

Course Number: 5326-001

Course Title: Early African-American Evangelical Literature

Instructor: Cedrick May

Room: 119 Trimble Hall

T/TH 6:00-8:50pm

Credit Hours: 3

Course Description:

In this course we will study the religious contexts of Africans and African American living in eighteenth-century British-America. Our goal is to understand the ways Africans and their descendants used Christianity as a source of inspiration in everyday life, as well as to resist social and political oppression. We will begin with the theology of influential British and British-American religious leaders, and then read foundational literary works of several early African-American texts (those written roughly between 1760 and 1829). We will focus mainly on the religious and theological aspects of the early literature within the tradition. In the effort to understand the emergence of Black social gospels, we will work out how Africans and their descendants in British North America incorporated unique forms of African-American Christianity into the literature and culture of the era, setting the precedent for future literatures within the tradition.

Course Objectives:

- The aim of the course is to have students examine the distinctive elements of what constitutes African-American Christianity and their relation to the literature.
- To develop a working knowledge of eighteenth-century theology and the changes various theological traditions underwent between 1700 and 1840.
- To effectively apply our knowledge of theological principles and philosophy to analyses of literary and historical texts.
- To write a strong scholarly paper

Required Reading:

[*Unchained Voices: An Anthology of Black Authors..., 2nd Edition*](#) (Carretta):

[*The Collected Works of Jupiter Hammon*](#) (May):

[*Phillis Wheatley, Complete Writings*](#) (Carretta):

[*Olaudah Equiano, the Interesting Narrative*](#) (Carretta):

[*Appeal to the Coloured Citizens of the World*](#) (Walker)

Course Requirements/Evaluation:

- **10 one-page commentaries on the main text for each week (30%)**
- **Oral presentations/class leadership (20%)**
- **Final paper (50%)**

Course requirements will include **weekly commentary papers (1 page, single spaced)** on the readings for the week. Each student will give a **class presentation** on one or more of the primary texts and/or issues relevant to the course content as well as lead class discussion on the required readings. The final assignment will be a **20 to 25-page paper** on a topic that is generated from the class readings and discussions.

2. Presentation:

Each week one of you will make a presentation to the class based on the readings and your commentary. The formal part of the presentation will last from 25-30 minutes, so the presenter will need to go beyond what is written on the commentary, using it mainly as a **guide** for the presentation. Each presenter should make sure that their presentations contain the following elements (not necessarily in this order):

- Present an ANALYSIS of the main text for the week and discuss its implications to the larger context of the genre/period/society/etc.
- Discuss the usefulness of the text.
- Give background information on the text, its author, people or issues mentioned in the text.
- Where does the text stand in relation to other works or authors we have read this semester?
- What are the theological implications of the text? How does it embrace, incorporate, change, nuance, or resist other theological concepts we've seen already this semester?
- Formulate discussion questions for the class relating to the texts for that week. You may also bring in questions about texts from previous weeks (or outside readings) that are relevant to the day's reading.

Presenters may use their commentary and written notes, but *may not* read the entire presentation from a written document (Nor may you read from a Power Point!).

Assignment Schedule (Subject to Change):

| Date | Class Activities/ Readings Due |
|---------------------|--|
| Week 1 Jan 17 | Introduction to the Course |
| Week 2 Jan 24 | <i>The Selling of Joseph</i> (1700)—Samuel Sewall [Handout] <i>The Negro Christianized</i> (1706)—Cotton Mather [Handout] |
| Week 3 Jan 31 | <i>Two Letters of the Lord Bishop of London</i> (1727)—Edmund Gibson [Handout] Narrative of the Uncommon Sufferings (1760)—Briton Hammon [Carretta] |
| Week 4 Feb 7 | <i>The Collected Works of Jupiter Hammon (1760-1787)</i> —[May] |
| Week 5 Feb 14 | <i>Phillis Wheatley, Complete Writings</i> (1773)— [Carretta] <i>Evangelism and Resistance</i> -Chapter 2 [Handout] |
| Week 6 Feb 21 | <i>A Narrative of the Lord's Wonderful Dealings with John Marrant</i> (1785) [Carretta] |
| Week 7 Feb 28 | "The Life and Confession of Johnson Green..." (1786) [Carretta] "Petition of the African Slave..." (1787)—Belinda [Carretta] |
| Week 8 March 7 | <i>Thoughts and Sentiments</i> —Quobna Ottobah Cugoano (1787) [Carretta] |
| Week 9 March 14 | SPRING BREAK |
| Week 10 March 21 | <i>The Interesting Narrative</i> (1789)—Olaudah Equiano [Carretta]: |
| Week 11 March 28 | <i>A Narrative of the Life and Adventures of Venture</i> (1798) [Carretta] |
| Week 12 April 4 | <i>Appeal to the Coloured Citizens of the World</i> —David Walker (1829) [Hinks] |
| Week 13 April 11 | Writing Workshop |
| Week 14 April 18 | ** <u>Final Paper Due</u> ** |
| Week 15 April 25 | Final Day of Class |

OTHER IMPORTANT STUFF

Community and Life of the Mind in the Classroom: I believe that the most valuable asset in the classroom is the sense of community that develops among the group, not any one individual in the class, instructor or student. For this reason, it is vital that an environment exists where all feel welcome to participate. The unique backgrounds from which we come should not be seen as an obstacle, but rather as a resource that will help the class understand the many perspectives in our world. Therefore, it is not acceptable for any member of the class to engage in any behavior that threatens or impairs the ability of any other to be an active participant. However, it is not enough to say that no person shall be mistreated or threatened because of gender, race, sexual orientation, ethnic background, religious belief, and/or mental or physical impairment. Instead, it is necessary that all members of the learning community realize that they have a responsibility to take an active role in creating a welcoming environment.

Attendance Policy: Punctual attendance is mandatory, as there is a lot of work to be done in a short amount of time. However, I understand that emergencies happen, students are allotted **two (2)** absences before any penalties are assigned. **Your third (3rd) absence will result in a failure (F) for the course. Only official university absences are excused.** Students representing UTA in a university-mandated activity that requires missing class should provide official documentation of schedules and turn in work in advance, unless you have approved alternate arrangements with me. *Please note that students who show up to class without their books (analog or electronic) will be counted as absent.* Two (2) **tardies** also count as an absence. Absences due to illness, sleeping in, and long weekends are unexcused - they all count toward the absences limit. Since illness is likely at some point during the semester, you are urged to save the unexcused absence for times when you are too sick to come to class. For any absence, it is the student's responsibility to find out what work they missed and have it completed by the next class period.

E-mail: I make sure I am very accessible during office hours, and meeting in person is my preferred way to address questions. However, if you are unable to meet with me in person, please send me an email. **But before you press the "Send" button, look over your email and ask yourself whether it is concise, polite, and clearly written; please make sure you leave me adequate time to respond.**

Classroom Disruptions: I do my best to create a learning environment that is positive and encouraging; one where students and the instructor may address *tough* and *important* questions related to the literature and our cultural milieu. Disruptions that disturb this environment are therefore frustrating and unnecessary. ***I will not tolerate disruptive behavior.*** *Therefore, do not talk while others are talking. Do not let your cell-phone ring during class or use it for anything other than reading assigned ebooks and essays. And, most important, be respectful to your classmates during discussions.* It is *perfectly possible and acceptable* to disagree without being rude. This is called civil discourse, conversation engaged with the purpose of enhancing understanding.

Due Dates: Assignments must be submitted prior to or on the specified date and time listed on the syllabus and prompts. Students **must** turn their assignments in ahead of time if the due date coincides with an excused university-related absence. *Late*

work will automatically be graded down 20%. Each late day afterward, the assignment will be penalized an additional 10%.

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| 93-100 A | 77-79 C+ |
| 90-92 A- | 73-76 C |
| 87-89 B+ | 70-72 C- |
| 83-86 B | 67-69 D+ |
| 80-82 B- | 60-66 D |
| | 59 or less = F |

Boilerplate:

While UT Arlington does not require instructors to take attendance in their courses, the U.S. Department of Education requires that the University have a mechanism in place to mark when Federal Student Aid recipients “begin attendance in a course.” UT Arlington instructors will report when students begin attendance in a course as part of the final grading process. Specifically, when assigning a student a grade of F, faculty report the last date a student attended their class based on evidence such as a test, participation in a class project or presentation, or an engagement online via Blackboard. This date is reported to the Department of Education for federal financial aid recipients.

Drop Policy: Students may drop or swap (adding and dropping a class concurrently) classes through self-service in MyMav from the beginning of the registration period through the late registration period. After the late registration period, students must see their academic advisor to drop a class or withdraw. Undeclared students must see an advisor in the University Advising Center. Drops can continue through a point two-thirds of the way through the term or session. It is the student's responsibility to officially withdraw if they do not plan to attend after registering. **Students will not be automatically dropped for non-attendance.** Repayment of certain types of financial aid administered through the University may be required as the result of dropping classes or withdrawing. For more information, contact the Office of Financial Aid and Scholarships (<http://wweb.uta.edu/aao/fao/>).

Disability Accommodations: UT Arlington is on record as being committed to both the spirit and letter of all federal equal opportunity legislation, including *The Americans with Disabilities Act (ADA)*, *The Americans with Disabilities Amendments Act (ADAAA)*, and *Section 504 of the Rehabilitation Act*. All instructors at UT Arlington are required by law to provide “reasonable accommodations” to students with disabilities, so as not to discriminate on the basis of disability. Students are responsible for providing the instructor with official notification in the form of **a letter certified** by the Office for Students with Disabilities (OSD). Only those students who have officially documented a need for an accommodation will have their request honored. Students experiencing a range of conditions (Physical, Learning, Chronic Health, Mental Health, and Sensory) that may cause diminished academic performance or other barriers to learning may seek services and/or accommodations by contacting:

The Office for Students with Disabilities, (OSD) www.uta.edu/disability or calling 817-272-3364. Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at www.uta.edu/disability.

Counseling and Psychological Services, (CAPS) www.uta.edu/caps/ or calling 817-272-3671 is also available to all students to help increase their understanding of personal issues, address mental and behavioral health problems and make positive changes in their lives.

Non-Discrimination Policy: *The University of Texas at Arlington does not discriminate on the basis of race, color, national origin, religion, age, gender, sexual orientation, disabilities, genetic information, and/or veteran status in its educational programs or activities it operates. For more information, visit uta.edu/eos.*

Title IX Policy: The University of Texas at Arlington ("University") is committed to maintaining a learning and working environment that is free from discrimination based on sex in accordance with Title IX of the Higher Education Amendments of 1972 (Title IX), which prohibits discrimination on the basis of sex in educational programs or activities; Title VII of the Civil Rights Act of 1964 (Title VII), which prohibits sex discrimination in employment; and the Campus Sexual Violence Elimination Act (SaVE Act). Sexual misconduct is a form of sex discrimination and will not be tolerated. *For information regarding Title IX, visit www.uta.edu/titleIX or contact Ms. Jean Hood, Vice President and Title IX Coordinator at (817) 272-7091 or jmhood@uta.edu.*

Academic Integrity: Students enrolled all UT Arlington courses are expected to adhere to the UT Arlington Honor Code:

I pledge, on my honor, to uphold UT Arlington's tradition of academic integrity, a tradition that values hard work and honest effort in the pursuit of academic excellence.

I promise that I will submit only work that I personally create or contribute to group collaborations, and I will appropriately reference any work from other sources. I will follow the highest standards of integrity and uphold the spirit of the Honor Code.

UT Arlington faculty members may employ the Honor Code in their courses by having students acknowledge the honor code as part of an examination or requiring students to incorporate the honor code into any work submitted. Per UT System *Regents' Rule* 50101, §2.2, suspected violations of university's standards for academic integrity (including the Honor Code) will be referred to the Office of Student Conduct. Violators will be disciplined in accordance with University policy, which may result in the student's suspension or expulsion from the University. Additional information is available at <https://www.uta.edu/conduct/>.

Electronic Communication: UT Arlington has adopted MavMail as its official means to communicate with students about important deadlines and events, as well as to transact university-related business regarding financial aid, tuition, grades, graduation, etc. All students are assigned a MavMail account and are responsible for checking the inbox regularly. There is no additional charge to students for using this account, which remains active even after graduation. Information about activating and using MavMail is available at <http://www.uta.edu/oit/cs/email/mavmail.php>.

Campus Carry: Effective August 1, 2016, the Campus Carry law (Senate Bill 11) allows those licensed individuals to carry a concealed handgun in buildings on public university campuses, except in locations the University establishes as prohibited. Under the new law, openly carrying handguns is not allowed on college campuses. For more information, visit <http://www.uta.edu/news/info/campus-carry/>

Student Feedback Survey: At the end of each term, students enrolled in face-to-face and online classes categorized as "lecture," "seminar," or "laboratory" are directed to complete an online Student Feedback Survey (SFS). Instructions on how to access the SFS for this

course will be sent directly to each student through MavMail approximately 10 days before the end of the term. Each student's feedback via the SFS database is aggregated with that of other students enrolled in the course. Students' anonymity will be protected to the extent that the law allows. UT Arlington's effort to solicit, gather, tabulate, and publish student feedback is required by state law and aggregate results are posted online. Data from SFS is also used for faculty and program evaluations. For more information, visit <http://www.uta.edu/sfs>.

Final Review Week: for semester-long courses, a period of five class days prior to the first day of final examinations in the long sessions shall be designated as Final Review Week. The purpose of this week is to allow students sufficient time to prepare for final examinations. During this week, there shall be no scheduled activities such as required field trips or performances; and no instructor shall assign any themes, research problems or exercises of similar scope that have a completion date during or following this week *unless specified in the class syllabus*. During Final Review Week, an instructor shall not give any examinations constituting 10% or more of the final grade, except makeup tests and laboratory examinations. In addition, no instructor shall give any portion of the final examination during Final Review Week. During this week, classes are held as scheduled. In addition, instructors are not required to limit content to topics that have been previously covered; they may introduce new concepts as appropriate.

Emergency Exit Procedures: Should we experience an emergency event that requires us to vacate the building, students should exit the room and move toward the nearest exit. When exiting the building during an emergency, one should never take an elevator but should use the stairwells. Faculty members and instructional staff will assist students in selecting the safest route for evacuation and will make arrangements to assist individuals with disabilities.

Student Support Services: UT Arlington provides a variety of resources and programs designed to help students develop academic skills, deal with personal situations, and better understand concepts and information related to their courses. Resources include [tutoring](#), [major-based learning centers](#), developmental education, [advising and mentoring](#), personal counseling, and [federally funded programs](#). For individualized referrals, students may visit the reception desk at University College (Ransom Hall), call the Maverick Resource Hotline at 817-272-6107, send a message to resources@uta.edu, or view the information at <http://www.uta.edu/universitycollege/resources/index.php>.

The English Writing Center (411LIBR): The Writing Center Offers free tutoring in 20-, 40-, or 60-minute face-to-face and online sessions to all UTA students on any phase of their UTA coursework. Our hours are 9 am to 8 pm Mon.-Thurs., 9 am-3 pm Fri. and Noon-6 pm Sat. and Sun. Register and make appointments online at <http://uta.mywconline.com>. Classroom Visits, workshops, and specialized services for graduate students are also available. Please see www.uta.edu/owl for detailed information on all our programs and services.

The Library's 2nd floor Academic Plaza offers students a central hub of support services, including IDEAS Center, University Advising Services, Transfer UTA and various college/school advising hours. Services are available during the library's hours of operation. <http://library.uta.edu/academic-plaza>

Emergency Phone Numbers: In case of an on-campus emergency, call the UT Arlington Police Department at **817-272-3003** (non-campus phone), **2-3003** (campus phone). You may also dial 911. Non-emergency number 817-272-3381