

Carleton University  
Fall 2020  
Department of English

**ENGL 3500A:  
Literature and Cultures 1700-1900  
Transatlantic Literatures**

*Prerequisite: second-year standing Precludes additional credit for ENGL 3502 {1.0} (no longer offered).*

**Lecture: Monday/Wednesday 1:00 – 2:30**

**Location:  
Online course**

**Instructor: Dr. P. Whiting  
Email: [patricia\\_whiting@carleton.ca](mailto:patricia_whiting@carleton.ca)  
Office Hours: By appointment on Microsoft Teams**

**NB: This blended online course requires that you have a webcam, a microphone, and a stable internet connection (with the acknowledgement that even stable internet connections...yours and mine...can have problems sometimes).**

**Scheduled live lectures, discussion groups, and Q&A sessions will be conducted via Zoom. The lectures will either be recorded or lecture notes will be posted for students unable to connect to a live lecture. If students are unable to connect to book club meetings, an alternative way to complete that part of the course will be provided.**

**Some of the assignments for this course are dated, timed, and available to be completed during regular class hours, so you will need to be available at those times. Be prepared to check CULearn regularly so that you'll know what's coming up, as CULearn is a very unforgiving learning management system.**

**Course description:**

The transatlantic world of the eighteenth and nineteenth centuries represented hope and opportunity for many as the trade, imperial expansion, and industrialization of newly emergent global powers opened up new, formerly unimaginable horizons. For millions, however, the same period meant abduction, displacement, slavery, and relentless unpaid labour, and it is on these millions that this course will focus. The story of slavery and the resistance to slavery is recorded not only in historical documents, but also in novels, poetry, and slave narratives by black and white writers of the period. Studying works from England and America from 1688 to 1892, we will encounter major aspects of the slavery, including the slave trade, the Middle

Passage, plantation slavery, slave rebellions and slave mutinies, and the Haitian Revolution, as well as abolition and emancipation. Although our focus will be on the literature, there is a significant historical component to the course.

Composition, analysis, and critical thinking are central components of the course, and written assignments will be aimed at sharpening students' skills in these areas.

**Required texts:**

**\*Broadview package #1**

Interesting Narrative of the Life of Olaudah Equiano (Broadview)

The History of the Life and Adventures of Mr. Anderson - Edward Kimber (Broadview)

Clotel - William Wells Brown (Broadview)

Iola Leroy - Frances E. W. Harper (Broadview)

**Broadview package #2**

Oroonoko - Aphra Behn (Broadview)

Secret History - Leonora Sansay (Broadview)

Benito Cereno - Herman Melville (Broadview)

The Narrative of the Life of Frederick Douglass (Broadview)

The Heroic Slave – Frederick Douglass (Yale UP)

The History of Mary Prince (Dover)

Links to the poetry for the course will be provided on CULearn.

**The books are available at Octopus Books, 116 Third Avenue, who will arrange for mailing or pick-up.** The Broadview books are packed in two packages, both of which are offered at a discounted price. For information regarding the purchase of these texts, please go to <http://shop.octopusbooks.ca/ENGL3500/>

All of the books are also available as e-books through MacOdrum Library, except for The Heroic Slave, which is available on the internet.

**If you are tempted to read all of the books online, you should think hard about doing so; online texts at times pose difficulties that do not occur with hard copies, especially when it comes to writing essays. For example, bookmarking or finding a quotation online can be time-consuming and frustrating. Since your engagement with the texts is key to completing the course successfully and since there are a lot of readings, consider getting hard copies of at least some of the texts. The Broadview packages are grouped by length of text. I suggest that at the very least, you get the longer books (package #1 marked with\*) in print form.**

**Evaluation:**

Timed in-class essay #1 (open book)	20%
Timed in-class essay #2 (open book)	20%
Discussion groups	10%
Research essay	50%
Abstract	10%
Annotated bibliography	10%
Essay	30%

Standing in a course is determined by the course instructor subject to the approval of the Faculty Dean. This means that grades submitted by the instructor may be subject to revision. No grades are final until they have been approved by the Dean.

**Please read this carefully; Please read this carefully; there are a lot of extra details because the course is being conducted online. You are responsible for knowing and adhering to these criteria.**

**1. In-class essays:** These timed essays on specific topics will be **available at specific times on the designated class days**, very much as they would be in a classroom, but they will be conducted through CULearn. The in-class essays may not be made up without valid medical documentation.

**2. Discussion groups:** Talking about books is one of the great pleasures of reading. Discussion groups on questions that are generated by the texts will be held during several class times throughout the term. Students must attend five discussion groups. For students with connectivity issues, a CULearn alternative assignment doable on a cell phone will be offered for each discussion.

**3. Research paper:** The capstone project of the course is a research paper of 10-12 pages using a minimum of three secondary sources. A sample abstract and annotated bibliographical entry will be posted on CULearn, as will the essay topics. All three documents will be submitted through CULearn on the dates specified. Assignments by e-mail will not be accepted

You are encouraged to work with me in the early stages of your research paper, particularly on the thesis statement and abstract.

Late assignments will not be accepted—indeed, they will not even be submittable—except for officially documented reasons such as serious illness or bereavement. Medical conditions require a signed Doctor’s Certificate.

**4. Extensions:** Extensions on papers may involve a penalty. All extensions must be arranged by e-mail at least 48 hours in advance of the due date. **No exceptions will be made to this arrangement.**

**5. Collaboration:** Although you are encouraged to talk with each other about assignments and to review each other's work, all assignments written for evaluation are to be the original work of individual students.

## PLAGIARISM

The University Senate defines plagiarism as “presenting, whether intentionally or not, the ideas, expression of ideas or work of others as one’s own.” This can include:

- reproducing or paraphrasing portions of someone else’s published or unpublished material, regardless of the source, and presenting these as one’s own without proper citation or reference to the original source;
- submitting a take-home examination, essay, laboratory report or other assignment written, in whole or in part, by someone else;
- using ideas or direct, verbatim quotations, or paraphrased material, concepts or ideas without appropriate acknowledgment in any academic assignment;
- using another’s data or research findings;
- failing to acknowledge sources through the use of proper citations when using another’s works and/or failing to use quotation marks;
- handing in substantially the same piece of work for academic credit more than once without prior written permission of the course instructor in which the submission occurs.

Plagiarism is a form of intellectual theft. It is a serious offence that cannot be resolved directly with the course’s instructor. The Associate Deans of the Faculty conduct a rigorous investigation, including an interview with the student, when an instructor suspects a piece of work has been plagiarized. Penalties are not trivial. They can include failure of the assignment, failure of the entire course, or suspension from a program. For more information please go to: <https://carleton.ca/registrar/academic-integrity/>

## Requests for Academic Accommodation

You may need special arrangements to meet your academic obligations during the term. For an accommodation request, the processes are as follows:

**Pregnancy obligation:** write to me with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details click [here](#).

**Religious obligation:** write to me with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details click [here](#).

**Academic Accommodations for Students with Disabilities:** The Paul Menton Centre for Students with Disabilities (PMC) provides services to students with Learning Disabilities (LD), psychiatric/mental health disabilities, Attention Deficit Hyperactivity Disorder (ADHD), Autism Spectrum Disorders (ASD), chronic medical conditions, and impairments in mobility, hearing, and vision. If you have a disability requiring academic accommodations in this course, please contact PMC at 613-520- 6608 or [pmc@carleton.ca](mailto:pmc@carleton.ca) for a formal evaluation. If you are already registered with the PMC, contact your PMC coordinator to send me your Letter of Accommodation at the beginning of the term, and no later than two weeks before the first in-class scheduled test or exam requiring accommodation (if applicable). After requesting accommodation from PMC, meet with me to ensure accommodation arrangements are made. Please consult the PMC website for the deadline to request accommodations for the formally-scheduled exam (if applicable).

### **Survivors of Sexual Violence**

As a community, Carleton University is committed to maintaining a positive learning, working and living environment where sexual violence will not be tolerated, and where survivors are supported through academic accommodations as per Carleton's Sexual Violence Policy. For more information about the services available at the university and to obtain information about sexual violence and/or support, visit: <https://carleton.ca/equity/sexual-assault-support-services>

### **Accommodation for Student Activities**

Carleton University recognizes the substantial benefits, both to the individual student and for the university, that result from a student participating in activities beyond the classroom experience. Reasonable accommodation must be provided to students who compete or perform at the national or international level. Write to me with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. <https://carleton.ca/senate/wp-content/uploads/Accommodation-for-Student-Activities-1.pdf>

## **Syllabus**

Live class meetings (lectures and discussions) via Zoom are marked in **red**. In-class assignments that require you to be online during class time are marked in **blue**. The poems and the links to them are posted separately on CULearn.

**Sept. 9** – Introduction

Sept. 14 – Watch videos on CULearn

- Read *Oronoko*  
Read the slave trade poems
- Sept. 16 - Lecture
- Sept. 21 – Watch videos on CULearn  
Read Part I of *Olaudah Equiano*  
Lecture
- Sept. 23 – Read Part II of *Olaudah Equiano*  
Discussion #1
- Sept. 28 – Watch videos on CULearn  
Read *The Life and Adventures of Mr. Anderson*
- Sept. 30 – Lecture
- Oct. 5 – Watch videos on CULearn  
Read *The History of Mary Prince*  
Read *The Narrative of the Life of Frederick Douglass*
- Oct. 7 – Discussion #2
- Oct. 12 – THANKSGIVING
- Oct. 14 – In-class essay
- Oct. 19 – Read Plantation Slavery poems  
Lecture
- Oct. 21 – Discussion #3
- Oct. 26-30 – READING WEEK
- Nov. 2 – Read *Clotel*  
In-class essay on *Clotel*
- Nov. 4 – Lecture
- Nov. 9 – Watch YouTube video on CULearn  
Read *Secret History*
- Nov. 11 – Discussion #4  
ABSTRACT DUE
- Nov. 16 – Read “Benito Cereno”  
Read “The Heroic Slave”
- Nov. 18 - Lecture
- Nov. 23 – Watch *Amistad*  
Read resistance poetry

Nov. 25 – Discussion #5  
ANNOTATED BIBLIOGRAPHY DUE

Nov. 30 – Read *Iola Leroy*  
Dec. 3 – Lecture

Dec. 7 – Read Abolition poetry  
Dec. 9 - Discussion #6  
Dec. 11 – RESEARCH ESSAY DUE