

Uncle Tom's Cabin: The Novel, Its Sources, and Literary Responses in the 19th Cent.

Professor Steve Tracy 304 New Africa House Office Hours T-TH 9:30-10:45

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Essential Website: *Uncle Tom's Cabin* and American Culture

<http://www.iath.virginia.edu/utc/index2f.html>

Texts (Available at Food For Thought:

Uncle Tom's Cabin: The Novel, Its Sources, and Literary Responses in the 19th Cent.

This course will consist of an intensive study of Harriet Beecher Stowe's *Uncle Tom's Cabin*. We will explore Stowe's sources, the novel itself, her response to criticism from both sides of the aisle, and books that were written in response to her novel. Texts will be supplemented by audio and visual aids and live performances.

Asterisked titles are available online at the above website if you prefer

William Wells Brown et al. *Three Classic African American Novels*. Vintage

Martin Delany. *Blake; or, the Huts of America*. Beacon*

Frederick Douglass. *Narrative of the Life of Frederick Douglass*. Dover*

Mary Eastman, *Aunt Phillis' Cabin**

Josiah Henson. *The Life of Josiah Henson*. Applewood

Solomon Northup. *Twelve Years a Slave*. Dover

Harriet Beecher Stowe. *Dred*. University of North Carolina Press

---. *A Key to Uncle Tom's Cabin*. Applewood*

---. *The Annotated Uncle Tom's Cabin*. W.W. Norton (annotations not online)*

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Goals:

- 1) To understand the genesis of Stowe's novel in various sources;
- 2) to root the novel in its historical, economic, political, racial, and gender contexts, discussing how the text also portrays its author;
- 3) to track a progression of Stowe's responses and developing attitudes toward slavery;
- 4) To plot the major responses to Stowe's work and what they reflect about the respondents;
- 4) to generate written and oral projects that discuss these elements clearly and in a nuanced fashion.

Evaluation

Final Paper—25% **DUE DECEMBER 1**

Project—25%

Class Participation--25%

Option of another project presentation or paper--25% **BY DECEMBER 1**

Syllabus

September 8-22: Frederick Douglass, *Narrative* (1845)*

Josiah Henson, *The Life of Josiah Henson* (1849)

Sept. 24-October 15: Harriet Beecher Stowe, *Uncle Tom's Cabin* (1852)*

A Key to Uncle Tom's Cabin (1853)*

Oct. 20-22: Film: *Uncle Tom's Cabin* (1927); UTC cartoons

Oct. 27-29: Mary Eastman, *Aunt Phillis' Cabin* (1852)*

Nov. 3-5: Solomon Northup, *Twelve Years a Slave* (1853)

Nov. 10-12: William Wells Brown, *Clotel* (1853)

Nov. 17-Dec. 1: Harriet Beecher Stowe, *Dred* (1856) **PAPER DUE DECEMBER 1**

Dec. 3-10: Martin Delany, *Blake; or, the Huts of America* (1859-1862)*

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Academic Honesty

The University requires honesty of all its members in their academic work. Honesty is necessary to the learning process, and is integral to the atmosphere of genuine inquiry and intellectual curiosity which the University seeks to foster. Academic dishonesty contradicts the expectations of a community whose central purpose is the pursuit of intellectual endeavor, and is prohibited in all programs of the University.

Academic dishonesty violates the University's Academic Honesty Policy, and any student who commits an act of academic dishonesty may be punished. Extensive examples of academic dishonesty are included in a memorandum from the Ombuds Office found in the Code of Student Conduct as is the entire policy and discipline and appeal procedure. The following are brief definitions of some of the most common forms of academic dishonesty:

Plagiarism is the failure to acknowledge the source of all information gathered in the preparation of class and written work. It includes direct quotation, paraphrase, and the "borrowing" of information or facts which are not common knowledge, without acknowledging the source through footnote, adequate means of citation, or proper quotation structure. Students are encouraged to learn the style most accepted in their disciplines.

Cheating is the intentional use or attempted use of materials, information, or study aids other than those specifically authorized, in an attempt to claim credit for learning not one's own. Under University policy, this can include unauthorized collaboration with others in conducting research or preparing work; the unauthorized use of commercial term paper companies; improper use of computer file, program, user-name, or password; use of books, notes, calculators, or discussion with others during an examination unless specifically authorized; falsification of signatures or initials; and repeated use of all or substantial portions of the same work without specific prior approval.

Fabrication includes the "invention" of information in any laboratory or other academic exercise without prior notice to and permission from the instructor; alteration and resubmission of returned academic work without prior notice and permission; and misrepresentation of the actual source from which information is cited.

Facilitation of dishonesty is knowingly helping or attempting to help another commit an act of academic dishonesty.

An instructor who finds that a student has violated the University's Academic Honesty Policy may lower the student's grade, or fail the student for the course. Students have the right to appeal such grade penalties by instructors. The University Academic Honesty Board, composed of faculty members and undergraduate and graduate students, reviews all student appeals.

Students who have been found to have committed acts of academic dishonesty may also face suspension or expulsion from the University.

The Ombuds Office administers the campus academic honesty appeal procedure. Any instructor wishing to penalize a student for academic dishonesty, and any student wishing to appeal an instructor's penalty, should contact the Ombuds Office, tel. 545-0867.

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Attendance

Attendance is mandatory. You must not miss more than 4 unexcused classes See

<http://www.umass.edu/provost/admin/policies/absence.html>

for more information.

--Class participation

Participation is an important element of this course. It is your opportunity to hear and be heard with regard to the subject matter we cover this semester. It should reflect your thoughtful preparation for this class, evidencing not only that you have read the material but that you have wrestled with it, contextualized it, generated an articulate expression of it, and left your mind open for an adjustment of your ideas as you listen to what others have to say. In order to get credit for class participation, you must do one or more of the following:

- 1) Answer questions posed by the instructor
- 2) Answer questions posed by other students
- 3) Provide intelligent insights on your own concerning the material under discussion
- 4) Generate intelligent questions that reveal that you have made an attempt to figure out the answer to the question you ask--that is, the questions are framed in such a way as to indicate some thought, contexts, possible answers, paradoxes or dilemmas, etc.
- 5) Relate the classroom discussion to contemporary social or political issues. Literature should have something to do with our lives, not merely be an historical artifact. I invite you to see your world in it, and to share it.

In order to get an A in class participation, you must participate well in 60% of discussion classes

a B	50%
a C	40%
a D	30%
an F	less than 30%

Please remember that 1) you must raise your hand and be recognized to participate
2) your participation should not be disruptive
3) your participation should be respectful of others' beliefs
4) you may not always be called on first even if your hand gets up first, especially if you have already participated that day. The goal is to give everyone a chance to participate. Let me know immediately if I am missing you.

You may check with me at any time to find out how well you are doing in class participation

I hope that this will be a friendly, open classroom with free discussion of many important ideas. I will do my best to see to it that it is. So should you. If you have not participated frequently in classroom discussions in the past, this is a great time to start. If you do not participate in 20% or more of our classes, you will receive an F as 25% of your final grade. You don't want that, and I don't want you to have it either. If you want some help in this area, just come and see me.

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Modifications for Disabilities

The University is committed to providing an accessible and equitable learning environment for all qualified students, and offers support services through two offices, depending on the type of disability a student has. Both offices are described in greater detail elsewhere in this Guide. Disability Services provides support for students with learning, physical, and medical disabilities. Students with psychological disabilities are served by the office for Counseling and Assessment Services (CAS) as part of the Undergraduate Advising and Academic Support Center. Disability Services is an agency within Student Affairs.

It is a student's responsibility to provide documentation of disability to the appropriate disabilities service office. Documentation of a medical, physical or psychological disability must come from an appropriate medical or other qualified professional care provider. Learning disabilities must be documented through current and formal psychoeducational assessment completed by qualified professionals trained in the assessment of learning disabilities. An Individualized Education Plan or a Section 504 plan is useful but is not, in and of itself, sufficient documentation to establish the rationale for accommodations.

The University does not waive requirements for students with disabilities, but allows reasonable modifications in programs and courses for students with documented disabilities. Degree and course requirements have been implemented for important educational reasons, and the University's goal is to provide the assistance necessary, through the support agencies, to enable students with disabilities to meet these requirements and fully participate in the educational experience that they encompass. For students with learning disabilities and students with hearing impairments, this includes modification of the foreign language and global education requirements of the Colleges of Arts and Sciences, to allow these students to meet the intent of the requirement through a method tailored to their individual circumstances.

Students must also request modifications well in advance to allow time for the appropriate disabilities office and faculty to coordinate reasonable accommodations. Particularly in the case of the foreign language requirement, students need to make arrangements for modifications as early as possible following admission. The University strongly encourages students with disabilities to take advantage of the support services offered.

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Project Options

Give an 8-10 minute (no more, no less) presentation to class fulfilling one of the following assignments. When you do your presentation, you should turn in the project / object (if you have done one) and an accompanying paper of 250-500 words that contains some form of your discussion in writing. Do not read your paper--or any written work--for your presentation.

1) Create a piece of visual art that utilizes in crucial ways aspects of the images of Afro-Americans as they are portrayed in one of the narratives or novels, and discuss in specific detail how it does so. This may be a collage, mobile, drawing, painting, or quilt, for example, or some other visual creation.

2) Analyze a work of visual art that has some crucial connection to the subject matter of the class, and discuss in specific detail how the issues we have discussed are reflected in the work. Please bring in a copy of the visual art for the class to see when you discuss it. Clear with me at least a week in advance the visual art you are going to discuss. Or ask for suggestions, if you'd like some.

3) Discuss a song that deals in some way with *Uncle Tom's Cabin*. You should make specific references to the music and/or lyrics, and to the way the song relates to the novel and to the time the song was composed. A copy of the lyrics for class members would likely be helpful to your discussion. David Diamond, Warrant, Julius Hemphill, "Little Eva: Uncle Tom's Guardian Angel" by John Greenleaf Whittier (with sheet music) are among the possibilities.

4) Pick a magazine or newspaper advertisement for the novel, play, or film. Discuss what visual and textual advertising strategies were used in relation to historical time and audience. Is the ad effective, and does it reveal something about both audience and advertisers? See me for suggestions.

5) Compose and perform your own song dealing with an element or elements of one of the narratives or novels. Discuss the form and content of what you have composed in relation to our discussions of the various works we have considered this semester..

Or--Generate your own option and clear it at least two weeks in advance with me

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--Paper Requirements

DUE BY DECEMBER 1

Write a clear, concise, specific, mechanically and grammatically impeccable essay that adheres to the MLA Handbook style in layout, note, and Works Cited form. Your arguments, style, grammar, punctuation, spelling, and any other element of your paper affecting the effective communication of your ideas will be evaluated in order to arrive at your grade on the paper.

Length: 10-15 pages, typed, double spaced.

Subject: Write a specific analysis, not merely a summary or paraphrase, of a work by one of the authors we read for class this semester that we did not discuss in class this semester. Make sure that you provide a specific thesis that states the theme of the work and lays out how your focus contributes to making the work mean what it means. You are welcome to show a thesis or draft(s) of your work to the professor for specific commentary, provided you allow the professor one week's time to return it. **Students caught plagiarizing will receive an F for the course.**

Your essay will be rated according to the following criteria:

1. How directly, fully, and accurately you answer the question and follow the directions;
2. How effectively your writing conveys your ideas stylistically;
3. How well you proofread and eliminate errors in punctuation, spelling, grammar, fragments/comma splices/fused sentences, and any other elements that interfere with the effective communication of your ideas;.
4. Typing your work, and stapling or paper-clipping your work together;
5. Turning in your paper on time
6. Providing an accurate word count at the bottom of the last page of your paper.

Late penalty for all projects/papers is one letter grade per day, weekend days included.

Attendance

Attendance is mandatory. If you miss more than 4 classes, you must drop the class or receive an F. A signed note from your doctor on the doctor's stationery is necessary for an excused illness. Other unavoidable absences will require signed official verification as well. These four absences are not free days. The only way you will not be penalized for exceeding the limit is if you have legitimate formal excuses for ALL absences.

