

Course Syllabus

Course Information

<i>Course Number/Section</i>	HUMA 3300 sec. 002
<i>Course Title</i>	Reading and Writing Texts: Meanings of Freedom and Slavery in Antebellum America
<i>Term</i>	Fall 2007
<i>Days & Times</i>	TR 1:00-2:15
<i>Room</i>	CB 1.110

Professor Contact Information

<i>Professor</i>	Daniel Wickberg
<i>Office Phone</i>	x6222
<i>Other Phone</i>	
<i>Email Address</i>	wickberg@utdallas.edu
<i>Office Location</i>	JO 5.428
<i>Office Hours</i>	T11:30-12:30 R3:30-4:30
<i>Other Information</i>	TA: Shellie McCullough Office: JO 5.410C Phone: x2045 Hours: T 11:30-1:00 and by appointment e-mail: skm022000@utdallas.edu

Course Pre-requisites, Co-requisites, and/or Other Restrictions

Upper division

Course Description

This course develops and focuses the practice of interdisciplinary study in the School of Arts and Humanities, and is intended primarily for upper-division majors within the School. The course will develop the skills necessary to “read,” or interpret, a wide range of texts in an equally wide range of disciplines—philosophy, history, social thought, poetry, fiction, and photography. Attention will also be paid to learning how to write and create texts, to developing the skills necessary to explicate, interpret, and make coherent arguments, as well as to express ideas and values.

The texts for this semester will focus on American thought and culture in the 30 years leading up to the Civil War. Thematically, they will be texts concerned with the representation of slavery and freedom, and with the various cultural meanings attached to those terms. By focusing on the way that ideas about freedom and slavery were embedded in different textual forms—history, fiction, political argument, autobiography, legal brief—we will examine the multiple meanings of freedom and slavery in antebellum culture and develop methods of reading different textual forms. One of the crucial features of the class, which will become apparent as the semester develops, is that no text is ever read or interpreted in a vacuum or isolated from a context. The more you know about other texts from the same time period, the more it changes the way you read any particular text from that era..

This course focuses on the development of academic writing skills. The instructor is an historian, and approaches the content of the course from that position, but also looks to broader interdisciplinary perspectives as representative of the interdisciplinary mission of the school.

Student Learning Objectives/Outcomes

Students will demonstrate ability to describe, analyze formal components, interpret, and compare texts.

Students will demonstrate understanding of differences between genres and forms of texts.

Required Textbooks and Materials

Required Texts

The following texts are available for purchase at the campus bookstore and at Off-Campus Books. Additional readings are noted in the syllabus and are either available by URL or on electronic reserve. The electronic reserve password will be made available later in the semester.

William E. Cain, ed., William Lloyd Garrison and the Fight Against Slavery
Frederick Douglass, Narrative of the Life of Frederick Douglass
Paul Finkelman, ed., Dred Scott v. Sanford
George Fitzhugh, Cannibals All!, or Slaves Without Masters
Walter Johnson, Soul by Soul: Life Inside the Antebellum Slave Market
Abraham Lincoln, Selected Speeches and Writings
Herman Melville, Benito Cereno
Harriet Beecher Stowe, Uncle Tom's Cabin (Norton Critical Ed., E. Ammons, ed.)

Assignments & Academic Calendar

R Aug. 16 First meeting; no reading

I. Human Beings as Commodities: How to Read a History Book

T Aug. 21 Walter Johnson, Soul by Soul, pp. 1-77

R Aug. 23 Johnson, Soul by Soul, pp. 78-134

T Aug. 28 Johnson, Soul by Soul, pp. 135-220

R Aug. 30 No Reading. In-class writing assignment

II. Radical Abolitionism: How to Read a Polemic

T Sept. 4 Cain, ed., William Lloyd Garrison, pp. 1-57

R Sept. 6 Cain, ed., William Lloyd Garrison, pp. 61-76, 80-94, 112-118, 141-148, 153-163

T Sept. 11 Paper #1 Due. No reading.

III. Sentimental Antislavery: How to Read a Sentimental Novel

R Sept. 13 Harriet Beecher Stowe, Uncle Tom's Cabin, chaps. I-XV

T Sept. 18 Stowe, Uncle Tom's Cabin, chaps. XVI-XXVII

R Sept. 20 Stowe, Uncle Tom's Cabin, chaps. XXVIII-XLV

- T Sept. 25 George Fredrickson, "Uncle Tom and the Anglo-Saxons: Romantic Racialism in the North," in Ammons, ed., Uncle Tom's Cabin, pp. 429-438
William Lloyd Garrison, "Review of Harriet Beecher Stowe's Novel," and "Uncle Tom's Cabin Reconsidered," in Cain, Garrison, pp.127-131; 134-140
James Baldwin, "Everybody's Protest Novel," and Jane Tompkins, "Sentimental Power: Uncle Tom's Cabin and the Politics of Literary History" in Ammons, ed. Uncle Tom's Cabin, pp. 495-522
- R Sept. 27 Paper #2 (First Draft) Due
- IV. Slavery from the Inside: How to Read a Slave Narrative
- T Oct. 2 Frederick Douglass, Narrative of the Life, preface-chap. IX
- R Oct. 4 Frederick Douglass, Narrative of the Life, chap. X-appendix
- V. The Proslavery Argument: How to Read a Social Critique
- T Oct. 9 George Fitzhugh, Cannibals All!, or Slaves Without Masters, pp. 3-129
- R Oct. 11 George Fitzhugh, Cannibals All!, pp. 130-261
- T Oct. 16 Paper #2 Revision Due; No Reading
- VI. Images As Texts: How to Read Photographs
- R Oct. 18 Alan Trachtenberg, "Lincoln's Smile," (electronic reserve)
Matthew Brady, Civil War Photographs (electronic reserve)
- VII. Authority and Submission: How to Read a Poem
- T Oct. 23 Walt Whitman poems:
O Captain! My Captain!
When Lilacs Last in the Door-yard Bloom'd
- R Oct. 25 No reading. Discussion of Formal Analysis
- VIII. The Ironies of Slavery: How to Read for Ambiguity
- T Oct. 30 Herman Melville, Benito Cereno
- R Nov. 1 Herman Melville, Benito Cereno
- T Nov. 6 No reading: paper #3 (formal analysis) due
- IX. Slavery and the Law: How to Read a Court Decision
- R Nov. 8 Finkelman, ed., Dred Scott v. Sanford, pp. tba
- T Nov. 13 Finkelman, ed., Dred Scott v. Sanford, pp. tba

X. Rhetoric of Free Labor: How to Read a Speech

- R Nov. 15 Abraham Lincoln, from Selected Speeches and Writings
 "From Speech on the Kansas-Nebraska Act at Peoria," pp. 93-99
 "'House Divided' Speech, Springfield 1858," pp. 131-139
 "From Address to the Wisconsin State Agricultural Society" pp. 233-37
 "From Address at Cooper Institute, NYC 1860," pp. 240-251
- T Nov. 20 Abraham Lincoln, from Selected Speeches and Writings
 "Address at Gettysburgh, 1863," p. 405
 "Second Inaugural Address, 1865," pp. 449-50

Classes End

- T Nov. 27 Paper #4 due at Professor's office by 3:00 pm

Grading Policy

Requirements are attendance and participation in class discussion and a series of four papers, including a required revision of paper #2. Failure to attend and participate in class discussions or to complete **all** assignments will result in failure of the class. Repeated absence and tardiness will result in a significant lowering of your grade. To be specific: more than two unexcused absences will result in a drop of one full letter grade for the class participation component of the grade; more than four absences will result in a drop of two full letter grades for class participation; more than eight absences will result in failure of the class. Persistent lateness will also result in lowered grades. Grades will be determined on the following basis:

Class participation	25%
Paper I	10%
Paper II	20%
Paper III	20%
Paper IV	25%

Papers are due on the dates indicated on the schedule. All assignments must be completed in order to pass the class. Papers are due at the beginning of the class meeting. Late papers without a previously arranged extension will be graded down 1/3 letter grade for every calendar day late.

Course Policies

Students are expected to attend class regularly and on time. Late arrivals disrupt the class, so please make every effort to be in class at the scheduled start time. There will be no extra credit work; students will be allowed to revise papers if they receive a grade of C or below, but if the revision fails to raise the grade, they will not be permitted to revise a second time. If you must miss class for unavoidable reasons, please let the instructor know. The teaching assistant for this class will hold regular office hours and should be consulted about work on papers before you come to the instructor.

Student Conduct & Discipline

The University of Texas System and The University of Texas at Dallas have rules and regulations for the orderly and efficient conduct of their business. It is the responsibility of each student and each student organization to be knowledgeable about the rules and regulations which govern student conduct and activities. General information on student conduct and discipline is contained in the UTD publication, *A to Z Guide*, which is provided to all registered students each academic year.

The University of Texas at Dallas administers student discipline within the procedures of recognized and established due process. Procedures are defined and described in the *Rules and Regulations, Board of Regents, The University of Texas System, Part 1, Chapter VI, Section 3*, and in Title V, Rules on Student Services and Activities of the university's *Handbook of Operating Procedures*. Copies of these rules and regulations are available to students in the Office of the Dean of Students, where staff members are available to assist students in interpreting the rules and regulations (SU 1.602, 972/883-6391).

A student at the university neither loses the rights nor escapes the responsibilities of citizenship. He or she is expected to obey federal, state, and local laws as well as the Regents' Rules, university regulations, and administrative rules. Students are subject to discipline for violating the standards of conduct whether such conduct takes place on or off campus, or whether civil or criminal penalties are also imposed for such conduct.

Academic Integrity

The faculty expects from its students a high level of responsibility and academic honesty. Because the value of an academic degree depends upon the absolute integrity of the work done by the student for that degree, it is imperative that a student demonstrate a high standard of individual honor in his or her scholastic work.

Scholastic dishonesty includes, but is not limited to, statements, acts or omissions related to applications for enrollment or the award of a degree, and/or the submission as one's own work or material that is not one's own. As a general rule, scholastic dishonesty involves one of the following acts: cheating, plagiarism, collusion and/or falsifying academic records. Students suspected of academic dishonesty are subject to disciplinary proceedings.

Plagiarism, especially from the web, from portions of papers for other classes, and from any other source is unacceptable and will be dealt with under the university's policy on plagiarism (see general catalog for details). This course will use the resources of turnitin.com, which searches the web for possible plagiarism and is over 90% effective.

Email Use

The University of Texas at Dallas recognizes the value and efficiency of communication between faculty/staff and students through electronic mail. At the same time, email raises some issues concerning security and the identity of each individual in an email exchange. The university encourages all official student email correspondence be sent only to a student's U.T. Dallas email address and that faculty and staff consider email from students official only if it originates from a UTD student account. This allows the university to maintain a high degree of confidence in the identity of all individual corresponding and the security of the transmitted information. UTD furnishes each student with a free email account that is to be used in all communication with university personnel. The Department of Information Resources at U.T. Dallas provides a method for students to have their U.T. Dallas mail forwarded to other accounts.

Withdrawal from Class

The administration of this institution has set deadlines for withdrawal of any college-level courses. These dates and times are published in that semester's course catalog. Administration procedures must be followed. It is the student's responsibility to handle withdrawal requirements from any class. In other words, I cannot drop or withdraw any student. You must do the proper paperwork to ensure that you will not receive a final grade of "F" in a course if you choose not to attend the class once you are enrolled.

Student Grievance Procedures

Procedures for student grievances are found in Title V, Rules on Student Services and Activities, of the university's *Handbook of Operating Procedures*.

In attempting to resolve any student grievance regarding grades, evaluations, or other fulfillments of academic responsibility, it is the obligation of the student first to make a serious effort to resolve the matter with the instructor, supervisor, administrator, or committee with whom the grievance originates (hereafter called "the respondent"). Individual faculty members retain primary responsibility for assigning grades and evaluations. If the matter cannot be resolved at that level, the grievance must be submitted in writing to the respondent with a copy of the respondent's School Dean. If the matter is not resolved by the written response provided by the respondent, the student may submit a written appeal to the School Dean. If the grievance is not resolved by the School Dean's decision, the student may make a written appeal to the Dean of Graduate or Undergraduate Education, and the dean will appoint and convene an Academic Appeals Panel. The decision of the Academic Appeals Panel is final. The results of the academic appeals process will be distributed to all involved parties.

Copies of these rules and regulations are available to students in the Office of the Dean of Students, where staff members are available to assist students in interpreting the rules and regulations.

Incomplete Grade Policy

As per university policy, incomplete grades will be granted only for work unavoidably missed at the semester's end and only if 70% of the course work has been completed. An incomplete grade must be resolved within eight (8) weeks from the first day of the subsequent long semester. If the required work to complete the course and to remove the incomplete grade is not submitted by the specified deadline, the incomplete grade is changed automatically to a grade of **F**.

Disability Services

The goal of Disability Services is to provide students with disabilities educational opportunities equal to those of their non-disabled peers. Disability Services is located in room 1.610 in the Student Union. Office hours are Monday and Thursday, 8:30 a.m. to 6:30 p.m.; Tuesday and Wednesday, 8:30 a.m. to 7:30 p.m.; and Friday, 8:30 a.m. to 5:30 p.m.

The contact information for the Office of Disability Services is:
The University of Texas at Dallas, SU 22
PO Box 830688
Richardson, Texas 75083-0688
(972) 883-2098 (voice or TTY)

Essentially, the law requires that colleges and universities make those reasonable adjustments necessary to eliminate discrimination on the basis of disability. For example, it may be necessary to remove classroom prohibitions against tape recorders or animals (in the case of dog guides) for students who are blind. Occasionally an assignment requirement may be substituted (for example, a research paper versus an oral presentation for a student who is hearing impaired). Classes

enrolled students with mobility impairments may have to be rescheduled in accessible facilities. The college or university may need to provide special services such as registration, note-taking, or mobility assistance.

It is the student's responsibility to notify his or her professors of the need for such an accommodation. Disability Services provides students with letters to present to faculty members to verify that the student has a disability and needs accommodations. Individuals requiring special accommodation should contact the professor after class or during office hours.

Religious Holy Days

The University of Texas at Dallas will excuse a student from class or other required activities for the travel to and observance of a religious holy day for a religion whose places of worship are exempt from property tax under Section 11.20, Tax Code, Texas Code Annotated.

The student is encouraged to notify the instructor or activity sponsor as soon as possible regarding the absence, preferably in advance of the assignment. The student, so excused, will be allowed to take the exam or complete the assignment within a reasonable time after the absence: a period equal to the length of the absence, up to a maximum of one week. A student who notifies the instructor and completes any missed exam or assignment may not be penalized for the absence. A student who fails to complete the exam or assignment within the prescribed period may receive a failing grade for that exam or assignment.

If a student or an instructor disagrees about the nature of the absence [i.e., for the purpose of observing a religious holy day] or if there is similar disagreement about whether the student has been given a reasonable time to complete any missed assignments or examinations, either the student or the instructor may request a ruling from the chief executive officer of the institution, or his or her designee. The chief executive officer or designee must take into account the legislative intent of TEC 51.911(b), and the student and instructor will abide by the decision of the chief executive officer or designee.

Off-Campus Instruction and Course Activities

Off-campus, out-of-state, and foreign instruction and activities are subject to state law and University policies and procedures regarding travel and risk-related activities. Information regarding these rules and regulations may be found at the website address given below. Additional information is available from the office of the school dean. (http://www.utdallas.edu/BusinessAffairs/Travel_Risk_Activities.htm)

These descriptions and timelines are subject to change at the discretion of the Professor.