

NEW ENGLAND RENAISSANCE

1840-1855

Romanticism: New England Renaissance

- 1840-1855 marks a period of tremendous growth in America
 - Industry: Farms, Factories, and Cities
 - Transportation: Trails, Trains, and Ships
 - Commerce: Capitalism, Trade, and Free Market Economics
 - Culture: Privileges, Prosperity, and Rights
- Boston is a particular hotbed of activity
- New England produces a host of writers who purposely shrug off their European influence and attempt to build a body of work that feels uniquely American



Transcendentalism

- Intellectual movement that blends philosophy, religion, and literature, and influences more writers of the New England Renaissance than any other movement
- Idealistic in their beliefs, Transcendentalists aim to construct a more equal, independent, and educated society
 - Abolition
 - Women's Suffrage
 - Peace
 - Individual Rights and Government Policies
 - Lyceum: literary institution, lecture hall, or teaching place
 - Utopian Communities: perfect place where everyone lives in harmony

Features of Transcendentalism Search for "Self"

- 1. Idealism
 - Facts do not reveal the truth of reality—the ideas behind them do Imagination shapes our future—the dream always precedes its reality
- 2. Self-Reliance
 - The height of individualism

 Do not allow society to shape you... you can shape society
- 3. Human Divinity
 Each of us has a spark of divinity inside us
 By understanding ourselves we can understand God
- 4. Organic Universe

Over-Soul: the universe is spiritual, growing, changing, and connected We are all a part of it, each thing a means to understanding another **Transparent Eyeball:** I am nothing; I see all

Ralph Waldo Emerson

1803-1882

- Born in Boston
- Harvard Educated
- Father of Transcendentalism
- 1836: "The American Scholar" maps out a new American mission
 - "Our intellectual Declaration of Independence" (Holmes)
- Observational Style

Henry David Thoreau

1817-1862

- Born in Boston
- Harvard Educated
- Student of Emerson
- Commits to testing this new philosophy by living it

 "I went to the woods to live deliberately." (Walden)

Experiential Style

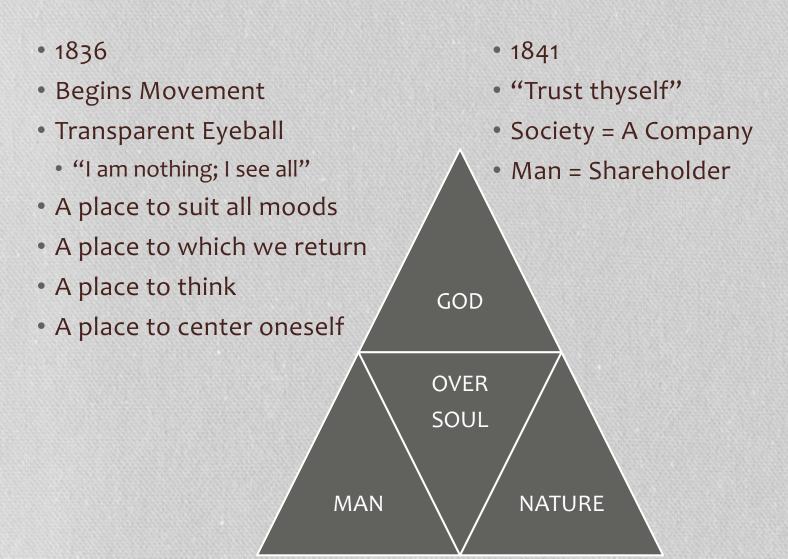


Common Rhetorical Strategies

- Aphorism
- Anecdote
- Allusion
- Repetition
- Analogy: explanation of a complex idea using a more familiar one
- Paradox: statement that seems contradictory but expresses a truth
- Metaphor: comparison between two seemingly different things
- Simile: comparison of two unlike things using "like" or "as"

"Nature"

"Self-Reliance"



Civil Disobedience

Walden

- 1849
- A Call to Action
- Socio-political concept that influenced more than a century of civil rights—from Gandhi to MLK to Nelson Mandela
- · Gov't vs. Individual
- Realism vs. Idealism
- "That government is best which governs not at all."

- 1854
- Magnum Opus of the Movement
 - Independence
 - Self-Reliance
 - Self-Discovery
- Structured by Season
- Arranged by Experience
 - Economy and Reading
 - Solitude and Visitors
- "Simplify"

Walt Whitman 1819-1892



- Poet of Social Protest: The First Hippie
- Similar to Emerson and Thoreau, with one important distinction
 - Believes the physical is not just a window into the spirit, but something to be glorified in and of itself
- 1855: Leaves of Grass
- A Love Letter to America
 - Its Land, People, Diversity, and Promise
- A Celebration
 - Freedom, Independence, Democracy, Equality, and the Human Spirit
- A Mash-Up
 - A free verse piling up of images, catalogues, and repeated parallelisms

Dark Romanticism or Anti-Transcendentalism

- Some authors of the New England Renaissance found the idealism of the Transcendentalists a bit too optimistic
- Some explore the darker corners of humanity and nature
- Nathanial Hawthorne
 - Absorbed by questions of evil, moral responsibility, and the human heart
 - "burrowed into the depths of our common nature"
 - Sin, Guilt, Hypocrisy, Humility
 - The Scarlet Letter (1850)
- Herman Melville
 - Absorbed by the cruelties of existence and its toll on the human spirit
 - Fury, Vengeance, Obsession, Mortality
 - Moby-Dick (1851)