

# LITERARY MARYLAND

ENGLISH 289M | SPRING 2016  
T/R 2:00PM-3:15PM, TAWES 3136

## INSTRUCTOR

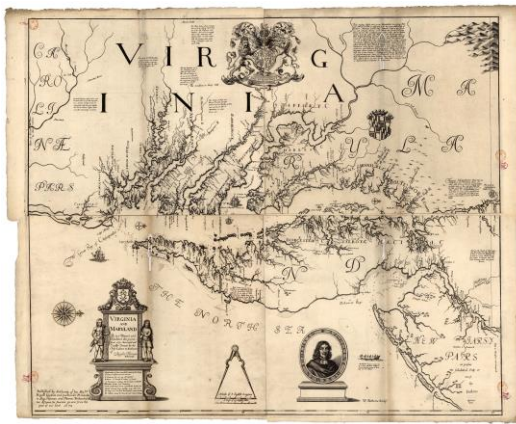
Professor R. Ontiveros

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3123 Tawes Hall

Office hours: Tue/Wed 3:30-4:30 & By Appointment



*Virginia and Maryland*, drawn by Augustine Hermann, 1670, Maryland State Archives

## COURSE DESCRIPTION

Literary Maryland explores the prose, poetry, and theater of the Free State and asks what this rich tradition teaches us about ourselves, about our diverse communities, and about the complex questions we face in the 21<sup>st</sup> century. We begin our journey millions of years ago when the rise and fall of glacial caps carved out the Chesapeake Bay and its tributaries. We then jump forward in time to **the indigenous and colonial era**

**(1634-1776)**, where we study the native peoples of Maryland and the effects of

European contact, the relationship between Maryland and England, religious tensions between Protestants and Catholics, the impact of slavery on Maryland's society and culture, and **literature's role in shaping how humans viewed and interacted with nature.**

Our next destination is **the era of early independence (1776-1865)**. Here we study abolitionism, the War of 1812, the impact of industrialization on **Maryland's diverse ecosystems**, the social development of what one historian calls the state's "middle temperament," the economic expansion and political isolation of the state's western region, and the Civil War.

From there we turn to literature written between the Civil War to the Second World War, or **the era of industrialization (1865-1945)**. Our focus here includes: the rise and fall of Reconstruction and the start of Jim Crow; environmental decline in Maryland, especially in the waters of the Chesapeake; the struggle for women's rights; advances in medicine, many led by a new educational model at Johns Hopkins University; the effect of Prohibition on the economics and cultural expression of the Eastern Shore; and the impact of global immigration on the Free State's politics and society.

Our fourth and final destination is the period from the Cold War to today, or **the era of globalization** (1945-2014). Maryland's literature has always been embedded in the international movement of people, ideas, and commodities, but



*Elliott Creek*, painted by Jan Elmy, 1996,  
Maryland State Archives

this movement has intensified in speed and scale in the decades after World War II because of developments in communication and transportation. In this last unit we will examine: the social and cultural effects of deindustrialization of Baltimore; the growth of suburbia; the movement for and against civil rights; Maryland's relation to the federal government and to global war and peace; cultural impact of developments in science and technology; **the environmentalist movement in Maryland**; and "the middle temperament" today.

## **LEARNING OUTCOMES**

By the end of this course, you will:

1. Know the major themes and major formal conventions of Maryland's literary history. You will understand the foundational vocabulary and concepts that scholars use to understand literature, and you will be able to make and defend arguments using primary and secondary evidence.
2. Recognize noteworthy people, places, and events in Maryland's past, and be able to narrate in broad terms the state's historical and cultural development.
3. Possess a sophisticated understanding of the origins of racial, sexual, religious, and other forms of human diversity, and be able to explain how human diversity has shaped Maryland's literature and its history. Included in this is knowledge of the central role that the enslavement of Black people and its legacies has played in the state's social, political, and cultural institutions.
4. Understand how Maryland's ecology has shaped human society over time, and how in turn human activity has affected the natural ecosystems to which we belong. **As part of this, you will demonstrate an ability to make specific and practical connections between Maryland's literary history and the causes of and sustainable solutions for at least one contemporary environmental problem in the state.**
5. Be able to articulate on your own terms how the literature and history you encounter in Literary Maryland can be used to understand contemporary social problems and ultimately to realize a more just state, nation, and world.
6. Make at least one concrete improvement in your writing ability.

## **COURSE READINGS**

### *REQUIRED*

- *My Bondage and My Freedom* by Frederick Douglass (ISBN #9780140439182)
- *Literary Maryland Reader*

### *RECOMMENDED*

- *Maryland, A Middle Temperament* by Robert J. Brugger (ISBN #9780801854651)

## **COURSE POLICIES**

### *REGISTRATION*

The last day to change your grade option or to drop this class without a “W” is September 15. The last day to drop with a “W” is April 14.

### *TRANSFER STUDENTS*

Transferring from a community college or other 4-year college can be a difficult experience. If you are a new or recent transfer student to the University of Maryland, I encourage you to meet with me at the beginning of the class so we can discuss resources that are available at UM for your success.

### *STUDENTS WITH DISABILITIES*

Disability Support Services has many resources for students with apparent or non-apparent disabilities. Those in need of accommodations should get in touch with DSS and me during the first two weeks of the semester.

### *ATTENDANCE, CLASS PARTICIPATION, AND CLASSROOM ETIQUETTE*

This course is a blend of lecture and discussion. In-class assignments will be given throughout the semester, and many of the concepts and keywords on the final exam are presented in class. It is therefore crucial for students to attend every class meeting. Out of respect for others, remember to turn off your cell phone. Texting and Internet browsing is not allowed during class.

### *FIELD TRIPS*

Literary Maryland is a unique course in that it gives you an opportunity to learn about the world right outside your door, a place that many of you have called home all your life. To enrich your understanding of what you read and hear in class, you will be taking three field trips this semester: the first to the Maryland Historical Society, the second to the Reginald F. Lewis Museum of Maryland African American History and Culture, and the third to a location you choose. We have a group reservation for the MHS on September 20<sup>th</sup> and a reservation for the Lewis Museum on November 8<sup>th</sup>. I encourage you to mark these dates on your calendar so you can be part of our class visit. If you're not able to attend with the class, you'll need to make plans to visit the MHS by October 7<sup>th</sup> and the Lewis

Museum by November 22<sup>nd</sup>. Be sure to tell them you're a University of Maryland student so you can receive discounted admission. For the third field trip, you can choose from any of the locations listed on the "Field Trip Sites" page on ELMS.

#### *DISCUSSION SECTION*

Discussion section is key to your success in Literary Maryland. Its main purpose is to provide a smaller learning space where you can ask questions about material you don't understand and get individual assistance with essays and exams. However, there is much more to discussion section. You'll be introduced to vocabulary that will help you better understand the material. You'll get practical writing tips that will help you now in college and later in your professional life. You'll prepare for the field trips and debrief afterwards. And you'll get hands-on guidance as you collaborate with classmates on your digital essay. It's important that you're there every week.

#### *RELIGIOUS OBSERVANCE*

University policy says that "students shall be given an opportunity, whenever feasible, to make up within a reasonable time any academic assignment that is missed due to individual participation in religious observances." Students who anticipate being absent from class for religious reasons are required to inform me of their intentions no later than the end of the schedule adjustment period (September 15).

#### *ACADEMIC DISHONESTY*

UM Student Policy outlines four different types of academic dishonesty: cheating, fabricating information, facilitating the academic dishonesty of other students, or plagiarism. Any student found in violation of this policy faces the possibility of disciplinary action, including a failing grade on the assignment, a grade of "XF" on their permanent transcript, or, in the case of repeated violations, dismissal from the university. Consult [www.shc.umd.edu](http://www.shc.umd.edu) for more information about the definition of academic dishonesty, possible consequences, and your rights and responsibilities as a student.

**IMPORTANT NOTE:** Most plagiarism cases involve students who lack a good understanding of when and how to cite outside sources. Do not hesitate to talk with your TA or me during office hours if you have any questions.

#### **COMMUNICATION**

##### *GETTING IN TOUCH WITH ME*

The best way to talk with me is before or after class, or in person during office hours. If you would like to schedule a meeting, you can reach me via ELMS or by email at [rjo@umd.edu](mailto:rjo@umd.edu).

## *ELMS*

We will be using ELMS extensively in this course. Login throughout the semester to access readings, post assignments, see written comments on your essays, watch streaming videos, communicate with your group, and review your grades.

## **GUIDELINES FOR WRITTEN WORK**

All written assignments should be submitted online via ELMS with the following formatting: 1" margins, double-spaced, 12-point font, with page numbering, and no cover sheet. Grades for work submitted after the deadline will be lowered by a half-letter for each day late. (For example, an essay submitted 5 hours after the deadline would be lowered from a B to a B-; an essay submitted 26 hours late would be lowered from a B to a C).

Written work will be graded on the basis of reasoning, organization, and clarity. (See the grading rubric on ELMS for more specifics.) To do well, it is crucial that students revise and proofread their work before handing it in. *An essay with two or more errors on a page will be returned for proofreading.* No matter what your writing ability, whether you struggle with writing or find that it comes naturally, you should consider taking advantage of the services provided by the UMD Writing Center (1205 Tawes Hall).

## **GRADING**

Final grades are based on the following:

- In-class quizzes and activities: 150 points/15%
- 2 position papers (950-1000 words each): 300 points/30%
- Literature and Sustainability project: 100 points/10%
- Capstone project: 250 points total/25%
- Midterm exam: 100 points/10%
- Final exam: 100 points/10%

## **COURSE SCHEDULE**

*\*Assignments appear on the date they are due.*

Jan. 25	Course Introduction
Jan. 27	“The Chesapeake Ecosystem: Its Geological Heritage” (Fisher) “Living along the Great ‘Shellfish Bay’: The Relationship between Prehistoric Peoples and the Chesapeake” (Miller) SCREEN: <i>Colonial Encounters in the Chesapeake</i> , volume 1
Feb. 1	“An Account of the Colony of the Lord Baron of Baltimore” “Instructions to the Colonists” “A Briefe Relation of the Voyage Unto Maryland, by Father Andrew White”

- “Indians and Frontiers in Seventeenth-Century Maryland”  
RECOMMENDED: “A Character of the Province of Mary-Land”
- Feb. 3 “An Act Concerning Religion”  
“The Sot-Weed Factor”  
“Land Use, Settlement Patterns, and the Impact of European Agriculture, 1620-1820”  
RECOMMENDED: “Babylon’s Fall” (9)  
“Refutation of Babylon’s Fall” (16)
- Feb. 8 “Slavery in the Colonial Chesapeake”  
“Some memoirs of the life of Job, the son of Solomon the high priest of Boonda in Africa; who was a slave about two years in Maryland; and afterwards being brought to England, was set free, and sent to his native land in the year 1734”
- Feb. 10 “A Journey from Patapsco in Maryland to Annapolis”  
“The Surprising Adventures of Bampfylde Moore Carew”  
“Food for Criticks”
- Feb. 15 Field trip to Maryland Historical Society. Meet in Lot 1 behind Tawes Hall at 1pm
- Feb. 17 “Maryland Eclogues”  
“Barefoot Folks with Tawny Cheeks: Creolism in the Literary Chesapeake, 1680-1750”  
**DUE: POSITION PAPER #1**
- Feb.22 “Considerations on the Propriety of Imposing Taxes in the British Colonies, For the Purpose of Raising a Revenue” (Maryland Gazette)  
“The Watchman” (Maryland Gazette)  
Selections from Benjamin Banneker’s *Almanac*  
Selections from Thomas Jefferson’s *Notes on the State of Virginia*
- Feb. 24 Selections from *Mistress of Riversdale: The Plantation Letters of Rosalie Stier Calvert, 1795-1821*  
“The Battle of Fort McHenry”
- Feb. 29 Selected stories of Edgar Allen Poe  
“Homage to Edgar Allen Poe” by Dave Smith
- Mar. 2 *The Life and Adventures of Charles Ball*  
“Slavery in Maryland, Briefly Considered”

- Mar. 5**      **GROUP TOUR OF MARYLAND HISTORICAL SOCIETY IN BALTIMORE (TIME TBA)**
- Mar. 7      *My Bondage and My Freedom*
- Mar. 9      *My Bondage and My Freedom*  
Selection from *Social Death* by Orlando Patterson
- Mar. 14      SPRING BREAK
- Mar. 16      SPRING BREAK
- Mar. 21      “Maryland, My Maryland”  
“When I was Small, a Woman Died”  
“Dickinson and Civil War Media”  
Selected chapters from “Prince George’s County and the Civil War”
- Mar. 23      Selected writings of H.L. Mencken  
**DUE: POSITION PAPER #2**
- Mar. 28      *The Heart of Maryland* by David Belasco
- Mar. 30      **MIDTERM EXAM**
- Apr. 4      *These Low Grounds* by Waters Turpin
- Apr. 6      *These Low Grounds*
- Apr. 11      *These Low Grounds*
- Apr. 9      Field trip to Reginald F. Lewis Museum. Meet in Lot 1 behind Tawes Hall at 1pm.
- Apr. 11      *Beautiful Swimmers*
- Apr. 13      *Beautiful Swimmers*
- Apr. 18      Selections from *The Sot-Weed Factor* by John Barth  
**DUE: Literature and Sustainability Project**
- Apr. 20      Lucille Clifton
- Apr. 25      *Sap Rising* by Christine Lincoln
- Apr. 27      Selected short stories by Anne Beattie
- May 2      Selected short stories by Rafael Alvarez and Laura Lippman

May 9 Selected short stories by George Pelecanos

May 16 **Final Exam held from 10:30am-12:30pm in Tawes 3136**  
**DUE: Capstone Project**