

ENGL 368F: Literature of the Early Black Atlantic

Fall 2013

MW 9:30-10:45

TWS 0205

Prerequisite: Two lower-level courses, at least one in literature; or permission of department. Repeatable to 9 credits if content differs.

Professor Carretta

TWS 3242

THE BEST WAY TO REACH ME IS BY EMAIL

Office hours: MW 8:30-9:30, 2-3; or by appointment.

Primary texts:

Behn, Oroonoko (Norton Critical Edition, ed. Lipking) ISBN 9780393970142

Carretta, ed. Unchained Voices: An Anthology of Black Authors in the English-Speaking World of the Eighteenth Century (Kentucky) ISBN 9780813190761

Equiano, the Interesting Narrative and Other Writings (Penguin) ISBN 9780142437162

Stedman, Stedman's Surinam (Johns Hopkins) ISBN 9780801842603

The History of Mary Prince (Penguin) ISBN 9780140437492

Wheatley, Complete Writings (Penguin) ISBN 9780140424300

Krise, ed., Caribbeana (Chicago) ISBN 9780226453927

LAPTOPS AND OTHER ELECTRONIC DEVICES MAY NOT BE USED DURING CLASS EXCEPT IN EXTRAORDINARY CASES AND WITH THE INSTRUCTOR'S PERMISSION.

Some are born with identities; some achieve identities; and some have identities thrust upon them. During the long eighteenth century, millions of men, women, and children were forced from their homes in Africa to cross the Atlantic Ocean to become slaves in the Americas. This course will study the ways in which that crossing affected the few among those millions who found a voice through literacy. We shall consider factual and fictional texts produced in North America, Britain, and Africa to discuss the ways historical figures and imaginary characters assert, reclaim, or accept economic, ethnic, gendered, political, racial, religious, and/or social identities, either by choice or imposition. An emblematic figure was Ignatius Sancho, reportedly born on the Middle Passage around 1729. Authors and subjects, most of African descent, will range from the more familiar--Oroonoko, Phillis Wheatley, Thomas Jefferson, Olaudah Equiano—to the less well known—Briton Hammon, Quobna Ottobah Cugoano, Ignatius Sancho, John Marrant, Belinda, John Gabriel Stedman, and Mary Prince.

We'll take a historically contextualized approach to the primary verbal and visual texts, which we'll consider in chronological order to trace the development of concepts such as class, ethnicity, nation, and race. The format of this course will be primarily discussion, with lectures to provide background as needed. Because many of the primary texts have become available only very recently, a number of them have negligible critical histories. All theoretical and critical approaches are welcome in this course. By the end of this course students should be able to read texts closely in light of historical

contingencies, to recognize the importance of considering the intended audience in evaluating works, and to appreciate that the authors of self-representations and representations of others are rhetoricians who often use literary techniques and tropes to influence the thoughts, feelings, and/or actions of their readers. Students should be able to see that the line between factual and fictional texts is often blurred by the authors' desire to use ethos, logos, and pathos to assert their identities in the face of external restraints. Students should learn how to conduct archival primary and secondary research in online databases, and how to make and evaluate oral, written, and visual arguments based on such research.

GRADED ASSIGNMENTS:

Late papers must be excused in advance. Unexcused late papers will be downgraded one half letter grade for each calendar day late, and not accepted more than three calendar days late. Sloppily prepared papers will not be accepted.

(A) Quality and quantity of class participation (10%).

(B) Four-to-seven-paged typed (double-spaced) analysis of the representation of race &/or slavery in an approved 18th-century British or American newspaper or periodical published during the eighteenth century and found in the McKeldin Library digital collections (20%).

(C) Participation as a member of a panel responsible for directing class discussion of an assigned text; includes submission by each member of a paper, at least three pages in length, discussing your individual contribution to the panel. Your panel paper should concentrate on your individual contribution to what your panel wants the class to learn about the text & why. (15%).

(D) Mid-term Exam (15%).

(D) Quizzes, as needed (10%).

(E) Final Exam Paper (30%).

Late papers must be excused in advance. Unexcused late papers will be downgraded one letter grade for each calendar day late. Sloppily prepared papers will not be accepted.

If you experience difficulty in keeping up with the academic demands of this or any other course, contact the Learning Assistance Service. Their educational counselors can help with time management, reading, math learning skills, note-taking and exam preparation skills. All their services are free to UM students.

Academic integrity: The University of Maryland, College Park has a nationally recognized Code of Academic Integrity, administered by the Student Honor Council. This Code sets standards for academic integrity at Maryland for all undergraduate and graduate students. The student-administered Honor Code and Honor Pledge prohibit students from cheating on exams, plagiarizing papers, submitting the same paper for credit in two courses without authorization, buying papers, submitting fraudulent documents and forging signatures. As a student you are responsible for upholding these standards for this course. On every examination, paper or other academic exercise not specifically exempted me, you must write by hand and sign the following pledge:

I pledge on my honor that I have not given or received any unauthorized assistance on this examination (or assignment).

You are expected to be aware of the consequences of cheating, fabrication, facilitation, and plagiarism. Allegations of academic dishonesty will be reported directly to the Student Honor Council and Office of Judicial Programs.

SYLLABUS:

Week 1 W (9/4): Introduction.

Week 2 M (9/9): Robin Blackburn, "The Old World Background to European Colonial Slavery," William and Mary Quarterly (January 1997), pp. 65-102 (also available through McKeldin Library as an on-line periodical).

W (9/11): Nicholas Hudson, "From 'Nation' to 'Race': The Origin of Racial Classification in Eighteenth-Century Thought," Eighteenth-Century Studies 29:3 (Spring 1996), 247-266 (also available through McKeldin Library as an on-line periodical); Krise, Caribbeana, Introduction; Carretta, Unchained Voices, Introduction.

Week 3 M (9/16): Aphra Behn, Oroonoko (1688).

W (9/18): Aphra Behn, Oroonoko (1688).

Week 4 M (9/23): Aphra Behn, Oroonoko (1688). Krise: Ligon, Tryon, Ward.

W (9/25): Krise: 93-146, 237-260.

Week 5 M (9/30): Briton Hammon, Narrative of the Uncommon Sufferings, and Surprizing Deliverance of Briton Hammon, a Negro Man (1760), in Vincent Carretta, ed., Unchained Voices: An Anthology of Black Authors in the English-Speaking World of the Eighteenth Century (UV); James Albert Ukawsaw Gronniosaw, A Narrative of the Most Remarkable Particulars in the Life of James Albert Ukawsaw Gronniosaw, an African Prince, as Related by Himself (1772) (UV).

W (10/2): Visual Representations.

Week 6 M (10/7): Phillis Wheatley, selections.

W (10/9): Phillis Wheatley, selections.

Week 7 M (10/14): **PAPER DUE.**

W (10/16): Phillis Wheatley, selections; selections from Jupiter Hammon (1760, 1778), and Francis Williams (1774).

Week 8 M (10/21): Please bring your laptops to class on Monday. Jefferson, Declaration of Independence (including draft) <http://www.let.rug.nl/usa/documents/1776-1785/jeffersons-draft-of-the-declaration-of-independence.php> Note that the sidebar on the left gives you access to both Jefferson's draft and the final version, as well as to some of

Jefferson's comments on slavery in his *Notes on the State of Virginia*, which we'll talk about next week.

Lemuel Haynes, "Liberty Further Extended" *The William and Mary Quarterly* Third Series, Vol. 40, No. 1 (Jan., 1983), pp. 85-105.

W (10/23): Thomas Jefferson, Notes on the State of Virginia (1785) <http://etext.virginia.edu/toc/modeng/public/JefVirg.html>: Query XIV (about halfway into the Query, from the paragraph that begins "The plan of the revision was this" through to the end of the paragraph that concludes "When freed, he is to be removed beyond the reach of mixture"). Query XVIII.

Week 9 M (10/28): Johnson Green (1786), Belinda (1787), and Benjamin Banneker (1792) in (UV).

W (10/30): **MID-TERM EXAM**

Week 10 M (11/4): (UV and <http://docsouth.unc.edu/neh/texts.html#E>) Ignatius Sancho (1782). (UV) John Marrant, A Narrative of the Lord's Wonderful Dealings with John Marrant, a Black (1785).

W (11/6): **NO CLASS.**

Week 11 M (11/11): (UV) Quobna Ottobah Cugoano, Thoughts and Sentiments on the Evil and Wicked Traffic of the Slavery and Commerce of the Human Species (1787).

W (11/13): Olaudah Equiano, The Interesting Narrative (1789, 9th ed. 1794).

Week 12 M (11/18): Olaudah Equiano, The Interesting Narrative (1789, 9th ed. 1794).

W (11/20): Olaudah Equiano, The Interesting Narrative (1789, 9th ed. 1794).

Week 13 M (11/25): John Gabriel Stedman, Stedman's Surinam: Life in an Eighteenth-Century Slave Society (1796).

W (11/27): John Gabriel Stedman, Stedman's Surinam: Life in an Eighteenth-Century Slave Society (1796).

Week 14 M (12/2): John Gabriel Stedman, Stedman's Surinam: Life in an Eighteenth-Century Slave Society (1796).

W (12/4): (UV) Venture Smith, A Narrative of the Life and Adventures (1798).

Week 15 M (12/9): Mary Prince (1831).

W (12/11): Visual Representations.

Week 16 SATURDAY (12/20): FINAL EXAM (7-12 PAGES) DUE BY 10 A.M.

Some Suggested Outside Resources:

For digitized copies of several texts in this course, including those by Sancho, Cugoano, and Equiano, go to North American Slave Narratives:

<http://docsouth.unc.edu/neh/texts.html#E>

For Sancho, Cugoano, and Equiano in particular, and the British abolition movement in general: <http://www.brycchancarey.com/index.htm>

McKeldin Library on-line databases: Oxford English Dictionary; Burney Collection of Newspapers; British Periodicals Collection; America's Historical Newspapers; Early American Imprints; Early English Books Online (EEBO); Eighteenth Century Collections Online (ECCO); English Short Title Catalogue; American Periodicals Series; Literature Online (LION); King James Bible; Pennsylvania Gazette, 1728-1800; Guide to American and British Primary Sources; Primary Resources in African-American History; MLA International Bibliography; Digital Dissertations; WorldCat; Guide to English and American Literature; Historical Abstracts; Oxford Dictionary of National Biography (British).

PAPER DUE MONDAY, OCTOBER 14

Four-to-seven-paged typed (double-spaced) analysis of the representation of race &/or slavery in an approved 18th-century British or American newspaper or periodical published during the eighteenth century and found in the McKeldin Library digital collections. The database you use for your analysis must cover at least a six-month period. Relevant online primary sources databases available through McKeldin include Early American Imprints; Early English Books Online (EEBO); Eighteenth Century Collections Online (ECCO); Burney Collection of Newspapers; British Periodicals Collection; America's Historical Newspapers; American Periodicals Series; and Pennsylvania Gazette. You must get my approval of your choice of newspaper or periodical before you begin researching it. For an overview of primary sources available online through McKeldin Library:

http://lib.guides.umd.edu/primary_sources

Attendance and absences: Please note that class participation is a component of your course grade. I expect you to inform me in advance of medically necessary absences whenever possible, and to present a self-signed note documenting the date of the missed class(es) and testifying to the need for the absence. This note must include an acknowledgement that (a) the information provided is true and correct, and (b) that you understand that providing false information to University officials is a violation of Part 9(h) of the Code of Student Conduct. The University's policies on medical and other absences can be found at:

<http://www.umd.edu/catalog/index.cfm/show/content.section/c/27/ss/1584/s/1540>

Absence due to religious observance will not be penalized; however, you must notify me within the first three weeks of class regarding any religious observance absence(s) for the entire semester. The calendar of religious holidays can be found at:

http://faculty.umd.edu/teach/attend_student.html#religious

Students with Disabilities: Students with documented disabilities should inform me within the drop/add period if academic accommodations are needed. To obtain an Accommodation letter prepared by Disability Support Service (DSS), a division of the University Counseling Center, please call, email, or visit DSS in the Shoemaker Building for more information.

Some words to live by (at least in this course):

Nullius addictus jurare in verba magistri,
Quo me cunque rapit tempestas deferor hospes.
Horace, Epistles, I.1. 14-15

Sworn to no master's arbitrary sway,
I range wher-e'er occasion points the way.
Elphinston

Obscurity is the refuge of incompetence.
Robert A. Heinlein, Stranger in a Strange Land