Course Description. In the story of nineteenth-century US literary history, Frederick Douglass and Herman Melville stand as towering figures. Both men looked deeply and thought passionately about the United States: its internal contradictions, its place in the larger world, its beauties and terrors, its exceptions and banalities. This study of two major US authors will explore them in tandem, placing the linguistic effervescence of Melville alongside the editorial precision of Douglass. In ENGL4305, we will explore how these writers responded to US imperialism and slavery, to the promises of human freedom, to the dramas of their moments and the matters they perceived as timeless. We will practice careful textual analysis and develop as more precise writers and readers across a wide range of literary genres and linguistic forms.

Course Objectives. This course will support the following learning goals:

- Introduce students to literary and cultural histories in the United States.
- Introduce students to theories of literary nationalism, racialization, textual aesthetics, and form through textual analysis.
- Introduce genre-based and comparative frameworks for literary analysis.
- Encourage students to make connections between imaginative texts and theoretical frameworks, and to articulate those connections with textual analysis and argumentation.

Required Texts

Assignments
Short Reading Responses. 3 @ 7% = 20%
Cultural Object Presentation & Summary (Melville): 10%
Periodical Project (Douglass): 20%
Final Exhibit Project (CCP): 20%
Discussion Posts: 30%

Each assignment will have assignment sheets/prompts available on Bb.

**Reading Responses.** Reading responses allow students to experiment with an argument in a short form, low risk format. In two reading responses, students should formulate a short thesis statement work through an example or two from the chosen text(s). In practical terms, the reading response is a practice for the final paper: a place to try out daring ideas, experiment with counter-intuitive arguments, organize observations around an unexpected or innovative question.

**Periodical Project.** The periodical project will require students to select, research, and interpret one of Frederick Douglass’s newspapers/magazines with reference to at least two issues. This project will encourage student engagement with digital databases, develop student vocabularies for media analysis, and support original research into African American print history.

**Melville Cultural Object.** Melville, and especially the novel *Moby-Dick*, have much cultural cache in various social contexts. For this assignment, you will find a cultural object—NOT one of Melville’s original published works—that uses a Melville text for reference, satire/humor, inspiration, commentary, or for some other recognizable purpose. You will upload an image of your object to our class Google Slideshow, along with a caption identifying your object. In addition to creating a slide for your object, you will submit an analysis/discussion document for assessment.

**Discussion Posts.** One of the ways we will develop online community is by using discussion boards to facilitate class discussion. Each week, you will post a minimum of two posts. On Mondays, you will submit a a traditional-style individual paragraph in response to some reading/thinking questions. On Wednesdays, you will post a record of the Discussion Conversation you have with your discussion buddy, also in response to a guiding idea. You can demonstrate your Discussion Conversation in any number of formats: a screen shot of a text/messaging thread, a pdf of an email chain, a link to a Twitter thread or conversation, a recording of a Webex, Zoom, Hangouts, or other virtual meeting; an audio file of a phone conversation or Anchor recording; a link to a collaborative Google document Slide deck or IM. The possibilities are only limited by your digital interfacing strategies and your imagination!

**Specific Course Policies.**

**Class Participation.**

Each week, you will contribute to a discussion board to demonstrate your engagement with the course content and your grasp of the course material. You will also work with your peers in class as discussion leader and writing collaborator. You will frequently collaborate with your classmates by reading and responding to their drafts. Major assignments will require your participation in peer workshop as part of your final assignment grade.

Studying Western literature in a serious way means getting to enjoy the pleasures of beautiful writing and the insights of sophisticated minds. It also means confronting violent histories, especially histories of race, sex, and labor. Our readings include accounts of physical abuses, rapes, and other harms, as well as the use of racist and sexist epithets. We might use a discussion forum to reflect upon how hard it can be to read this work, but all assigned readings are required. Also important is your willingness to engage thoughtfully, generously, and
sympathetically with your peers in this learning community. Please email Professor Salter to discuss any questions or concerns you may have about your own participation in this course.

Communication.

Work Expectations. All members of our learning community are expected to regularly check university email accounts and Blackboard messages. As a student in an online course, you should be working online more regularly than you would attend class, since you will also complete all your assignments online. I would suggest checking in with ENGL4305, through Blackboard, three times per week. It is advised that you check university email daily while a student at university.

The National Survey of Student Engagement suggests that successful university students spend as many as three (3) hours per week, outside of class, for every one (1) credit of a college course. Since ENGL4305.W is a 3-credit university course, that means the NSSE would recommend approximately 11 hours a week for reading, writing, and participation in an online class. [http://nsse.indiana.edu/](http://nsse.indiana.edu/)

Emailing. Students can expect a response to email queries on the same day during the business week (Monday–Friday) for emails sent before 7PM. If I have not responded to an email within 24 hours, please feel free to follow up. It is your responsibility to keep up with course emails sent through Blackboard or Islander Email. As a university student in an online course, you should check your university email every day.

Major Work Policies.

Submission Timing and Late Work. I expect assignments to be completed on time, as evidenced by the date stamp given to them by the Blackboard dropboxes. In general, submission will be allowed until 11:59PM on the due date. If you have conflicts, or something unexpected arises, do not hesitate to contact your instructor, and we'll arrive at a solution together.

You must hand in all major assignments to pass the course. Incompletes will not be given except under extenuating circumstances that are discussed with your instructor prior to assignment of final grades. Make sure you give yourself adequate time to succeed!

Submission Formatting Guidelines. You should title files with your last name and an identifying word (EX “Salter.Proposal”). All document files should be submitted in Microsoft Word or pdf format. Written work should be submitted with your name, date, a title, and page numbers. Please use no larger than 12pt font and 1” margins.

Students have free access to Office 365; visit [it.tamucc.edu/Office365/Office365.html](http://it.tamucc.edu/Office365/Office365.html)

Online Considerations

Scheduling. ENGL 4305.W is a regular college course and not a correspondence course. It isn’t designed for you to complete assignments entirely at your own pace. Part of my reasoning is about your learning as a student: you’ll learn as much from each other than you will from me, and I try to run an interactive course. Part of my reasoning is about my job as your instructor: I have scheduled coursework in such a way that I have time to read and respond to your work individually. Additionally, both the major curatorial assignment and the exams are cumulative—they reflect the reading, interacting, and synthesizing we do together as the semester progresses.

- You may post weekly discussions early; some activities will require you to revisit and reply to others’ work. Do not forget to return at the right time and complete these portions of weekly discussions.
- You may begin the major project early, but do so understanding that I’ve ordered our course content and structured our weekly
activities to move you through the process of your major project in stages. If you get too far ahead on those, you may end up heading in the wrong direction because you haven’t yet completed a key discussion activity or had a chance to benefit from peer review or feedback.

Communication and Online Learning: Interacting with each other is just as valuable as interacting with me. In general:
- Work extra hard to get to know other classmates. Reach out through email or Blackboard posts to support each other. If you have good info/tips on what is working for you, on resources, or other ideas, please share with the group so we can help each other learn.
- Remember that sarcasm and irony can be hard to interpret in an online context; consider the digital permanence of your communication in this course and in many online situations.
- Use the “Troubleshooting” forum in Blackboard to ask technical or process questions. The class will become its own community of practice, and you will be amazed at how good of a resource your colleagues can be.
- Don’t use discussion forums to ask or talk about grades. Grade discussions are private and should occur with your instructor only.

General Educational Policies
Classroom / Professional Behavior Online. Texas A&M University-Corpus Christi has a diverse student population that represents the population of the state. Our goal is to provide a high-quality educational experience that is free from repression. You are responsible for following the rules of the University, city, state and federal government. We expect that you will behave in a manner that is dignified, respectful and courteous to all people, regardless of sex, ethnic/racial origin, religious background, sexual orientation or disability. Behaviors that infringe on the rights of another individual will not be tolerated.

Please bear in mind that respectful behavior in an online learning community has certain specific elements. Your tone, facial expression, and other interpersonal social cues are not available in online communication, so err on the side of clarity, concision, and kindness in your online communications.

Disabilities Accommodations. The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please call or visit Disability Services at (361) 825-5816 in Corpus Christi Hall 116.
If you are a returning veteran and are experiencing cognitive and/or physical access issues in the classroom or on campus, please contact the Disability Services office for assistance at (361) 825-5816.

Basic Needs Statement. Insufficient basic needs--food, a safe living space--can affect your performance in classes and make your university experience more challenging. If you have difficulty affording groceries or accessing sufficient food, or you lack a safe and stable place to live, you might consider several resources on campus.
- Contact the Division of Student Engagement and Success for support. Specifically, the office of Student Assistance provides consultations, resource management, and institutional support for “extenuating circumstances.” Their website is here:
http://studentaffairs.tamucc.edu/StudentAssistance.html. The Student Assistance Coordinator is Kristeen Gonzalez. UC318, M-F 8AM-5PM. 361-825-2612

- If you do not have access to or cannot afford sufficient food, be aware that “Izzy’s Food Pantry” provides on-campus access to food. Find more information here: http://seas.tamucc.edu/FoodPantry/
- If you feel comfortable doing so, please talk with me and / or your other professors. We may be able to assist.

**Academic Misconduct.** TAMU-CC identifies “Academic Misconduct” as “engaging in an act that violates the standards of the academic integrity policy as described in the Student Code of Conduct and Procedure for Academic Misconduct Cases.” University students are expected to conduct themselves in accordance with the highest standards of academic honesty. Academic misconduct for which a student is subject to penalty includes all forms of cheating, such as illicit possession of examinations or examination materials, falsification, forgery, complicity or plagiarism. In this class, academic misconduct or complicity in an act of academic misconduct on an assignment or test will result in failure of the assignment in question, possible failure of the course, and possible disciplinary action at the university level.

**Plagiarism.** Academic misconduct includes plagiarism, the act of using someone else’s words and ideas without attribution. The TAMU-CC Student Code of Conduct defines Plagiarism as “Intentionally, knowingly, or carelessly presenting the work of another as one’s own without proper acknowledgement of the source, with the exception of information that is generally accepted as common knowledge. Examples:

- Using another’s work from print, web or other sources without acknowledging the source.
- Quoting from a source without citation.
- Using facts, figures, graphs, charts or information without acknowledgement of the source.
- Using a past assignment the student has completed as a portion of a new assignments, without providing citation.

Please note that without instructor permission, this is also considered a multiple submission violation.

We will discuss MLA citation style and the appropriate use of academic sources and conventions in several of our course units. If you are confused about citation of quotes or ideas, please visit the Writing Center or see me to get help. Information on MLA documentation rules and APA documentation rules is available at Purdue University’s OWL: http://owl.english.purdue.edu/, and from our local Writing Center at CASA.

Please do not hesitate to ask me any questions about academic misconduct and academic integrity at any time. See the TAMU-CC Student Code of Conduct for more detail. http://judicialaffairs.tamucc.edu/studentcofc.html

**Academic Advising.** The College of Liberal Arts requires that students meet with an Academic Advisor as soon as they are ready to declare a major. The Academic Advisor will set up a degree plan, which must be signed by the student, a faculty mentor, and the department chair. Degree plans are prepared in the CLA Academic Advising Center. The University uses an online Degree Audit system. Any amendment must be approved by the Department Chair and the Office of the Dean. All courses and requirements specified in the final degree plan audit must be completed before a degree will be granted. The College’s Academic Advising Center is located in Driftwood 203E, and can be reached...
It is imperative that all students visit regularly with an academic adviser. Each college within the university has an academic advising center, staffed by full-time, professional advisers to assist students with course selection, degree plans, and other academic matters. To find out how to contact the right adviser, go to: http://www.tamucc.edu/academics/advising.php
Students who have not declared a major are advised by the Academic Advising Transition Center. See: http://www.tamucc.edu/~aac

Dropping a Class. Although I hope we will learn together for the full duration of this semester, sometimes a student must drop a course. Please consult with your academic advisor, the Financial Aid Office, and your instructor (me) before you decide to drop this course. You must initiate the process to drop the course by going to the Student Services Center and filling out a course drop form. Just stopping attendance and participation WILL NOT automatically result in your being dropped from the class. This fall, the last day to drop a course with an automatic grade of “W” is November 5, 2020.

Grade Appeals. As stated in University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures, a student who believes that he or she has not been held to appropriate academic standards as outlined in the class syllabus, equitable evaluation procedures, or appropriate grading, may appeal the final grade given in the course. The burden of proof is upon the student to demonstrate the appropriateness of the appeal. A student with a complaint about a grade is encouraged to first discuss the matter with the instructor. For complete details, including the responsibilities of the parties involved in the process and the number of days allowed for completing the steps in the process, see University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures (available at http://academicaffairs.tamucc.edu/rules_procedures/assets/13.02.99.C0.03_student_grade_appeals.pdf). For complete details on the process of submitting a formal grade appeal, please visit the College of Liberal Arts website, http://cla.tamucc.edu/about/student-resources.html. For assistance and/or guidance in the grade appeal process, students may contact the Associate Dean’s Office.

Statement of Academic Continuity. In the event of an unforeseen adverse event, such as a major hurricane or global pandemic, classes could not be held on the campus of Texas A&M University–Corpus Christi. In such a circumstance, this course would continue through Blackboard and/or email. The syllabus and class activities might be modified to allow continuation of the course. Ideally, digital faculties (i.e., emails, web sites, and Blackboard) would be operational within two days of the closing of the physical campus. However, students need to make certain that the course instructor has a primary and a secondary means of contacting each student.

Proposed Schedule.
NB: Instructor reserves the right to make changes to the course schedule as necessary.
All page numbers and titles refer to required course texts.

Week 1: Introductory (Aug. 19-21)
Douglass I: Narrative/Fiction
Week 2
Week 3
M 08/31. *My Bondage and My Freedom* Ch. XIX – XXIII & XXV
W 09/02. Douglass, *Narrative*. Ch. IX–Appendix

Week 4
M 09/07. Douglass, *The Heroic Slave*.
W 09/09. Contemporary Douglass & Melville. Bb RRI due

Melville I: Moby-Dick
Week 5
W 09/16. Melville, *Moby-Dick*. Ch. 19–31; Ch. 34 & 35
Week 6
W 09/23. Melville, *Moby-Dick*. Ch. 44–51; 55–60 RRII due
Week 7
M 09/28. Melville, *Moby-Dick* Ch. 73–94

Melville Object Project during Melville I

Melville and Douglass in Relation. Bb pdf
Week 8
M 10/12. from *Frederick Douglass and Herman Melville*
W 10/14 from *Frederick Douglass and Herman Melville*. RRIII due

Douglass II. Speeches & Periodicals
Week 9
M 10/19. Douglass, “What to The Slave”
10/21. Douglass, Speech “Picture and Progress”
Week 10
M 10/26. Douglass’s Newspapers. Online via Bb; Douglass as Editor: “To My Old Master”; “F.D”; “To the Rochester Democrat and American”; “Letter from the Editor” Periodical Project Proposal due Monday 10/26
M 11/02. International Douglass: “Significance of Emancipation in the West Indies”; “Toussaint L’Ouverture.”
W 11/04. Colored Conventions Project materials. Bb Periodical Project due Friday 11/06

Melville II: Later Works
Week 12
M 11/09 Melville, “Benito Cereno”
W 11/11. Melville, “Benito Cereno”

Week 13
W 11/18. Douglass, TBD. Colored Conventions Project Proposal/Rationale due Wednesday, 11/18

Week 14
M 11/23. Course Conclusion
W 11/24.

Week 15: Dec. 01-05
Finals Week
CCP Project/Exhibit due
Campus Safety Measures

To promote public safety and protect students, faculty, and staff during the coronavirus pandemic, Texas A&M University has adopted policies and practices for the Fall 2020 academic term to limit virus transmission. Students must observe the following practices while participating in face-to-face courses and course-related activities (office hours, help sessions, transitioning to and between classes, study spaces, academic services, etc.):

- **Self-monitoring**—Students should follow CDC recommendations for self-monitoring. **Students who have a fever or exhibit symptoms of COVID-19 should participate in class remotely and should not participate in face-to-face instruction.**
- **Face Coverings**—**Face coverings** (cloth face covering, surgical mask, etc.) must be properly worn in all non-private spaces including classrooms, teaching laboratories, common spaces such as lobbies and hallways, public study spaces, libraries, academic resource and support offices, and outdoor spaces where 6 feet of physical distancing is difficult to reliably maintain. Description of face coverings and additional guidance are provided in the [Face Covering policy](https://www.tamucc.edu/fall-2020/face-coverings-faq/) and [Frequently Asked Questions (FAQ)](https://academicaffairs.tamucc.edu/rules_procedures/assets/34.99.99.c0.02_use_of_face_coverings.pdf) available on the [Provost website](https://www.tamucc.edu/fall-2020/face-coverings-faq/).
- **Physical Distancing**—Physical distancing must be maintained between students, instructors, and others in course and course-related activities.
- **Classroom Ingress/Egress**—Students must follow marked pathways for entering and exiting classrooms and other teaching spaces. Leave classrooms promptly after course activities have concluded. Do not congregate in hallways and maintain 6-foot physical distancing when waiting to enter classrooms and other instructional spaces.
- **To attend a face-to-face class, students must wear a face covering** (or a face shield if they have an exemption letter). If a student refuses to wear a face covering, the instructor should ask the student to leave and join the class remotely. If the student does not leave the class, the faculty member should report that student to the [Student Conduct office](https://www.tamucc.edu/fall-2020/face-coverings-faq/) for sanctions. Additionally, the faculty member may choose to teach that day’s class remotely for all students.

**TAMU-CC Face Coverings**
TAMUCC Face Coverings Policy and FAQs:
[https://www.tamucc.edu/fall-2020/face-coverings-faq/](https://www.tamucc.edu/fall-2020/face-coverings-faq/)

Rule and Procedure: 
[https://academicaffairs.tamucc.edu/rules_procedures/assets/34.99.99.c0.02_use_of_face_coverings.pdf](https://academicaffairs.tamucc.edu/rules_procedures/assets/34.99.99.c0.02_use_of_face_coverings.pdf)