

Choose one of the following and write a short essay (3 – 4 pages / 800-1000 words, double spaced). The following are broad-based topics and you are encouraged to narrow your interpretation in any way that you see fit.

- A: Read Susan Faludi's article "America's Guardian Myths" (*New York Times*, 7 September 2007—linked off of the website for Week 4; http://www.amstudy.hku.hk/staff/kjohnson/PDF/eng113_kj_faludi_rowlandson.pdf)

In the article, Faludi writes: "Rowlandson's story holds a key to our own experience, shedding light on not only the trauma of the day [11 September 2001] itself but our response." Do you agree with the way Faludi draws parallels between Rowlandson's experience and 9/11? Why or why not. You might pay particular attention to the way she uses the phrase "war on terror."

- B: First, read and analyze Sherman Alexie's poem "Captivity" (linked off of the website for Week 4). Second, develop an essay that interprets Alexie's poem "Captivity" in relation to Rowland's texts (the obvious choice) or/and any other texts we have read thus far in the semester. In your essay, please include consideration of the style and form of Alexie's poem as it relates to the theme of *captivity*.

(http://www.amstudy.hku.hk/staff/kjohnson/PDF/engl55_kj_alexie_captivity.pdf)

- C. Consider Chapter 5 of John Locke's *Second Treatise on Government* in relation to Thomas Harriot's *A Brief and True Report of the New Found Land of Virginia* (1588). Do the Native Americans seem to agree or disagree with John Locke's definition of "property"? Try to find examples of both. Remember, you can use the pictures that John White / Theodor De Bry provide.
- D. Write a movie review of *Pocahontas* (1995). In the review be sure to refer to *some* materials that we have discussed in class (i.e. texts by Bradford, Winthrop, Edwards, Rowlandson, Bradstreet; texts by Columbus, Las Casas, Montaigne, John Smith). Please note that you do not include all or most of these—one or two is enough.
- E. Did you change your mind? For this essay option you are invited to go back to a Moodle posting from earlier in the semester. Write an essay in which you refute what you said or expand on what you said in a substantial way.
- G. Article II, Section 1, Clause 2 of the United States Constitution outlines the rules of the Electoral College. Write an essay where you evaluate the effectiveness of the Electoral College. Is it a good idea? You might want to draw examples from the media coverage of the United States Presidential election. You might also consider the essay "Federalist X," originally a

newspaper article and signed by “Publius,” a pen-name used by James Madison.

http://www.amstudy.hku.hk/staff/kjohnson/PDF/ENGL113_KJ_Madison_Federalist%20Papers.pdf

F. In the autobiography of Benjamin Franklin, he gives an account of making a treaty with the Indians at Carlisle. He writes:

The year following, a treaty being to be held with the Indians at Carlisle, the governor sent a message to the House, proposing that they should nominate some of their members, to be joined with some members of council, as commissioners for that purpose. The House named the speaker (Mr. Norris) and myself; and, being commissioned, we went to Carlisle, and met the Indians accordingly.

As those people are extremely apt to get drunk, and, when so, are very quarrelsome and disorderly, we strictly forbade the selling any liquor to them; and when they complained of this restriction, we told them that if they would continue sober during the treaty, we would give them plenty of rum when business was over. They promised this, and they kept their promise, because they could get no liquor; and the treaty was conducted very orderly, and concluded to mutual satisfaction. They then claimed and received the rum; this was in the afternoon: they were near one hundred men, women, and children, and were lodged in temporary cabins, built in the form of a square, just without the town. In the evening, hearing a great noise among them, the commissioners walked out to see what was the matter. We found they had made a great bonfire in the middle of the square; they were all drunk, men and women, quarreling and fighting. Their dark-colored bodies, half naked, seen only by the gloomy light of the bonfire, running after and beating one another with firebrands, accompanied by their horrid yellings, formed a scene the most resembling our ideas of hell that could well be imagined; there was no appeasing the tumult, and we retired to our lodging. At midnight a number of them came thundering at our door, demanding more rum, of which we took no notice.

The next day, sensible they had misbehaved in giving us that disturbance, they sent three of their old counselors to make their apology. The orator acknowledged the fault, but laid it upon the rum; and then endeavored to excuse the rum by saying: "*The Great Spirit, who made all things, made everything for some use, and whatever use he designed anything for, that use it should always be Put to. Now, when he made rum, he said, 'Let this be for the Indians to get drunk with,' and it must be so.*" And, indeed, if it be the design of Providence to extirpate these savages in order to make room for cultivators of the earth, it seems not improbable that rum may be the appointed means. It has already annihilated all the tribes who formerly inhabited the sea-coast. (Penguin 121-122)

Compare this version with the treaty proceeding that Franklin published. What key differences do you notice and what do they mean in regard to the Autobiography's representation of the treaty process?

(The Papers of Benjamin Franklin, Vol. 5, p. 95-107; this is a PDF file available under on the course website under Week 6:

<http://www.amstudy.hku.hk/staff/kjohnson/PDF/FranklinTreatyCarlisle.pdf>)