



The University of Western Ontario

HISTORY 4351F
American Captivity Narratives

Fall/Winter 2019-20

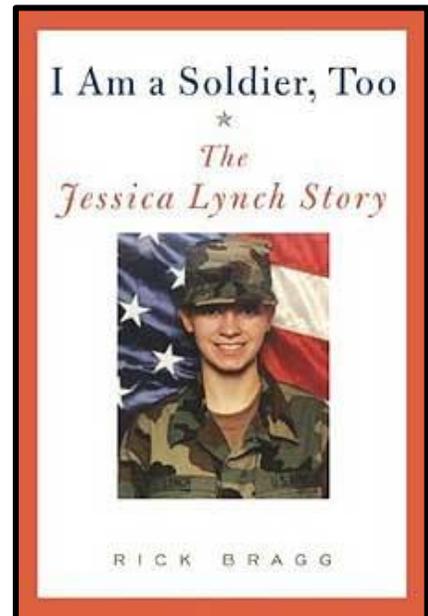
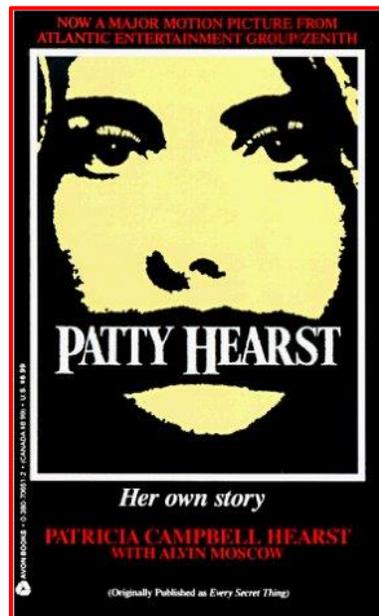
Thursdays 12:30 – 2:30 p.m., Stevenson Hall Room 2166

Instructor: Professor Aldona Sendzikas

Office Hours: Tuesdays 1:30 – 2:30 p.m. (or by appointment)

Department of History, Office: Lawson Hall Room 1222

Email: asendzi2@uwo.ca



Course Description:

An examination of American captivity narratives as an historiographical genre. Examples to be studied include colonial-era captivity accounts involving indigenous peoples and white settlers, African American slave narratives, POW memoirs, prison writings, and modern captivity stories. What do these narratives reveal about ethnic, racial, and gender boundaries in America?

Prerequisite(s):

2.0 courses in History at the 2200 level or above.

Unless you have either the prerequisites for this course or written special permission from your Dean to enroll in it, you may be removed from this course and it will be deleted from your record. The decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisites.

Course Syllabus:***Course Content and Objectives:***

Since the 17th century, when American colonists who had survived abduction by Native American tribes published accounts of their experiences as captives, the “captivity narrative” has been an immensely popular, and significant, form of literature in American culture. In this course, we will examine the genre of captivity narratives, from Mary Rowlandson’s famous 1682 account of being held captive by the Narragansett tribe, to African American slave narratives, POW accounts from various American wars, and prison writings by American inmates, including Henry David Thoreau, Jack London, Martin Luther King, Jr., and Huey Newton. We will compare early American captivity accounts to more modern versions of captivity narratives, such as the story of the capture of Private Jessica Lynch during the Iraq War in 2003, heiress Patty Hearst’s account of her kidnapping by a terrorist group in California in 1974, and Travis Walton’s book *Fire in the Sky*, one of the most famous accounts of alleged abduction by a UFO. We will seek to answer the following questions: Why are captivity narratives such a popular and recurring form of American literature? How do captivity narratives stand up as historical documentation? What is their value as primary source material, and how have they been interpreted by historians? What did Americans learn from these widely-read depictions of what often amounted to forced cross-cultural encounters? How were the captives’ stories used to meet societal, cultural, and political needs at different times in U.S. history? What do they teach us about ethnic, racial, and gender boundaries in America?

Learning Outcomes:***Depth and Breadth of Knowledge:***

Upon successful completion of this course, the student will:

- Be familiar with the origins of the colonial era captivity narrative in American history;
- Be familiar with several such narratives;
- Be able to situate these narratives within the broader context of American history and historiography;
- Be able to identify recurring instances of the captivity narrative format in other periods of American history, and in a variety of forms;
- Be able to explain the significance, durability, and uses of captivity narratives in American culture.

Research and Scholarship:

Upon successful completion of this course, students will have demonstrated the ability to:

- Locate and use primary and secondary sources to interpret and analyze American captivity narratives;

- Assess differences between primary accounts written in the first person and those written in the third person in terms of their usefulness as historical sources;
- Develop a research question and answer it in a written assignment, integrating both primary and secondary sources;
- Understand and adhere to scholarly conventions in research, writing, documentation, and sharing of research.

Professional Capacity and Communication Skills

Through the completion of this course, students will:

- Develop improved reading and essay writing skills;
- Practice and improve communication skills through weekly discussions as well as oral presentations.

Course Materials:

- Kathryn Zabelle Derounian-Stodola, ed., *Women's Indian Captivity Narratives* (NY: Penguin Books, 1998) (paperback) (available for purchase in the UWO Bookstore)
- William Graebner, *Patty's Got a Gun: Patricia Hearst in 1970s America* (Chicago and London: University Press of Chicago, 2008) (paperback edition 2015) (available for purchase in the UWO Bookstore)
- Additional weekly readings, which will be made available online.

Methods of Evaluation:

Grading:

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| • 3 short papers (4-5 pp. each) (Due: Sept. 26 th , Oct. 17 th , and Nov. 14 th) | 30% |
| • Research essay (approx. 15 pp.) (Due: Dec. 5 th) | 40% |
| • In-class presentation about your essay topic (Nov. 21 st , Nov. 28 th or Dec. 5 th) | 10% |
| • Participation | 20% |

Written assignments:

Written assignments must be submitted in paper form to the instructor at the start of class on the due date, and in electronic form via the submission link on the OWL course website by the same time. (By using the submission link on the course website, your paper will automatically be submitted to Turnitin.com.)

Further instructions regarding the above listed assignments will be provided in class.

Late assignments: a late penalty of 5% for the first day, and 2% for each day after the first day (including Saturdays and Sundays) will be incurred for all written work submitted after the due date and time. Papers submitted on the due date but after the due time (*i.e.*, 12:30 p.m.) will be considered late and will be penalized 2%. Late papers should be submitted to the History Department (Lawson Hall 2201) drop box, as well as electronically via the course website. Keep a copy of each of your written assignments until you receive the grade for it.

Please note that HIS 4351F is an essay course. According to Western's Academic Handbook, an essay course "...must be so structured that the student is required to demonstrate competence in essay writing to pass the course." In this course, that means that students must complete and submit all written assignments in order to pass the course.

Expectations:

- Regular attendance.
- Completion of all assigned readings and active, informed participation in class discussion, based on those readings.
- Courtesy and respect towards all other members of the class.
- Be present: turn off cell phones and other electronic devices, and engage with the class. Laptops are allowed if they are used to take notes or to refer to online course readings. Use of laptops for other purposes in class may negatively affect your participation mark.

Policy on Absences and Extensions:

If you require an extension or other type of academic accommodation, for either medical or non-medical reasons, contact Academic Counselling. Students are reminded that academic accommodation on medical grounds can in most instances only be granted if supported by a University of Western Ontario Student Medical Certificate. This form can be accessed at the Social Science Academic Counselling website: <http://counselling.ssc.uwo.ca/>, or can be picked up at the Academic Counselling Office in the student's home faculty. Further details regarding this policy can be found at the same website.

Pressures of work, time management issues, or computer/printer difficulties do not constitute acceptable reasons for an extension. Plan ahead!

Students should familiarize themselves with the university's Policy on Accommodation for Illness. Please visit https://www.uwo.ca/univsec/academic_policies/index.html to view all updated academic policies regarding medical accommodations.

Course Schedule and Readings:

[Please note: This is a preliminary schedule only. The final version of the syllabus will be posted on the OWL course website.]

Week 1 (September 5th): Introduction

- Introduction and review of syllabus
- Historical background: captivity and captivity narratives in colonial North America
- Case study: the captivity of Mary Rowlandson

Week 2 (September 12th): Colonial Captivity Narratives

- Mary Rowlandson (1682): "A True History of the Captivity and Restoration of Mrs. Mary Rowlandson" (pp. 3-51 in *Women's Indian Captivity Narratives*)
- Excerpt from James Axtell, *The Invasion Within: The Contest of Cultures in Colonial North America* (on conversion vs. redemption of captives)

- June Namias, “White Women Held Captive,” in Namias, *Gender and Ethnicity on the American Frontier* (chapter 1, pp. 21-48)
- June Namias, “White Men Held Captive,” in Namias, *Gender and Ethnicity on the American Frontier* (chapter 2, pp. 49-83)
- Linda Colley, “Different Americans, Different Britons” in Colley, *Captives: Britain, Empire, and the World, 1650-1850* (pp. 137-167)
- Nancy Armstrong, “Mary Rowlandson and the Alien and Sedition Acts,” in Greil Marcus and Werner Sollors, eds., *A New Literary History of America* (pp. 127-131)

Week 3 (September 19th): Colonial Captivity Narratives

- John Demos, *The Unredeemed Captive: A Family Story from Early America*, Chapter One (about the 1704 Deerfield Raid) (pp. 11-39)
- “English Narratives” (accounts of John Williams, Stephen Williams, Joseph Petty, and Joseph Kellogg) in Evan Haefeli and Kevin Sweeney, eds., *Captive Histories: English, French, and Native Narratives of the 1704 Deerfield Raid* (pp. 89-187)

Week 4 (September 26th): Colonial Captivity Narratives

- Hannah Dustan (1702): “A Notable Exploit; wherein, *Dux Faemina Facti, from Magnalia Christi Americana*” by Cotton Mather (pp. 55-60 in *Women’s Indian Captivity Narratives*)
- Jemima Howe (1792): “A Genuine and Correct Account of the Captivity, Sufferings and Deliverance of Mrs. Jemima Howe” by Bunker Gay (pp. 93-104 in *Women’s Indian Captivity Narratives*)
- Mary Jemison (1824): “A Narrative of the Life of Mrs. Mary Jemison” by James E. Seaver, (pp. 119-210 in *Women’s Indian Captivity Narratives*)
- Sarah F. Wakefield (1864): “Six Weeks in the Sioux Tepees: A Narrative of Indian Captivity” (pp. 241-313)
- Sara Humphreys, “The Mass Marketing of the Colonial Captive Hannah Duston,” in *Canadian Review of American Studies* (Vol. 41, no. 2, 2011), pp. 149-178)

Week 5 (October 3rd): African American Slave Narratives

- Harriet Jacobs, *Incidents in the Life of a Slave Girl* (1861)
- Frederick Douglass, *Narrative of the Life of Frederick Douglass, An American Slave: Written by Himself* (1845)

Week 6 (October 10th): POW narratives from the U.S. Civil War

- Excerpt from James R. Compton, *Andersonville: The Story of Man’s Inhumanity to Man* (1887)
- Excerpt from M.V.B. Phillips, *Life and Death in Andersonville: or, what I saw and experienced during seven months in rebel prisons* (1887)

- Excerpt from John Worrell Northrop, *Chronicles from the diary of a war prisoner in Andersonville....* (1904)
- Excerpt from John Levi Maile, *Prison Life in Andersonville* (1912)
- Excerpt from Robert C. Doyle, *Voices from Captivity: Interpreting the American POW Narrative* (1994)
- Excerpts from Clifford Canku and Michael Simon, trans., *The Dakota Prisoner of War Letters* (2013)

Week 7 (October 17th): WWII internment camps

- Letters from interned Japanese American children to Clara Breed (1942-1945) (www.janm.org/collections/clara-breed-collection)
- Drawings, paintings and photographs by Japanese American internees: Stanley Hayami, Hisako Hibi, George Hoshida, Estelle Ishigo, and Jack Iwata (www.janm.org/collections/)
- Excerpt from George Takei, *To the Stars: The Autobiography of George Takei* (1994)
- George Takei, “They interned my family. Don’t let them do it to Muslims,” in *The Washington Post*, 18 November 2016
- “Allegiance: A New Broadway Musical” website: allegiancemusical.com

Week 8 (October 24th): POW narratives from the Vietnam War

- Excerpt from E.G. Gruner, *Prisoners of Culture: Representing the Vietnam POW* (1993)
- Excerpt from Michael J. Allen, *Until the Last Man Comes Home: POWs, MIAs, and the Unending Vietnam War* (2009)
- Excerpt from Eugene B. McDaniel with James Johnson, *Scars and Stripes: The True Story of One Man’s Courage in Facing Death as a Vietnam POW* (1975)
- Excerpt from Jeremiah A. Denton, Jr. with Ed Brandt, *When Hell was in Session* (1982)
- Excerpt from Jim and Sybil Stockdale, *In Love and War: The Story of a Family’s Ordeal and Sacrifice During the Vietnam Years* (1984)
- Excerpt from John McCain with Mark Salter, *Faith of My Fathers: A Family Memoir* (1999)
- Excerpt from James A. Daly, *Black Prisoner of War: A Conscientious Objector’s Vietnam Memoir* (2000)

Week 9 (October 31st): Prison writings

- Henry David Thoreau, “On the Duty of Civil Disobedience” (1849)
- Jack London, “‘Pinched’: A Prison Experience,” from *The Road* (1894; pub. 1907)
- Martin Luther King, Jr., “Letter from a Birmingham Jail” (1963)
- Excerpts from Leonard Peltier, *Prison Writings: My Life is My Sun Dance*

Reading Week: November 4th – 8th. NO class this week.

Week 10 (November 14th): Prison writings

- Huey Newton, “Prisons,” 12 July 1969, in *To Die for the People* (2009)
- Excerpt from Huey P. Newton, *Revolutionary Suicide* (1973)
- Eldridge Cleaver, “Letters from Prison,” in *Soul on Ice* (1968)
- Huey P. Newton, “Prison, Where is Thy Victory?” in Philip S. Foner, ed., *The Black Panthers Speak* (1970)
- Afeni Shakur, “We Will Win: Letter from Prison by Afeni Shakur,” in Philip S. Foner, ed., *The Black Panthers Speak* (1970)
- David Gilbert, *Love and Struggle: My Life in SDS, The Weather Underground, and Beyond* (2012)
- Ken Kesey, *Kesey’s Jail Journal* (2003)

Week 11 (November 21st): Famous women captives

- Excerpts from David Kent, *The Lizzie Borden Sourcebook* (2010)
- Excerpt from Joseph A. Conforti, *Lizzie Borden on Trial: Murder, Ethnicity and Gender* (2016)
- Paula Uruburu, “Monster in Muslin: Lizzie Borden, American Myth-Making, and the Regeneration of the New England Spinster” in *Critical Issues of Our Time* (Vol. 7, 2011)
- Excerpt from Patricia Campbell Hearst with Alvin Moscow, *Every Secret Thing* (1982)
- William Graebner, *Patty’s Got a Gun: Patricia Hearst in 1970s America* (2008)
- Christopher Castiglia, “That Was Not My Idea of Independence: The Captivity of Patty Hearst” in Castiglia, *Bound and Determined: Captivity, Culture-Crossing, and White Womanhood from Mary Rowlandson to Patty Hearst* (pp. 87-105)
- Excerpt from Rick Bragg, *I am a Soldier, Too: The Jessica Lynch Story* (2003)
- Jessica Lynch’s website: www.powjessicalynch.com
- Jessica Lynch, “This is why we serve,” in *West Virginia Gazette Mail*, 8 November 2018

Week 12 (November 28th): Cults

- Excerpt from T.B.H. Stenhouse, “*Tell It All*”: *The Story of a Life’s Experience in Mormonism—An Autobiography* (1874) and “Foreword” by Harriet Beecher Stowe
- Excerpt from Ann Eliza Young, *Wife No. 19, or, the Story of a Life in Bondage, Being a Complete Exposé of Mormonism* (1874)
- Excerpt from Leigh Fondakowski, *Stories from Jonestown* (2012)
- Excerpt from Deborah Layton, *Seductive Poison: A Jonestown Survivor’s Story of Life and Death in the People’s Temple* (1998)
- Excerpt from Jenna Miscavige Hill, *Beyond Belief: My Secret Life Inside Scientology and My Harrowing Escape* (2013)

Week 13 (December 5th): Modern captivity narratives

- Travis Walton, “An Ordinary Day,” condensed account from Walton’s book *Fire in the Sky* (1979)
- Excerpt from David Clarke, *How UFOs Conquered the World: The History of a Modern Myth* (2015)
- Lucas Tromly, “Race, Citizenship, and the Politics of Alien Abduction; Or, Why Aliens do not Abduct Asian Americans,” in *The Journal of Popular Culture* (Vol. 50, No. 2, 2017)
- Excerpt from Richard Phillips, *A Captain’s Duty: Somali Pirates, Navy SEALs, and Dangerous Days at Sea* (2010)
- Excerpt from Aron Ralston, *Between a Rock and a Hard Place* (2004)
- Excerpt from Elizabeth Smart with Chris Stewart, *My Story* (2014)
- Elaine Showalter, “Dark Places: The stories of Amanda Berry, Gina DeJesus and Michelle Knight could join a distinguished tradition of captivity narratives,” in *The New York Times*, 9 June 2013.
- Heather Hillsburg, “Urban Captivity Narratives: Captivity and Confession in Women’s Writing,” in *Canadian Review of American Studies* (47, No. 3, 2017)

Additional Statements

Academic Offences:

Scholastic Offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitute a Scholastic Offence, at the following Web site:

http://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf

All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com (<http://www.turnitin.com>).

Accessibility Options:

Please contact the course instructor if you require material in an alternate format or if you require any other arrangements to make this course more accessible to you. You may also wish to contact Services for Students with Disabilities (SSD) at 519 661-2111 x 82147 for any specific question regarding an accommodation.

Information regarding accommodation of exams is available on the Registrar’s website:

www.registrar.uwo.ca/examinations/accommodated_exams.html

Medical Issues

The University recognizes that a student’s ability to meet his/her academic responsibilities may, on occasion, be impaired by medical illness. Please go to:

https://www.uwo.ca/univsec/pdf/academic_policies/appeals/accommodation_illness.pdf

to read about the University's policy on medical accommodation. In the event of illness, you should contact Academic Counselling as soon as possible. The Academic Counsellors will determine, in consultation with the student, whether or not accommodation should be requested. They will subsequently contact the instructors in the relevant courses about the accommodation. Once the instructor has made a decision about whether to grant an accommodation, the student should contact his/her instructors to determine a new due date for tests, assignments, and exams.

Students must see the Academic Counsellor and submit all required documentation in order to be approved for certain accommodation.

Please note: Please visit https://www.uwo.ca/univsec/academic_policies/index.html to view all updated academic policies regarding medical accommodations.

Plagiarism:

Students must write their essays and assignments in their own words. Whenever students take an idea, or a passage from another author, they must acknowledge their debt both by using quotation marks where appropriate and by proper referencing such as footnotes or citations. Plagiarism is a major academic offense (see Scholastic Offence Policy in the Western Academic Calendar).

All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com (<http://www.turnitin.com>).

Students are expected to retain all research notes, rough drafts, essay outlines, and other materials used in preparing assignments. In the unlikely event of concerns being raised about the authenticity of any assignment, your instructor may ask you to produce these materials; an inability to do so may weigh heavily against you.

The following rules pertain to the acknowledgements necessary in academic papers.

A. In using another writer's words, you must both place the words in quotation marks and acknowledge that the words are those of another writer.

You are plagiarizing if you use a sequence of words, a sentence or a paragraph taken from other writers without acknowledging them to be theirs. Acknowledgement is indicated either by (1) mentioning the author and work from which the words are borrowed in the text of your paper; or by (2) placing a footnote number at the end of the quotation in your text, and including a correspondingly numbered footnote at the bottom of the page (or in a separate reference section at the end of your essay). This footnote should indicate author, title of the work, place and date of Publication and page number. Method (2) given above is usually preferable for academic essays because it provides the reader with more information about your sources and leaves your text uncluttered with parenthetical and tangential references. In either case words taken from another author must be enclosed in quotation marks or set off from your text by single spacing

and indentation in such a way that they cannot be mistaken for your own words. Note that you cannot avoid indicating quotation simply by changing a word or phrase in a sentence or paragraph which is not your own.

B. In adopting other writer's ideas, you must acknowledge that they are theirs.

You are plagiarizing if you adopt, summarize, or paraphrase other writers' trains of argument, ideas or sequences of ideas without acknowledging their authorship according to the method of acknowledgement given in 'A' above. Since the words are your own, they need not be enclosed in quotation marks. Be certain, however, that the words you use are entirely your own; where you must use words or phrases from your source; these should be enclosed in quotation marks, as in 'A' above.

Clearly, it is possible for you to formulate arguments or ideas independently of another writer who has expounded the same ideas, and whom you have not read. Where you got your ideas is the important consideration here. Do not be afraid to present an argument or idea without acknowledgement to another writer, if you have arrived at it entirely independently. Acknowledge it if you have derived it from a source outside your own thinking on the subject.

In short, use of acknowledgements and, when necessary, quotation marks is necessary to distinguish clearly between what is yours and what is not. Since the rules have been explained to you, if you fail to make this distinction, your instructor very likely will do so for you, and they will be forced to regard your omission as intentional literary theft. Plagiarism is a serious offence which may result in a student's receiving an 'F' in a course or, in extreme cases, in their suspension from the University.

Scholastic Offences

Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the following web site:

www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf

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Support Services

Students who are in emotional/mental distress should refer to Mental Health@Western, http://uwo.ca/health/mental_wellbeing/ for a complete list of options about how to obtain help.

Please contact the course instructor if you require material in an alternate format or if you require any other arrangements to make this course more accessible to you. You may also wish to contact Services for Students with Disabilities (SSD) at 661-2111 x 82147 for any specific question regarding an accommodation.

If you have any further questions or concerns please contact, Heidi Van Galen, Administrative Officer, Department of History, 519-661-2111 x84963 or e-mail vangalen@uwo.ca.