**Sunday (July 7)**  
4:00pm–6:00pm  
Residence Check in  
Opening Reception

**Monday (July 8)**

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>10:00 – 10:30 am</td>
<td>Institute overview – Howard Rambsy II, Professor</td>
</tr>
<tr>
<td>10:30 – 11:45 am</td>
<td>Douglass, Violence, and the Slave Narrative – Professors Tisha Brooks and Elizabeth Cali</td>
</tr>
<tr>
<td></td>
<td>Utilizing Douglass’s <em>Narrative</em> as a touchstone, the presentation will outline and explicate the conventions and specificities of slave narratives including and beyond Douglass’s work. Brooks and Cali will address the various and distinct literary methods and objectives undertaken in representing violence in slave narratives. This session will assist Summer Scholars by providing a context for addressing students’ concerns with authenticity and struggles with representations of violence in the classroom.</td>
</tr>
<tr>
<td>11:45 am – 1:10 pm</td>
<td>Lunch</td>
</tr>
<tr>
<td>1:15 – 2:15 pm</td>
<td>Group A: Distance Reading and Douglass – Professor Jessica DeSpain, Co-director IRIS Center</td>
</tr>
<tr>
<td></td>
<td>This DH workshop will introduce participants to Douglass’s importance within the networks of transatlantic abolitionism and the literary marketplace. Interactive Session: Using distant reading tools like Voyant, teachers will learn how to put Douglass’s slave narrative side-by-side with a host of other slave narratives, newspaper articles, and abolitionist novels to examine his word usage, discover common themes, and consider how his writing compares to the corpus of writing on slavery during the period.</td>
</tr>
<tr>
<td></td>
<td>Required reading: Kathryn Schulz’s “What Is Distant Reading?”</td>
</tr>
<tr>
<td>1:15 – 2:15 pm</td>
<td>Group B: Frederick Douglass and Common Core – Professor Jill Anderson</td>
</tr>
<tr>
<td></td>
<td>This session will cover Frederick Douglass and Common Core State Standards Initiatives. As a professor of English and program director for secondary English Education, she has extensive experience preparing teachers on multiple approaches to introducing Douglass into high school curricula and meeting the standards of Common Core. Anderson’s session will collaborate with Summer Scholars in introducing, discussing, and applying specific approaches for teaching Douglass in variety of secondary school contexts.</td>
</tr>
<tr>
<td>2:30 – 3:30 pm</td>
<td>Group C: Distance Reading and Douglass – Professor DeSpain</td>
</tr>
<tr>
<td>2:30 – 3:30 pm</td>
<td>Group D: Frederick Douglass and Common Core – Jill Anderson</td>
</tr>
</tbody>
</table>
3:30 – 4:30 pm: Frederick Douglass as Literary Artist? – Professors Tisha Brooks and Elizabeth Cali

Brooks and Cali will introduce frameworks for viewing Douglass as a significant literary artist. Hands-on annotation workshops will guide educators in developing annotation techniques for engaging students with the complexities of Douglass as a creative and imaginative writer, as historical figure and literary entrepreneur, as autobiographer and curator of early African American literary expression. Summer Scholars will work in small groups examining how Douglass attempts to tell a free story using literary and rhetorical strategies of revision in key scenes from both the 1845 Narrative and the 1855 My Bondage and My Freedom.

Required Readings: John Sekora’s “Mr. Editor, If You Please”: Frederick Douglass, My Bondage and My Freedom, and the End of the Abolitionist Imprint, “608-626”

Tuesday (July 9)

10:00 – 10:30 am: Douglass, Autobiography, and Geography
Making Connections – Professors Brooks and Cali

Open discussion encouraging participants to share discoveries across previous group sessions. An interactive time for people to share connections across Monday morning and afternoon sessions.

10:30 – 11:45 am: African American Autobiography – Professor Joycelyn Moody

This presentation provides an overview of autobiographies and memoirs produced by African Americans, from slave narratives to contemporary works. The session will assist Summer Scholars in understanding how Douglass’s narratives fit within a larger system of autobiographies and life writing.

Required readings: Joycelyn Moody’s “Foreword,” A Mysterious Life and Calling: From Slavery to Ministry in South Carolina, vii- xii; Frances Smith Foster’s “In Respect to Females...” (xxix - xli); Foster’s “Slave Narratives and their Cultural Matrix,” 3-23.

11:45 am –1:10 pm: Lunch

1:15 – 2:15 pm: Group A: African American Autobiography – Professor Moody

Moody will lead a discussion with Summer Scholars concerning pedagogical considerations of African American autobiographies, memoirs, and life writing. The discussion will give participations opportunities to pose questions and share ideas about making high school students aware of how Douglass’s autobiographies correspond to a range of autobiographies and autobiographical works.

Group B: Geography and Douglass’s Narrative – Professor Kristine Hildebrandt

Hildebrandt will lead a hands-on digital workshop about utilizing free custom map-making tools Google Maps, Google Earth, and StoryMapJs to explore geographic elements of Douglass’s Narrative. She will demonstrate how mapping software can assist Douglass readers in understanding spatial and temporal connections throughout the text. The workshop Summer Scholars will “see” those connections by incorporating geovisualization into interactions with the Narrative.
Required readings: Kristine A. Hildebrandt and Shunfu Hu’s “Multimedia Mapping on the Internet and Language Documentation: New Directions in Interdisciplinarity” and Michael Dear’s “Historical moments in the rise of the geohumanities” 309-315.

2:30 – 3:30 pm: Group C: African American Autobiography – Professor Moody  
Group D: Geography and Douglass’s Narrative – Professor Hildebrandt

6:00 – 7:00 pm: Frederick Douglass Book History – exhibit and reception [Lovejoy Library]

Curated by Professor Howard Rambsy, this exhibit will showcase multiple editions of Douglass’s Narrative, highlighting how publishers have re-presented Douglass and The Narrative over the last two decades. The exhibit will acquaint Summer Scholars with a firm sense of the possibilities of using book history for pedagogical purposes.

**Wednesday (July 10) Douglass, Public programming, and Escape Artists**

10:00 – 10:30 am: Discussion of the Douglass Book History exhibit – Professors DeSpain and Rambsy

This discussion will serve as a short debriefing on the Douglass book history exhibit. The session will provide information about organizing exhibits on Douglass and book history in general as ways of enhancing student learning.

10:30 – 11:45 am: Douglass and other Escape Artists – Professor Barbara McCaskill

This presentation offers considerations of the various and sometimes ingenious ways that enslaved people endeavored to escape from bondage. Summer Scholars will gain an awareness of how Douglass, Harriet Jacobs, Henry Box Brown, William and Ellen Craft, and others eluded capture and secured freedom.


11:45 am –1:10 pm: Lunch

1:15 – 2:30 pm: Picturing Frederick Douglass – Professors Brooks and Cali

While previous sessions address Douglass’ self-representation in print, this session will extend participants’ understanding of Douglass’ evolving self-representation through pictures. Drawing from the critical texts Picturing Frederick Douglass: An Illustrated Biography of the Nineteenth Century’s Most Photographed American and Pictures and Progress: Early Photography and the Making of African American Identity. An interactive workshop, this session highlights the study of Douglass’s photographs as visual texts. Summer Scholars will discuss and explore Douglass’ commitment to photography as a medium for social change—a recurring theme in his writing and speaking, as well as his persistent deployment of photography as a powerful tool of self-representation throughout his life.

Required readings: Henry Louis Gates, Jr.’s Epilogue and other selections from Picturing Frederick Douglass: An Illustrated Biography of the Nineteenth Century’s Most Photographed American (2015)

2:45 – 3:45 pm: Discussion of institute symposium
Thursday (July 11)  
**Douglass and Contemporary African American Literature**

10:00 – 10:30 am:  
Douglass and African American Poetry – Professor Rambsy

This presentation will highlight the abundance of poems concentrating on Frederick Douglass and other enslaved figures, highlighting how a range of poets, including Paul Laurence Dunbar, Langston Hughes, Robert Hayden, Elizabeth Alexander, Evie Shockley, Vievee Francis, and others have written about venerable fugitive slaves in their poetic compositions. The presentation will provide Summer Scholars with opportunities to consider ways of incorporating more poetry into their coverage of Douglass’s *Narrative.*

10:30 am–12:00pm  
The presence of Douglass in modern and contemporary African American novels  
Professor Courtney Thorsson

This presentation provides an overview of select, prominent writings by modern and contemporary African American writers. Thorsson will explain how Douglass’s work corresponds to a range of novelists, including Toni Morrison, Octavia Butler, Colson Whitehead, and others. Summer Scholars will develop an understanding of contemporary novelists extend and rework themes presented in the *Narrative* and consider ideas for introducing contemporary novelists into classroom discussions about Douglass.


12:00 pm–1:10pm:  
*Lunch*

1:15 – 2:15 pm:  
Group A: Douglass and Black Women – Professor Thorsson

This presentation will concentrate on black feminist appraisals of Douglass’s narratives and the very construction of masculinity in representations of black men in literature and culture in general. The session will assist Summer Scholars in understanding how “gender matters” in considerations of Douglass. The presentation will also address the opportunities for reading and annotating Douglass while employing black feminist and other critical lenses.

1:15 – 2:15 pm:  
Group B: Teaching Douglass with undergraduates – Professor Donavan Ramon

Ramon will lead a discussion on the experiences of covering Douglass with undergraduates. What kinds of challenges do college students face when they encounter Douglass in the college classroom? Summer Scholars will consider approaches to giving high school students guidance on Douglass that will benefit them as they cover Douglass, American, and African American literature at the college level.

2:30 – 3:30 pm:  
Group C: Douglass and Black Women – Professor Thorsson  
Group D: Teaching Douglass with undergraduates – Professor Donavan Ramon

3:45 pm:  
Preparations for institute symposium

Friday (July 12)  
**Institute symposium on Teaching African American literature**

10:00 – 11:00 am:  
Session #1

11:10 – 12:00 pm:  
Session #2

12:00 – 1:30 pm:  
*Lunch*
1:30 – 2:45 pm: Session #3
3:00 – 4:00 pm: Session #4
4:00 – 6:00 pm: Closing Reception

**Saturday (July 13)**  Residence check out

*****