

The Figure of the Child in Multiethnic American Literature and Activism

Project 2: MARBL Paper

Assignment Description

- For this assignment, you'll select a Harlem Renaissance text from Emory's Manuscript, Archives, and Rare Book Library (MARBL).
 - The text may be directed at a child, adult, or crossover audience.
 - The text should, explicitly or implicitly, deal with issues related to childhood.
 - The text should be a physical text housed in MARBL.
 - The text should NOT otherwise be available in physical or electronic format at Emory or on the open web.
 - The text should be a single text such as a magazine article, a photo, a letter, a poem, a play, or a picture book. You might consider the text's relationship to other texts (like other content from the same magazine issue as your selected article or other letters from the same series of correspondence as your selected letter), but you should focus your analysis on a single text.
- You will develop your own specific, compelling argument about the significance of your selected MARBL text for our understanding of the figure of the child in this period.
- You will formulate your own argument by extending or complicating material from Kate Capshaw's *Children's Literature of the Harlem Renaissance* as well as by closely reading your selected text.
- Your argument will be clear, specific, interpretive, and multi-faceted.
 - Clear: Clearly express your argument. Also clearly distinguish your ideas from others' and explain the relationship between them.
 - Specific: Craft a specific argument about specific features of your selected text and specific aspects of the figure of the child in the Harlem Renaissance.
 - Interpretive: Closely read your selected MARBL text as well as Capshaw's text throughout your paper and make an argument and sub-arguments that you can only make by reading these texts in conversation with one another.
 - Multi-faceted: Don't just repeat the same general argument throughout the essay. Instead, in each section of your paper, develop your argument in a new way.
- Your thesis statement will be specific, summarizing each of the major developments of your argument. Your introduction will provide a focused lead up to the thesis, modeled on the introductions we've discussed together from published scholarship.
- In your conclusion, you'll do something other than merely restate your thesis. You may pose ideas for further research, draw a slightly broader connection, and/or bring home the "so what factor" in a fresh way as modeled in the published scholarship we've read together.
- Length: 1800-2100 words (about 6-7 pages), excluding Works Cited page.
- Formatting/Citation: Please type in a professional font (such as Times New Roman or Garamond). Double space the document. Give it an interesting, relevant title (not just "Project 2: MARBL Paper"). Follow MLA formatting and citations guidelines throughout the document and in a Works Cited section at the end.

(Turn over for more information.)

Due Dates/Places

Fri 10/3 Proposal due on course blog by 9am.

Your proposal should address the following three questions:

- 1) What kinds of texts are you most interested in examining for this project (photos, poems, magazine articles, children's books, authors' letters, educators' letters, activists' letters, etc.)?
- 2) What are one or two specific items described in MARBL finding aids that interest you? (Describe the item—including the title if there is one, share the name of the collection, and give a link to the collection description.)
- 3) What are some specific issues or questions raised for you by Capshaw's book that you want to explore further in this project? (Reference specific passages, with page numbers, from Capshaw's book.)

- Sat 10/11 Tentative thesis due on course blog by 5pm.
Though tentative (you may end of changing it entirely or revising it substantially), your proposed thesis should still reflect the kind of clear, specific, interpretive, and multi-faceted argument called for in the above Assignment Description.
- Wed 10/15 Full First Draft.* Hard copy due in class and e-copy due on Blackboard at 10am.
- Wed 10/22 Final Draft & Process Reflection. Hard copy due in class and e-copy due on Blackboard at 10am. (See syllabus for process reflection instructions.) Please also turn in marked copy of first draft for this project and graded copy of Project 1.

Grading Criteria

This assignment is worth 15% of your total course grade. You will be graded based on how well you:

- 1) Fulfill all of the requirements detailed in the Assignment Description above.
- 2) Complete all components of the assignment on time (including proposal, tentative thesis, and a FULL first draft as well as the final draft).*
- 3) Revise substantively (developing your thinking on the page, not merely editing errors) in response to peer feedback, professor instruction, and your own reflective process.

Notes:

*Note 1: In a "Full First Draft," a writer attempts to meet all assignment requirements.

*Note 2: In accordance with the Late Work policy described in the syllabus, if any of the components of this assignment are late, your grade for the entire project will be docked a full letter on the initial day that component is late and another full letter grade for each additional day it is late. Excepting in cases of dire emergency, you need to speak with Dr. Suhr-Sytsma in advance if you wish to negotiate for an extension.