

## **HI 329: American Slavery & the Slave Trade**

INSTRUCTOR INFORMATION	COURSE INFORMATION
Dr. Kelly Watson <a href="mailto:kelly.watson@avila.edu">kelly.watson@avila.edu</a> Office Location: 406 Borserine Center Office Hours: Tues. 1-2 PM Wed. 12-1 PM	Spring 2018 Monday/Wednesday 10:30 – 11:45 PM 420 Borserine Center

### **COURSE INFORMATION**

#### ***Course Description***

This course begins with the historical roots of U.S. slavery in the ancient world and West Africa. It covers the Indian slave trade, the Atlantic slave trade, as well as the domestic slave trade. This course will address the diverse policies and practices of slavery and anti-slavery in the U.S. during the colonial, revolutionary, early Republic, antebellum, and Civil War eras. Comparisons with other regions in the western hemisphere will also be offered. Finally, this course will investigate the legacy of slavery in the modern day United States. Meets the upper-division requirement for American history in the history major. Meets the upper-division requirement for American History in the history major. 2015+ CORE: Social Justice and Civic Life, Transform.

#### ***Course Materials***

1. *Kindred* by Octavia Butler
  - a. ISBN: 978-0807083697
2. *Inhuman Bondage: The Rise and Fall of Slavery in the New World* by David Brion Davis
  - a. ISBN: 978-0195339444
3. *Mr. And Mrs. Prince: How an Extraordinary Eighteenth-Century Family Moved from out of Slavery and into Legend* by Gretchen Gerzina Holbrook
  - a. ISBN: 978-0060510749
4. Other materials for the course will be available on Canvas.

### **GENERAL INFORMATION**

#### ***Academic Honesty***

The policy of Avila University concerning cheating and plagiarism will be strictly followed in this class. Cheating and plagiarism are very serious offenses. They carry penalties varying from failing a course to suspension from the college. Any misrepresentation of others' work as one's own in any academic exercise is considered plagiarism and will be reported to the appropriate campus office. If you have any questions/concerns during the course of the semester regarding what constitutes

plagiarism, please examine pages 35-36 of the 2015-2016 Undergraduate Catalog or ask me.

### ***E-mail Communication and Canvas***

E-mail is a useful and convenient medium for us to communicate with one another; however, I have found that it can also be a source of confusion. With that in mind, please keep the following guidelines in mind:

- It is important to be professional in email communication with your instructor and fellow classmates. This means that you should include a proper greeting with my name and title (Dr. Watson, Professor Watson, etc.) as well as your full name and the course you are in. Be sure to write in complete sentences with proper grammar and spelling. I should not have to decode your message. I reserve the right to ignore emails that are not addressed properly, unclear, confusing, or disrespectful.
- I am always willing to respond to your questions over email, and I will try to respond within 24 hours. Although I strive to make myself available to students whenever possible, I am not accessible 24/7; keep this in mind when it comes time to take an exam or turn in a paper!
- I will not discuss grades with you over email nor will I provide answers to exam questions. If you would like to speak about your grade with me, please do so in person.
- Lastly, if you email me with a question that is clearly answered on the syllabus, I reserve the right to ignore or message or simply respond that you should check the syllabus on your own.

I will use Canvas to post assignment sheets, general announcements, etc., so please check it regularly. To access it, please go to <http://avila.instructure.com>

### ***Classroom Expectations***

You are all adults and I plan to treat you as such, but it never hurts to be reminded of proper decorum. Therefore, please abide by the following guidelines and remember to be professional and respectful at all times in this course.

- Arrive to class on time and stay for the duration (with the obvious exception of the occasional bathroom break or an emergency). If you must leave early, please let me know before class and exit the classroom quietly. Refrain from packing up your materials until the class is actually over.
- Do not eat during class (a drink is fine). Think of the classroom as your workplace. Would you eat breakfast in a meeting with your boss? I should hope not!
- Refrain from talking while others are speaking, reading non-course related material, listening to your music, etc.
- DO NOT TEXT or use your cell phone during class. Your phone should not be on the desk or in your lap. It should always be stowed away and silenced. I reserve the right to count any student as absent who is paying more attention to an electronic device than the class in session.
- I think that it should be obvious, but you also need to remove your headphones.
- The use of laptops, tablets, etc. is STRONGLY discouraged. However, if you feel that you need to use such a device, then you MUST sit in the back of the

classroom to avoid potentially distracting your classmates. Furthermore, if it comes to my attention that you are habitually using your laptop, tablet, etc. for anything other than taking notes, you may be asked not to bring it back and your participation grade will be severely impacted.

- There have been numerous studies over the past few years that have conclusively demonstrated that we are not nearly as good at multitasking as we think we are and that students who use electronic devices during class are almost always less successful than students who do not.

If you consistently violate these classroom conventions, you will be asked to leave and your grade will be affected.

### ***Attendance Policy***

Consistent attendance is mandatory for success in this course, but you do not earn a grade simply for showing up. Every student is graded on participation, and you cannot possibly earn participation points if you are not present. However, I understand that students occasionally need to miss class for a variety of reasons. Each student is therefore afforded two absences (or one week of the course) before his/her grade is negatively affected. Excused absences may be issued at my discretion only and only in cases of genuine emergency. In other words, if you have a cold and don't feel well enough to come to class, your absence will not be "excused." This doesn't mean that you should come to class with the flu that is what your "free absences" are for. Proper documentation will be required for any excused absences.

Please remember that attendance requires both a physical and mental presence. With this in mind, things like sleeping in class, texting, wearing headphones, using your phone or laptop, reading outside materials, talking, etc. will negate your physical presence in that day's class and will be counted against you in your participation grade.

**\*\*N.B.:** If you participate in any Avila activities (i.e. a sports team, theater, etc.) that may interfere with your attendance in this class, you **MUST** provide me a physical list of games, highlighting those that will affect your attendance in this class. Failure to provide this will result in unexcused absences. **\*\***

### ***Class Cancellation Policy***

If it is necessary for me to cancel class for some unexpected reason (illness, family emergency, inclement weather, etc.) I will inform you as soon as possible via e-mail. Please get in the habit of checking your e-mail before class. If there is a last-minute emergency, at the very least someone will leave a note for you on the board advising you that class has been cancelled. If for some reason none of those fail-safes work, feel free to invoke the 15-minute rule.

### ***Disability Services***

If you have a disability and require accommodations, please contact the office of Disability Services early in the semester so that your learning needs may be appropriately met. You will need to provide documentation of your disability to the Disability Services office before any accommodations are arranged. The office is

located in the Hodes Center, call 816-501-3666 for more information or visit the website at <http://www.avila.edu/student-services/disability-services-1>

### ***Late Work and Make-up Policy***

I will NOT accept late work unless you have obtained prior approval from me or provide proof of the emergency (i.e. doctor's note, obituary, etc.) in a timely fashion. If you are having difficulty, please talk to me BEFORE the assignment is due. If you miss class on a day in which we have an in-class assignment, a quiz, or a test, and cannot provide documentation of an emergency I will NOT allow you to make up the work. However, if you speak to me ahead of time, we may be able to work something out.

### ***Progress***

It is your responsibility to keep track of your grades throughout the semester. I will not issue tentative grades or grade projections. I will not assign the participation grades (or tally attendance) until midterm and after the final exam and I will not issue preliminary grades. Assignment grades will be posted on Canvas for your convenience, but only after they have been returned to you. I am happy to meet with you in person to discuss your progress and contributions to the course.

## **ASSESSMENT**

### ***Participation***

Your participation in class discussion is a significant part of your grade and is **not optional**. I will take attendance every class period and your presence is vital to your success and the overall success of the course. You must earn your participation grade; you do not get a C for showing up to class. Rather, your grade will be assessed based on the quality and quantity of your participation in discussions as well as your overall attentiveness (remember that you cannot earn participation points if you are not there). Your participation grade will be given in two parts, once at mid-term and once at the end of the course. If you have a particular concern about participating (such as a diagnosed anxiety disorder) please come to talk me ASAP and we can discuss strategies and options. If you wait until the end of the semester, I will not be able to assist you.

**General Rubric for Grading Participation:** This rubric is provided for you as a guide to gauge your participation throughout the semester. Please remember that not all items listed are applicable to all students and it is not always necessary to exhibit each characteristic in order to earn the associated grade.

- A: Attends class regularly and is well prepared. Takes good notes and/or remains consistently engaged in classroom activities. Asks meaningful questions regularly. Provides comments and new information in a consistent and equitable manner. Interacts with a variety of participants. Reveals a solid understanding of the topic and readings as evidenced by thoughtful responses and questions.

- B: Attends class regularly and is prepared. Takes good notes and/or remains consistently engaged in classroom activities. Asks meaningful questions regularly. Provides comments and some new information consistently. Interacts with a variety of participants. Reveals an adequate understanding of the topic and readings as evidenced by comments that rarely contain only superficial knowledge.
- C: Attends class regularly and is usually prepared. Takes notes and/or is mostly engaged in classroom activities. Asks meaningful questions on occasion. Sporadically provides comments and new information. Interacts with other participants. Reveals a shallow understanding of the topic and readings as evidenced by loosely related comments.
- D/F: Attendance is spotty and/or is rarely prepared. Does not demonstrate active engagement with the class. Rarely asks meaningful questions. Provides minimal comments and information to other participants. Reveals a lack of understanding of the topic and readings as evidenced by irrelevant or absent comments.

### ***Other Assignments***

Throughout the course, there will be other assignments at my discretion including in-class exercises, response papers, etc. These assignments will be tabulated as part of your participation grade.

### ***Discussion Facilitation***

Once during the semester, you will be required to guide the discussion of the topic and readings scheduled for that day. More details will be provided in a separate assignment sheet.

### ***Mid-term Examination***

This will be an in-class exam that will require you to engage critically with the material from the first half of the course.

### ***Final Examination***

This will be a written exam during our scheduled final exam time that will require you to engage critically with the material from the course.

### ***Papers***

There are two required papers in this course. More information will be provided in a separate assignment sheets.

### ***Assessment Breakdown***

<b>A</b>	1000 – 900	(100% - 90%)	<b>D</b>	699 – 600	(69.9% - 60%)
<b>B</b>	899 – 800	(89.9% - 80%)	<b>F</b>	599 – 0	(59.4% - 0%)
<b>C</b>	799 – 700	(79.9% - 70%)			

Participation & Other Assignments  
First Half of Course

60 points

Second Half of Course	60 points
Discussion Facilitation	130 points
Paper 1	150 points
Paper 2	200 points
Exam 1	200 points
Exam 2	200 points
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	1000 points

## **INTENDED LEARNING OUTCOMES (ILOs)**

### ***2015+ CORE***

#### **Social Justice and Civic Life – Transform Level Outcome**

1. Critically analyze individual and collective human experiences and communicate sensitivity to self and others

Typical Means of Assessment: Exams, Participation in Class Discussions, Papers and other Written Assignments

### ***History Program Outcomes***

1. Knowledge: Identify and characterize the major questions of American and World history in terms of continuity and change using relevant political, economic, social, religious, and cultural institutions, traditions, and beliefs.
  - a. Typical Means of Assessment: Exams, Papers and other Written Assignments
2. Theory: Demonstrate an understanding of the effects of race, gender, class, ethnicity, or religion on the experiences of ordinary and extraordinary people of the past using current historical theory and methodology.
  - a. Typical Means of Assessment: Exams, Participation in Class Discussions, Papers and other Written Assignments
3. Praxis: Using the “knowledge” and “theory” of the outcomes above, examine and analyze primary documents, pose a historical question (i.e., offer an interpretation or thesis) that the weight of evidence seems to answer, then provide context for one’s historical question and evidence using the available secondary literature synthesized in a well-written work of historical scholarship.
  - a. Typical Means of Assessment: Exams, Participation in Class Discussions, Papers and other Written Assignments

## SCHEDULE

Assignments & schedule may be adjusted at the Instructor's discretion

[C] indicates that the reading is available on Canvas

### Readings/Assignments must be completed by the date listed

DATE	TOPIC	READING	ASSIGNMENT
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#### WEEK 1

W 1/17	Introduction to course		
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#### WEEK 2

M 1/22	Freedom & Unfreedom	<ul style="list-style-type: none"> <li>Davis, <i>Inhuman Bondage</i>, Chapters 1-2</li> </ul>	
W 1/24	Race & Slavery	<ul style="list-style-type: none"> <li>Davis, <i>Inhuman Bondage</i>, Chapter 3</li> </ul>	

#### WEEK 3

M 1/29	History & Philosophy of Slavery	<ul style="list-style-type: none"> <li>Selections from Aristotle [C]</li> </ul>	
W 1/31	History & Philosophy of Slavery	<ul style="list-style-type: none"> <li>Selections from the various religious texts [C]</li> </ul>	

#### WEEK 4

M 2/5	Race & Slavery	<ul style="list-style-type: none"> <li>Davis, <i>Inhuman Bondage</i>, Chapter 4</li> <li>O'Conner, Chapter 6 [C]</li> </ul>	
W 2/7	Slave Trade	<ul style="list-style-type: none"> <li>In-class film, <i>The Middle Passage</i></li> <li>Selections from <i>The Interesting Narrative of the Life of Olaudah Equiano</i> [C]</li> </ul>	

#### WEEK 5

M 2/12	<b>NO CLASS MEETING</b>		Reflection due on Canvas by 11:59 on T 2/13
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W 2/14	Brazil & Caribbean	<ul style="list-style-type: none"> <li>Davis, <i>Inhuman Bondage</i>, Chapter 5</li> <li>Burnard, <i>Master, Tyranny, and Desire</i>, Chapter 7 [C]</li> </ul>	
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**WEEK 6**

M 2/19	Colonial North America	<ul style="list-style-type: none"> <li>Davis, <i>Inhuman Bondage</i>, Chapter 6</li> </ul>	
W 2/21	Gender & Slavery	<ul style="list-style-type: none"> <li>Warren, "The Cause of Her Grief" [C]</li> </ul>	

**WEEK 7**

M 2/26	Slavery in the North	<ul style="list-style-type: none"> <li>Gerzina, <i>Mr. and Mrs. Prince</i>, Intro and Part I</li> </ul>	
W 2/28	Slavery in the North	<ul style="list-style-type: none"> <li>Gerzina, <i>Mr. and Mrs. Prince</i>, Part II</li> </ul>	<ul style="list-style-type: none"> <li>Paper 1 Due by 11:59 pm on Canvas</li> </ul>

**WEEK 8**

M 3/5	Slavery in the North	<ul style="list-style-type: none"> <li>Gerzina, <i>Mr. and Mrs. Prince</i>, Part III</li> </ul>	
W 3/7	Slavery in the North	<ul style="list-style-type: none"> <li>Gerzina, <i>Mr. and Mrs. Prince</i>, Part IV</li> </ul>	

**\*\* SPRING BREAK: MARCH 12 – 19 \*\*****WEEK 9**

M 3/19	<b>EXAM 1</b>		
W 3/21	Revolution	<ul style="list-style-type: none"> <li>Davis, <i>Inhuman Bondage</i>, Chapter 7</li> <li>Drafts of the Declaration of Independence [C]</li> <li>Selections from Jefferson, <i>Notes on the State of Virginia</i> [C]</li> <li>Slave Petition to Massachusetts [C]</li> </ul>	

**WEEK 10**

M 3/26	Support for Slavery	<ul style="list-style-type: none"> <li>Davis, <i>Inhuman Bondage</i>, Chapter 9</li> <li>Selections from Faust, <i>The Ideology of Slavery</i> [C]</li> </ul>	
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W 3/28	Expansion of Slavery	<ul style="list-style-type: none"> <li>Davis, <i>Inhuman Bondage</i>, Chapter 10</li> </ul>	
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**WEEK 11**

M 4/2	Lives of Enslaved People	<ul style="list-style-type: none"> <li>Selections from <i>The Narrative of Frederick Douglass</i> [C]</li> <li>Selections from <i>Incidents in the Life of a Slave Girl</i> [C]</li> <li>Butler, <i>Kindred</i>, pages 9-51</li> </ul>	
W 4/4	Lives of Enslaved People	<ul style="list-style-type: none"> <li>Butler, <i>Kindred</i>, pages 52-188</li> </ul>	

**WEEK 12**

M 4/9	Lives of Enslaved People	<ul style="list-style-type: none"> <li>Butler, <i>Kindred</i>, pages 189-264</li> </ul>	
W 4/11	Resistance	<ul style="list-style-type: none"> <li>Davis, <i>Inhuman Bondage</i>, Chapter 11</li> <li>Selection from <i>The Liberator</i> [C]</li> <li>"The Confessions of Nat Turner" [C]</li> </ul>	

**WEEK 13**

M 4/16	Questioning Slavery	<ul style="list-style-type: none"> <li>Davis, <i>Inhuman Bondage</i>, Chapter 13</li> <li>Douglass, "What to the Slave is the 4th of July?" [C]</li> </ul>	
W 4/18	Expansion of Slavery	<ul style="list-style-type: none"> <li>Davis, <i>Inhuman Bondage</i>, Chapter 14</li> </ul>	

**WEEK 14**

M 4/23	The End of Slavery	<ul style="list-style-type: none"> <li>Davis, <i>Inhuman Bondage</i>, Chapter 15</li> <li>The Emancipation Proclamation [C]</li> </ul>	
W 4/25	Remembering Slavery	<ul style="list-style-type: none"> <li>Selections from the WPA Slave Narratives [C]</li> </ul>	

**WEEK 15**

M 4/30	Legacies of Slavery	<ul style="list-style-type: none"> <li>Davis, <i>Inhuman Bondage</i>, Epilogue</li> <li>Kolchin, "Slavery in United States Survey Textbooks" [C]</li> </ul>	
W 5/2	<b>EXAM 2</b>		

**Final Exam Week**

Essay 2 due Wednesday May 9 by 11:59 PM on Canvas			
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