, and 3) by **printing out a draft version of your essay** each time you leave the computer.

Extension Policy for Papers:

- You are allowed to hand in **one final version** of one essay **up to a week late, but only if you discuss the extension with me first at least 24 hours before the essay is due.** No first versions may be handed in late; late first versions will go down 1/3 of a grade for each day that they are late.
- **All essays** (late or on time) must be handed physically to me or to De Dudley or Vicki Bunnell at the front desk of Mears Cottage. An essay will be late if it is in after the beginning of class on the day that it is due. Essays that are slipped under the door or left in my mailbox will not count as “in” until I physically receive them.
- Your essay grade will go down 1/3 of a grade for each **unexcused** day of lateness.

Midterm and Final: While there is no formal midterm or final for this class, you will do a midterm and final assignment that will help prepare you for the conventions of writing midterms and finals in your other classes.

Other Assignments: you will also write a library research assignment to help familiarize you with research methods.

Academic Integrity:

Since different disciplines define plagiarism differently, follow the guidelines below:

If you think that you may be copying or repeating someone else's work, the footnote, endnote, or otherwise formally acknowledge your source; otherwise your paper will be forwarded to the Subcommittee on Academic Honesty.

Plagiarism means that you have turned in work that is on the whole or in part by someone else while claiming that you wrote the essay on your own and came up with its significant ideas on your own. You may, of course, receive advice on how to write a paper clearly. For example, someone can point out to you those parts of your paper that are vague or lack development; you can also brainstorm your paper with someone else. However, have to set forth the ideas yourself and make all of the clarifications yourself—no one may actually rewrite problem sections for you or tell you how to rewrite them.

You are expected to be familiar with the "Grinnell College Policy on Academic Honesty" that is found in the "Grinnell College Student Handbook."

Probable Breakdown of Grades:

Class discussions, oral presentations, attendance: 25%

Smaller assignments (quizzes, lists, poetry analysis, etc...): 15%

Discussion Papers and paragraph assignment: each discussion paper is worth 5% of your grade (= 20%)

Library Assignment: 10%

Essays: paper #1 15%, paper #2: 20%

Midterm and Final presentations: midterm: 5%, final: 10%