

English 389R
Literature on American Slavery

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Required Texts: Williams, *Dessa Rose*; Morrison, *A Mercy*; Stowe, *Uncle Tom's Cabin*; Butler, *Fledgling*; other documents on Blackboard, ereserve, and Emory archives.

Objectives: This course is designed to explore the institution of slavery in America from multiple perspectives and time periods. We will read and discuss literature from the antebellum period, the Reconstruction, the New South, through the contemporary period, and we will read literature and essays by slave writers, abolitionists, white apologists, among many other viewpoints. The focus of the course is on the many ways slavery has been defined and portrayed, and how the memory of it continues to be redefined and reconstructed. In order to put this history and literature into a more immediate context, we will be reading documents by significant figures in Emory's past as well as by Georgians during the antebellum period. These documents will not only help us understand what American slavery was but will also help us understand more about how our own institution and the surrounding area represent the legacy of this troubling institution.

This is an INQ course, which means that in addition to discussing and interpreting the literature, we will also be asking questions about why we study this literature, how we study it, and why we study it the way we do. As you read the literature and the historical documents, consider how the texts both shape and are shaped by the social and political context.

Attendance: Attendance in this course is essential for a successful performance. You have a maximum of three absences. You will lose 1/3 a letter grade on your final grade for any absence after the third. I do not distinguish between excused and unexcused absences. How you use your absences is up to your discretion. Attendance is also important for successful performance on the quizzes. **Quizzes cannot be made up for any reason;** therefore, it is up to you to make sure you maintain a steady attendance record.

Deadlines for Assignments: Papers are due at class time on the due date. Late papers will receive 3 points off per day they are late.

Plagiarism: All work submitted in this course must be your own and be written exclusively for this course. The use of sources (ideas, quotations, paraphrases) must be properly documented using MLA format. Remember that you are to adhere to the Oxford College Honor Code and that your signature on any assignment submitted in this class indicates that you have neither given nor received unauthorized information on the work. If you are unsure of what constitutes plagiarism, ask. It is your responsibility to understand the Honor Code. Ignorance is never a good defense.

Requirements:

- Close reading of the literature
- Class participation
- 1 research paper (8-10 pages)
- 5 rhetorical analyses of two pages each
- Daily Reading Quizzes
- Comprehensive Final Essay Exam

Format For Papers: All final essays must be typed. They must be double-spaced and stapled. All essays must have titles. The only heading necessary is your name and the paper title. Do not turn in a title page or a front page with unnecessary spaces. You may use secondary sources on these papers if necessary, but they must be properly cited and acknowledged.

Rhetorical Analyses: These are short (2 page typed, double spaced) papers on your reading. They will be used for class discussion; therefore, you should write with the expectation of reading the response to the class. You will sign up for the days on which you must write a rhetorical analysis.

Guidelines for Rhetorical Analyses: As the title of these papers asserts, these assignments require you to **analyze** one text assigned to you for the day they are due. These are not summaries or reading responses. If we read more than one story, poem, or essay, then you choose one to analyze. If we are reading a novel, choose one specific point, scene, or element in the assigned text that you will address in your analysis. You need a clear thesis, and you must support it with examples from the text. Don't try to cover too much in these very short papers. Instead, fully develop one point. **Do not consult any secondary sources for these assignments.** These are designed to give you practice developing interesting paper topics, but if you are having trouble coming up with a topic, you can ask me to provide you a question to answer.

Class Discussions: With a partner, you will lead two class discussions through the course of the semester. You will sign up at the beginning of the semester for the days you want to lead discussion. Two days before you lead discussion, you will submit to Blackboard some reading questions for your classmates to prepare them for your class.

Research Project: Some of the reading from the course has come from documents in Emory's own archives. For your research project, you will discover some documents on your own and develop a topic that connects Emory's history (both early history and more recent past) with the literature we've read. You will develop this project over the course of the semester, so we will, as a class, discuss how to ask questions of the literature and of your historical documents that lead to interesting analysis.

Final Grades will be based on the following percentages:

- 30% Research Project
- 20% 5 two-page Rhetorical Analyses
- 20% Daily Reading Quizzes and short writing assignments
- 10% Leading Class Discussion
- 20% Final Exam

Itinerary

W	8/24	Introduction
M	8/29	“How to Make a Slave” BB
W	8/31	Slave Narratives; Harriet Jacobs BB
W	9/7	Stowe
M	9/12	Stowe
W	9/14	Stowe
M	9/19	Stowe; RA1
W	9/21	Poetry BB
M	9/26	Poetry BB
W	9/28	Page BB
M	10/3	Harris BB; RA 2
W	10/5	Chesnutt BB
W	10/12	Morrison
M	10/17	Morrison
W	10/19	Morrison
M	10/24	Morrison; RA 3
W	10/26	Williams
M	10/31	Williams
W	11/2	Williams
M	11/7	Williams; RA 4
W	11/9	Butler
M	11/14	Butler
W	11/16	Butler
M	11/21	Butler; RA 5
W	11/23	
M	11/28	
W	11/30	
M	12/5	