

EARLY AMERICAN LITERATURE + *the Underground Anthology*

ENGL 3210 (A) • Spring 2020 • 3 Credits • Monday/Wednesday/Friday • 1:00 PM – 1:50 PM • West Hall 2203

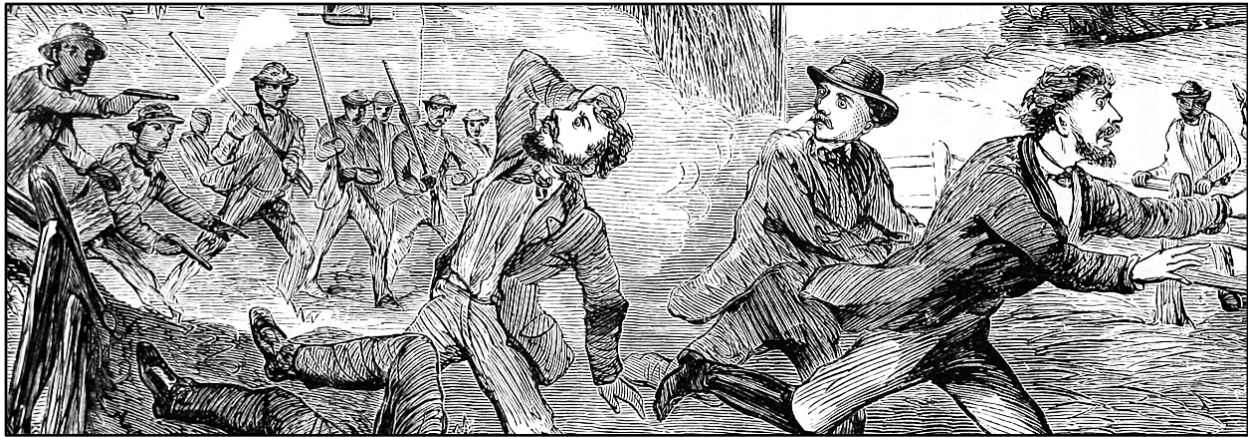


Image of “The Christiana Tragedy” from *The Underground Railroad* by William Still (1872).

CONTACT INFORMATION AND STUDENT HOURS

Professor: Dr. Nicholas E. Miller (He/Him/His)
Email: nemiller@valdosta.edu
Mobile: (314) 750-8185
Office: West Hall 2106
Student Hours: Tuesdays and Wednesdays • 3:00 PM – 5:00 PM

Student hours are opportunities for you to ask questions, to get help with assignments, to review course readings, to talk about connections between our class materials and other work, etc. These conversations are generally student-directed, but I can also help you to articulate your questions and goals.

Please note that I am also available to meet by appointment.

COURSE DESCRIPTION

The official catalog description for this course describes it as “a survey of the historical and formal development of pre-1865 American literature, with an emphasis on major writers and movements as well as on terms and concepts relevant to the study of American literature before the Civil War.” Yet what makes a writer or a movement *major*—and in *whose* eyes? Similarly, what makes certain terms or concepts *relevant*—and to *whom*? A course syllabus, much like an anthology, is predicated on the choices that institutions and professors make about which authors, contexts, forms, and narratives *matter*. These choices inevitably privilege certain voices while excluding others. This semester, we will interrogate those choices—and the very idea of an early American literary “canon”—by foregrounding texts that have been featured primarily at the margins of American literature.¹ In other words, instead of reading American literature as the product of (mostly) white heterosexual men with a few black and indigenous writers placed at its margins, this course deliberately places other writers at the center of our studies. Together, we will examine the narratives often found in “standard” literature anthologies and experiment with alternative origins and new trajectories for early American literary studies. Along the way, I will invite you to be co-collaborators in imagining different possibilities for how universities assign, read, and teach early American literature. By the end of the semester, I will ask you to create your own annotated table of contents for an “underground anthology” that will help to shape how this course is taught in the future.

¹ A literary “canon” is a collection of texts that have been deemed important, influential, and worthy of study.

COURSE OBJECTIVES

These objectives have been adapted from the VSU Core Curriculum and the English Major Requirements:

- To develop a knowledge of diverse American literatures and an ability to examine them critically.
- To write, speak, and otherwise communicate with clarity, precision, and sophistication.
- To conduct research carefully and systematically, utilizing appropriate technologies, and to apply that research to the study of diverse American literatures, languages, and cultures.
- To understand the cultural and historical contexts of written communication in the Americas.

REQUIRED TEXTS AND PLATFORMS

There are four required texts for this course that are available for purchase in the bookstore or online:

- Phillis Wheatley, *Complete Writings of Phillis Wheatley*. ISBN: 978-0140424300.
- William Apess, *On Our Own Ground*. ISBN: 978-0870237706.
- John Rollin Ridge, *Life and Adventures of Joaquin Murieta*. ISBN: 978-0143132653.
- Theodore Winthrop, *Cecil Dreeme*. ISBN: 978-0812223651.

All other readings for this course—which are denoted with an asterisk (*) in the course calendar—can be found as PDFs on both BlazeVIEW and Perusall at <http://myvsu.valdosta.edu> and <http://app.perusall.com>. You will need to have a Perusall account for this course. If you do not already have one, you can create an account at <http://app.perusall.com>. Please use the course code 'MILLER-5ZNG8' to enroll in this course.

COURSE GRADING

ENGAGEMENT WITH COURSE READINGS

- Class Participation (10%)
- Digital Annotations (30%)

UNDERGROUND ANTHOLOGY ASSIGNMENTS

- Excerpt Assignments (20%)
- Text Recovery Assignments (15%)
- Unit Description Assignments (10%)
- Annotated Table of Contents (15%)

Please submit all assignments to the appropriate platform by 11:59 PM on the due date *unless otherwise directed*. For each day an assignment is late, I may lower your grade by one grade increment.

Please note that you must complete ALL assignments in order to receive a passing grade for this course.

COURSE ASSIGNMENTS

CLASS PARTICIPATION

My philosophy on participation is adapted from an old David Foster Wallace syllabus: “Our class can’t function without student participation—it will become just me giving a half-assed ad-lib lecture for 50 minutes, which will be horrible. There is, therefore, a percentage of your grade that concerns the quantity and quality of your participation in class. The truth is, I’m more concerned about creating an environment in which all students feel free to say what they think, ask questions, object, criticize, request clarification, return to a previous subject, respond to someone else’s response, etc.”

DIGITAL ANNOTATIONS

Most of your assigned readings, or those which are available as PDFs, will need to be completed on Perusall. You are required to annotate those readings *before* attending class on the assigned due dates. These digital annotations will be your primary vehicle for engaging in conversations with your peers this semester and will demonstrate your ability to read critically. For more information on how to annotate your texts or how to use Perusall, please see the supplementary materials on BlazeVIEW.

EXCERPT ASSIGNMENTS

For each of these assignments, you will need to imagine yourself as an editor tasked with putting together an American literature anthology. I will ask you to select an excerpt (or small selection) from each of the four required books for this course to include in your anthology (those by Phillis Wheatley, William Apess, John Rollin Ridge, and Theodore Winthrop). You will also need to write a justification for your decisions. The parameters will differ slightly book-by-book, but for all of them you will need to be selective. The length of these assignments will be relatively short, but your justifications still need to be clear, concise, and thoughtful. Additional information is available on BlazeVIEW.

TEXT RECOVERY ASSIGNMENTS

For each of these assignments, you will need to locate a text from our period—i.e. from ‘Beginnings’ to 1865—that is *not* included in this syllabus nor the Norton and Heath anthologies. The contents of these anthologies are available on BlazeVIEW. Once you locate a compelling text, you will need to provide a proper citation and a brief justification for why the text should be included in future versions of this course. To do this, you will need to consider what voices should be foregrounded in this course (or which are missing), identify other key themes for the course, and speculate as to how one might teach the text. Our embedded librarian, Emily Rogers, will be available to help with this research.

UNIT DESCRIPTION ASSIGNMENTS

For each of these assignments, you will need to select five texts from the syllabus that could work together as a unit in an imagined anthology. I will then ask you to write up a brief unit description; or, in other words, an introduction to the unit in your imagined anthology that includes those texts. To do this, you will need to demonstrate a knowledge of the selected texts, as well as an understanding of the historical and/or cultural themes that inform them. You may need to do outside research to complete these assignments successfully. A model for these assignments is available on BlazeVIEW.

ANNOTATED TABLE OF CONTENTS

For this final assignment, you will again need to imagine yourself as an editor tasked with putting together an American literature anthology. In that capacity, I will ask you to create an annotated table of contents for this (short) anthology. More specifically, I will ask you to create *a list of texts that could be used to teach this particular class in the future*. To do this, you will need to select a reasonable number of texts for fifteen weeks of classes, determine the order in which they should be read, and offer a justification for the inclusion of each text. That justification should consider why the text *matters*, what it *contributes*, and how it might work with the other texts you have selected. There will be no restrictions on what texts you can choose for this assignment, and I will use your final submissions to shape the narrative of this course in the future. Model annotations are available on BlazeVIEW.

EMBEDDED LIBRARIAN

Emily Rogers will serve as the embedded librarian for this course and will make herself available to assist you with any library research needs you may have. You may contact Emily through her VSU email at ecrogers@valdosta.edu or by phone at (229) 245-3748. Emily is also available in-person to answer questions and can provide you with face-to-face or online research appointments.

COURSE POLICIES

ACADEMIC INTEGRITY

You are bound by the university policy on academic integrity. All references to ideas and texts other than your own must be indicated through appropriate citations and footnotes. *You are responsible for being aware of and following the rules regarding the university academic integrity policy.* Be sure to review Valdosta State University's Academic Integrity Code or consult with me if you have questions.

EMAIL AND COMMUNICATIONS POLICY

Please address all emails to me using your VSU email address. To reach me quickly, it is generally better to send emails outside of BlazeVIEW, if possible—I can be slow to respond in BlazeVIEW. When I need to communicate with you or send out class announcements, those messages will be addressed primarily to your VSU email address. I generally try to respond to email inquiries within 24-48 hours.

CLASS CONTENT AND DISCOMFORT STATEMENT

In this course, we will address ideas, topics, and theories that may challenge your taken-for-granted and “sacred” beliefs about race, ethnicity, gender, sexuality, class, nationality, religion, ability, etc. In discussing how power and injustice operate and how they are experienced as oppression, subjugation, and violence by various persons, it is possible that you may feel some discomfort, guilt, anger, anxiety, or sadness. These feelings are normal responses to exploring such issues and they can be critical to the learning process. These feelings also have the potential to support a deeper understanding of structural inequalities, individual suffering, empathy, and human interconnectedness. *I will do my best this semester to create a community in which these feelings can be discussed openly and honestly.* I encourage you to share your ideas for making our class an inclusive space in which all students can thrive.

UNDOCUMENTED STUDENT SUPPORT

As an educator, I fully support the rights of undocumented students to an education and to live free from the fear of deportation. I also recognize that immigration is a complex phenomenon with broad impact—particularly for those who are directly affected by it, as well as those who are indirectly affected by their relationships with family members, friends, and loved ones. I want *all* students, regardless of immigration status or country of origin, to feel a sense of belonging and safety as they pursue their goals. With that in mind, *I commit to not sharing your status with anyone if you reveal it to me.* I would also remind you that, by federal law, faculty and other school officials at VSU *cannot* disclose personal information about students without permission—that includes your immigration status.

POLICY ON CHILDREN IN THE CLASSROOM

As Valdosta State University does not have a formal policy on children in the classroom, I have decided to adopt my own. First, all exclusively breastfeeding babies are welcome in class as often as necessary. For older children and babies, I understand that unforeseen disruptions in childcare can place parents in the difficult position of having to miss class to stay home. Please know that you are welcome to bring your child to class to cover periodic gaps in childcare. I ask that *all* students work with me to create a welcoming environment that is respectful of our diversity in terms of parenting status. Please feel free to contact me at any time if you are having difficulty with the school-parenting balance.

TECHNOLOGY STATEMENT

The use of phones, tablets, notebook computers, and other electronic devices to access to course content *is strongly encouraged.* That being said, you should use your electronic devices in class *only* as readers for texts available in digital formats or for note-taking (unless otherwise instructed). We know that Intellectual work requires sustained focus; this cannot occur while you are also checking your messages, emails, or other websites. If I discover you using an electronic device for any reason other than class purposes, I reserve the right to mark you absent or tardy for that class period.

TITLE IX STATEMENT

VSU is committed to creating a diverse and inclusive work and learning environment that is free from discrimination and harassment. VSU is dedicated to creating an environment where all campus community members feel valued, respected, and included. As such, VSU prohibits discrimination—on the basis of race, color, ethnicity, national origin, sex (including sexual harassment and sexual violence), sexual orientation, gender identity, religion, age, disability, genetic information, or veteran status—in the University's programs and activities as required by applicable laws and regulations such as Title IX. The individual designated with responsibility for coordination of compliance efforts and receipt of inquiries concerning nondiscrimination policies is the University's Title IX Coordinator. Contact information for the Title IX Coordinator can be found here: titleix@valdosta.edu, 1208 N. Patterson Street, Valdosta State University, Valdosta, Georgia, 31698, 229-333-5463.

ACCOMMODATIONS STATEMENT

Those of you with disabilities who experience barriers in this course may contact the VSU Access Office for assistance in determining and implementing accommodations. The Access Office is located in Farbar Hall. The phone numbers are 229-245-2498 (V) and 229-375-5871. For more information, please visit the Access Office or feel free to contact them via email at access@valdosta.edu.

MENTAL HEALTH STATEMENT

As a student, you may experience a range of challenges that interfere with learning, such as strained or violent relationships, death and loss, anxiety, substance use, depression, difficulty concentrating, and lack of motivation. These concerns may diminish your performance in class and reduce your ability to participate in school activities. *There are services available to you.* You can learn about these mental health services at: <http://www.valdosta.edu/student/student-services/counseling-center>.

USE OF THE SYLLABUS

A syllabus is a tentative document and may be revised at my discretion. You should check it regularly and update your calendars when deadlines or assignments change. Questions about class can often be answered by consulting the syllabus. A best practice for being successful is to read the syllabus in its entirety. *Once you have read this syllabus, please email me an image of your favorite underground figure.*

COURSE CALENDAR

WEEK 1 — YOU NEVER GET A SECOND CHANCE TO MAKE A FIRST IMPRESSION

MONDAY, 1/13

- Introductions and Community Building
- Small-Group Interviews and AMA (Ask Me Anything!)
- EXTRA CREDIT ANNOTATION: Course Syllabus

WEDNESDAY, 1/15

- Overview of the *Underground Anthology* Assignments

FRIDAY, 1/17

- MEET IN ODUM LIBRARY #3270: To prepare for the Text Recovery Assignments, we will meet with our class librarian (Emily Rogers) in Odum Library instead of our assigned classroom.

WEEK 2 — IN THE BEGINNING: TURTLES, TRICKSTERS, AND TWO-SPIRIT TALES

MONDAY, 1/20

- NO CLASS: Please enjoy Martin Luther King, Jr. Day!

WEDNESDAY, 1/22

- Iroquois, “The Foundation of the Great Island” (r. 1827)*
- Hopi, “The First Tale of Spider Woman” (r. 1919)*
- Navajo, Selections from “The Story of the Emergence” (r. 1942)*
- Oneida, “An Oneida Maiden Hero” (r. 1902)*
- Tewa, “Laughing Warrior Girl” (r. 1928)*

FRIDAY, 1/24

- Iroquois, “The Flying Head” (r. 1839)*
- Omaha, “The Winkte Way” (r. 1971)*
- Mohave, “The First Alyha” (r. 1972)*
- Menomini, “Mä’näbus Outwits Turtle” (r. 1915)*
- Winnebago, Selections from “Winnebago Trickster Cycle” (r. 1916)*

WEEK 3 — IN THE BEGINNING: GOSPELS, GOOP, AND GENDER TROUBLE

MONDAY, 1/27

- Egyptian, “Creation Story According to Rê” (Undated)*
- Bantu, “Bumba’s Creation” (Undated)*
- Ashanti, “How Spider Obtained Sky-God’s Stories” (Undated)*
- Seneca, “The Story of Hahskwahot” (Undated)*

WEDNESDAY, 1/29

- Various, “Trickster Seeks Endowments” (Undated)*
- Apache, “Coyote Fights a Lump of Pitch” (Undated)*
- Frederick Douglass, Selections from *Life of an American Slave* (1845)*
- Joel Chandler Harris, “Brer Rabbit and the Tar Baby” (1880)*

FRIDAY, 1/31

- Selections from *King James Bible* (t. 1611)*
- Selections from *The Gospel of Thomas* (Undated)*
- Selections from *The Gospel of Mary* (Undated)*
- Selections from *The Acts of Paul and Thecla* (Undated)*
- EXTRA CREDIT ANNOTATION: James Weldon Johnson, “The Creation” (1927)*

WEEK 4 — SETTLER COLONIALISM AND NARRATIVES OF ‘NEW SPAIN’

MONDAY, 2/3

- Garcí Rodríguez de Montalvo, Selections from *The Exploits of Esplandián* (1510)*
- Hernán Cortés, Selections from “Fourth Letter to Emperor Charles V” (1524)*
- Pedro de Unamuno, Selections from *Voyage to California* (1587)*
- EXTRA CREDIT ANNOTATION: Pedro de Calderón y Henríquez, “The Memorial” (1768)*

WEDNESDAY, 2/5

- Bartolomé de las Casas, Selections from *Brief Relation of the Devastation of the Indies* (1552)*
- Michael de Carvajal and Luis Hurtado de Toledo, *The Court of Death* (1557)*

FRIDAY, 2/7

- Inca Garcilaso de la Vega, Selections from *Florida of the Inca* (1605)*
- Carlos de Sigüenza y Góngora, Selections from *The Misfortunes of Alonso Ramírez* (1690)*

WEEK 5 — ‘WELL-BEHAVED WOMEN SELDOM MAKE HISTORY’

MONDAY, 2/10

- Catalina de Erauso, *The Life and Events of the Nun Lieutenant* (1646)*

WEDNESDAY, 2/12

- Anne Bradstreet, *Select Poetry* (1660s-1670s)*
- Sor Juana Inés de la Cruz, *Select Poetry* (1680s-1690s)*

FRIDAY, 2/14

- Thomas Hutchinson, “The Examination of Mrs. Anne Hutchinson” (1637)*
- Mary Dyer, “To the General Court Now in Boston” (1659)*
- Elizabeth Hooton, *Select Letters* (1660s)*
- **TEXT RECOVERY ASSIGNMENT #1 DUE**

WEEK 6 — INDIGENEITY, INEQUALITY, AND THE INSTITUTION OF SLAVERY

MONDAY, 2/17

- Briton Hammon, *A Narrative of the Uncommon Sufferings* (1760)*
- Johnson Green, *The Life and Confession of Johnson Green* (1786)*
- Belinda, *Selections from Petitions* (1780s)*

WEDNESDAY, 2/19

- Pontiac/Obwandiyag, “Speech at Detroit” (1763)*
- Samson Occom, “Sermon on Temperance and Morality” (1771)*
- Mary “Molly” Brant/Tekonwatonti, *Letters to Judge Daniel Claus* (1770s)*
- Nancy Ward/Nanye’hi, *Select Speeches* (1780s)*

THURSDAY, 2/20

- EXTRA CREDIT PRESENTATION: I will be giving a presentation titled, “Why Black Lives (Still) Matter” as part of the Black History Month Faculty Speaker Series at 7:00 p.m.

FRIDAY, 2/21

- Hannah Griffitts, “The Female Patriots” (1768)*
- Abigail Adams, *Select Correspondence* (1770s)*
- Judith Sargent Murray, “On the Equality of the Sexes” (1790)*
- EXTRA CREDIT ANNOTATION: Elizabeth Cady Stanton, “Declaration of Sentiments” (1848)*
- **UNIT DESCRIPTION ASSIGNMENT #1 DUE**

WEEK 7 — THE DIFFICULT MIRACLE OF BLACK POETRY IN AMERICA

MONDAY, 2/24

- Phillis Wheatley, *Poems on Various Subjects, Religious and Moral* (1773) [Pages 5-65]
- Jupiter Hammon, “An Address to Miss Phillis Wheatley” (1779)*

WEDNESDAY, 2/26

- Phillis Wheatley, “Extant Poems” (Undated) [Pages 67-103]
- Thomas Jefferson, *Selections from Notes on the State of Virginia* (1785)*

FRIDAY, 2/28

- Phillis Wheatley, “Letters” (1770s) [Pages 139-162]
- EXTRA CREDIT ANNOTATION: June Jordan, “The Difficult Miracle of Black Poetry” (2002)*

WEEK 8 — REVOLUTIONARY THEOLOGY AND BLACK CHRISTIAN CONSCIOUSNESS

MONDAY, 3/2

- Lemuel Haynes, “Liberty Further Extended” (1776)*
- John Marrant, Selections from *A Narrative of the Lord’s Wonderful Dealings* (1785)*
- Jupiter Hammon, “An Address to the Negroes” (1787)*

WEDNESDAY, 3/4

- Absalom Jones and Richard Allen, *A Narrative of the Proceedings of the Black People* (1794)*
- Selections from *The Doctrines and the Discipline of the AME Church* (1817)*

FRIDAY, 3/6

- Maria W. Stewart, “Religion and the Pure Principles of Morality” (1831)*
- Maria W. Stewart, “Why Sit Ye Here and Die?” (1832)*
- Jarena Lee, Selections from *The Life and Religious Experience of Jarena Lee* (1836)*
- **EXCERPT ASSIGNMENT DUE: PHILLIS WHEATLEY**

WEEK 9 — NATIVE MEMOIRS, CULTURAL AUTONOMY, AND INDIGENOUS SURVIVANCE

MONDAY, 3/9

- William Apess, *A Son of the Forest* (1831) [Pages 3-52]

WEDNESDAY, 3/11

- Andrew Lewis, White Eyes, and others, “Treaty of Fort Pitt” (1778)*
- Tuskeneah, “Letter to Andrew Jackson” (1831)*
- William Apess, “An Indian’s Looking-Glass for the White Man” (1833) [Pages 155-161]

FRIDAY, 3/13

- William Apess, *Eulogy on King Philip* (1836) [Pages 275-310]
- **TEXT RECOVERY ASSIGNMENT #2 DUE**

WEEK 10 — SPRING RECESS

MONDAY, 3/16

- NO CLASS: Please enjoy the Spring Recess!

WEDNESDAY, 3/18

- NO CLASS: Please enjoy the Spring Recess!

FRIDAY, 3/20

- NO CLASS: Please enjoy the Spring Recess!

WEEK 11 — REVOLUTION, SOVEREIGNTY, AND BLACK NATIONALISMS IN AMERICA

MONDAY, 3/23

- Thomas Jefferson, et al., “U.S. Declaration of Independence” (1776)*
- François Dominique Toussaint L’Ouverture, “Constitution of Haiti” (1801)*
- Jean-Jacques Dessalines, “Liberty or Death” (1804)*

WEDNESDAY, 3/25

- Leonora Sansay, *Secret History; or, The Horrors of St. Domingo* (1808)*
- EXTRA CREDIT ANNOTATION: Uriah Derick D’Arcy, *The Black Vampyre* (1819)*

FRIDAY, 3/27

- Baron de Vastey, *The Colonial System Unveiled* (1814)*
- **EXCERPT ASSIGNMENT DUE: WILLIAM APSS**

WEEK 12 — SLUMBERING VOLCANOES AND THE SPECTACULAR VIOLENCE OF SLAVE REBELLION

MONDAY, 3/30

- Various, “Early Abolitionist Sketches” (1790s)*

WEDNESDAY, 4/1

- David Walker, Selections from *David Walker’s Appeal* (1829)*
- Sarah Mapps Douglass, “The Cause of the Slave Became My Own” (1832)*

FRIDAY, 4/3

- Nat Turner and Thomas S. Gray, *The Confessions of Nat Turner* (1831)*
- EXTRA CREDIT ANNOTATION: Victor Séjour, “The Mulatto” (1837)*
- **UNIT DESCRIPTION ASSIGNMENT #2 DUE**

WEEK 13 — UNSETTLING COLONIALISM: NATIVE NARRATIVES AND THE NINETEENTH CENTURY

MONDAY, 4/6

- Jane Johnston Schoolcraft, “Moowis, The Indian Coquette” (1827)*
- Jane Johnston Schoolcraft, “Mishösha, or the Magician and His Daughters” (1827)*
- Catharine Beecher, “Circular Addressed to the Benevolent Ladies of the U. States” (1829)*
- EXTRA CREDIT ANNOTATION: Joel Clough, “Confession of Joel Clough” (1833)*

WEDNESDAY, 4/8

- John Rollin Ridge, *Life and Adventures of Joaquin Murieta* (1854) [Begin the Novel]

FRIDAY, 4/10

- John Rollin Ridge, *Life and Adventures of Joaquin Murieta* (1854) [Finish the Novel]
- **TEXT RECOVERY ASSIGNMENT #3 DUE**

WEEK 14 — REORIENTING AMERICA; OR, TO MAKE THINGS PERFECTLY QUEER

MONDAY, 4/13

- Anonymous, *The Story of Constantius and Pulchra* (1789)*
- Herman Mann, *The Female Review* (1797)*
- EXTRA CREDIT ANNOTATION: Anonymous, “Alcander and Rosilla” (1798)*

WEDNESDAY, 4/15

- Julia Ward Howe, Selections from *The Hermaphrodite* (1840s)*
- EXTRA CREDIT ANNOTATION: Leonora Siddons, “The Female Warrior” (1843)*

FRIDAY, 4/17

- Anonymous, “The Man Who Thought Himself a Woman” (1857)*
- Rose Terry Cooke, “My Visitation” (1858)*
- **EXCERPT ASSIGNMENT DUE: JOHN ROLLIN RIDGE**

WEEK 15 — RACE AND HOMONATIONALISM; OR, TO ‘DREEME’ IN BLACK AND WHITE

MONDAY, 4/20

- Theodore Winthrop, *Cecil Dreeme* (1861) [Chapters I–XI]

WEDNESDAY, 4/22

- Theodore Winthrop, *Cecil Dreeme* (1861) [Chapters XII–XXII]

FRIDAY, 4/24

- Theodore Winthrop, *Cecil Dreeme* (1861) [Chapters XXIII–XXX]

WEEK 16 — LITERARY BONDAGE: SPEECH, SILENCE, AND AMERICAN SLAVE NARRATIVES

MONDAY, 4/27

- Harriet Wilson, *Our Nig* (1859)*
- Harriet Tubman, Selections from *Scenes in the Life* (1869)*

WEDNESDAY, 4/29

- Sojourner Truth, “Ar’n’t I a Woman?” (1851)*
- Francis E. W. Harper “The Slave Mother” (1856)*
- Francis E. W. Harper, “The Two Offers” (1859)*
- Francis E. W. Harper, “Our Greatest Want” (1859)*

FRIDAY, 5/1

- William Boen and others, *Anecdotes and Memoirs of William Boen* (1834)*
- Harriet Jacobs, Selections from *Incidents in the Life of a Slave Girl* (1861)*
- **EXCERPT ASSIGNMENT DUE: THEODORE WINTHROP**

WEEK 17 — ALL GOOD THINGS MUST COME TO AN END

MONDAY, 5/4

- Frederick Douglass, “What to the Slave is the Fourth of July?” (1852)*
- Sarah Parker Remond, “The Negroes in the United States of America” (1862)*

WEDNESDAY, 5/6

- **ANNOTATED TABLE OF CONTENTS DUE**