

HI 380: American Slavery & the Slave Trade

INSTRUCTOR INFORMATION	COURSE INFORMATION
Dr. Kelly Watson kelly.watson@avila.edu Office Location: 406 Borserine Center Office Hours: Tues. 1:00 – 3:00 PM Wed. 11:00 AM – 12:00 PM Office Phone: 816-501-3645	Fall 2012 Monday/Wednesday 2:00 – 3:15 PM 403 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.

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 Angel.

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. If you have any questions/concerns during the course of the semester regarding what constitutes plagiarism, please ask me.

E-mail Communication and Angel

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. I am always willing to respond to your questions over email, and I will try to respond within 24 hours. Keep in mind, however, that if

you email me the night before an exam with a question it is very likely that I will not get back to you before the examination. I strive to make myself available to students whenever possible, but 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. Also, please be aware that it is important to be professional and formal in email communication with your instructor and fellow classmates. Finally, I will use Angel to post assignment sheets, general announcements, and for discussion, so please check it regularly.

*All work must be submitted in hard copy. I DO NOT accept work submitted over email. *

Classroom Expectations

Please be respectful at all times during our class. This includes arriving on time and finishing any food prior to the start of class; eating during class will not be tolerated, but drinks are fine. Refrain from reading non-course related material, listening to your ipod, and most of all DO NOT TEXT or use your cell phone during class. If you consistently violate these classroom conventions, you will be asked to leave and your grade will be affected. I do not allow laptops to be used in the classroom unless you have discussed it with me ahead of time. I maintain a zero tolerance policy for non-class related computer usage.

Attendance Policy

Consistent attendance is mandatory for success in this course. 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 will only be issued if proper documentation is provided.

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 check 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.

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.

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 before any accommodations are arranged. Disability Services is located in the Learning Center on the lower

floor of Blasco Hall and can be reached at 816-501-3666 (telephone and TTY).

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 not be assigned until 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. 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 as evidenced by thoughtful responses and questions.
- B: Attends class regularly. Asks meaningful questions regularly. Provides comments and some new information consistently. Interacts with a variety of participants. Reveals an adequate understanding of the topic as evidenced by comments that rarely contain only superficial knowledge.
- C: Attends class regularly. Asks meaningful questions on occasion. Sporadically provides comments and new information. Interacts with other participants. Reveals a shallow understanding of the topic as evidenced by loosely related comments.
- D/F: Attendance is spotty. Rarely asks meaningful questions. Provides minimal comments and information to other participants. Reveals a lack of understanding of the topic as evidenced by irrelevant or absent comments.

Other Assignments

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

Discussion Facilitation

At least once during the semester you will be required to guide the discussion of the topic and readings scheduled for that day.

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.

Research Project

The semester will culminate in an independent research project based on primary source research. This project must engage with the major themes of the course and topics must be approved in advance by the instructor. You will be expected to produce a substantive essay (between 8-15 pages). Failure to complete any portion of the assignment will result in a failing grade.

Proposal: Before you begin the bulk of your research, you will be expected to write a brief proposal outlining the project that you plan to pursue. After completing your proposal, you will be required to meet with me to discuss your research.

Annotated Bibliography: To aid you in your research, you will be expected to produce an annotated bibliography based on your research for the final project.

Final Paper: You will produce an essay based upon your research.

Assessment Breakdown

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

	<u>POSSIBLE</u>	<u>RECEIVED</u>
Participation (including in-class assignments)	150 points	_____
Discussion Facilitation	100 points	_____
Mid-term Examination	150 points	_____
Final Exam	150 points	_____
Research Paper		
Proposal	50 points	_____
Annotated Bibliography	150 points	_____
Paper	250 points	_____

	1000 points	

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 and attendance grades

until after the final exam and I will not issue preliminary grades. However, I am always willing to meet and discuss your progress with you in person.

INTENDED LEARNING OUTCOMES (ILOs)

Personal, Spiritual, and Social Outcomes

1. Demonstrate self-motivation, intellectual curiosity, and openness to differing perspectives.
 - a. Typical Means of Assessment: Exams, Participation in class discussions, Papers and other written assignments
1. Demonstrate sensitivity to socio-cultural diversity
 - a. Typical Means of Assessment: Exams, Participation in class discussions, Papers and other written assignments
2. Participate in group interaction to achieve an identified goal
 - a. Typical Means of Assessment: Participation in class discussions

Communication Outcomes

1. Read a document and demonstrate an understanding of its written and quantitative content.
 - a. Typical Means of Assessment: Exams, Participation in class discussions, Papers and other written assignments
2. Write a clear, well-organized paper, using documentation and quantitative tools, when appropriate
 - a. Typical Means of Assessment: Papers and other written assignments
3. Make a clear, well-organized verbal presentation
 - a. Typical Means of Assessment: Participation in class discussions
4. Employ active listening techniques, including summarizing, paraphrasing, questioning, and nonverbal response.
 - a. Typical Means of Assessment: Participation in class discussions

Higher Level Thinking Outcomes

1. Employ skeptical, evaluative and logical approaches in processing information and drawing conclusions.
 - a. Typical Means of Assessment: Exams, Participation in class discussions, Papers and other written assignments
2. Generate new images, concepts, possibilities and/or interpretations, and connect apparently disparate ideas.
 - a. Typical Means of Assessment: Exams, Participation in class discussions, Papers and other written assignments

Knowledge Outcomes

1. Knowledge of philosophers, theologians, writers, artists, and other great thinkers and their influence upon the development of western civilization.
 - a. Typical Means of Assessment: Exams, Participation in class discussions, Papers and other written assignments

2. Knowledge of cultural diversity in the United States and throughout the world
 - a. Typical Means of Assessment: Exams, Participation in class discussions, Presentations, Papers
3. Knowledge of United States history.
 - a. Typical Means of Assessment: Exams, Participation in class discussions, Papers and other written assignments
4. Knowledge of the function, structure, and interrelationships of the political, social, and economic systems of the United States.
 - a. Typical Means of Assessment: Exams, Participation in class discussions, Papers and other written assignments

History Program Outcomes

1. Knowledge: Identify and characterize the major periods in the United States 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
2. Theory: demonstrate an understanding of the Papers and other written assignments 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 the 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, Papers and other written assignments

SCHEDULE (schedule is subject to change)
(Readings/Assignments must be completed by the date listed)
[A] indicates that the reading is available on ANGEL

Week 1:

Wednesday 8/22: Introduction to the Course

Week 2:

Monday 8/27: Davis, *Inhuman Bondage*, Chapter 2

Wednesday 8/29: Selections from Aristotle, the Bible, etc. [A]

Week 3:

Monday 9/3: NO CLASS – LABOR DAY

Wednesday 9/5: Davis, *Inhuman Bondage*, Chapter 3

Week 4:

Monday 9/10: Davis, *Inhuman Bondage*, Chapter 4
 O’Conner, Chapter 6 [A]

Wednesday 9/12: In-class film, *The Middle Passage*

Week 5:

Monday 9/17: Selections from Rediker, *The Slave Ship* [A]
 Selections from *The Interesting Narrative of the Life of Olaudah Equiano* [A]

Wednesday 9/19: Davis, *Inhuman Bondage*, Chapter 5
 Burnard, *Master, Tyranny, and Desire*, Chapter 7 [A]

Week 6:

Monday 9/24: Davis, *Inhuman Bondage*, Chapter 6
 Warren, “The Cause of Her Grief” [A]

Wednesday 9/26: Gerzina, *Mr. and Mrs. Prince*, Intro and Part I
 PAPER PROPOSAL DUE

Week 7:

Monday 10/1: Gerzina, *Mr. and Mrs. Prince*, Part II

Wednesday 10/3: NO CLASS MEETING – PAPER CONFERENCES

Week 8:

Monday 10/8: Gerzina, *Mr. and Mrs. Prince*, Parts III and IV

Wednesday 10/10: Review and Discuss Research Strategies

Week 9:

Monday 10/15: MID-TERM EXAMINATION

Wednesday 10/17: NO CLASS - FALL BREAK

Week 10:

- Monday 10/22: Davis, *Inhuman Bondage*, Chapter 7
 Drafts of the Declaration of Independence [A]
 Selections from Jefferson, *Notes on the State of Virginia* [A]
 Slave Petition to Massachusetts [A]
- Wednesday 10/24: Davis, *Inhuman Bondage*, Chapter 9
 Selections from Faust, *The Ideology of Slavery* [A]

Week 11:

- Monday 10/29 Davis, *Inhuman Bondage*, Chapter 10
 ANNOTATED BIBLIOGRAPHY DUE
- Wednesday 10/31: Selections from *The Narrative of Frederick Douglass* [A]
 Selections from *Incidents in the Life of a Slave Girl* [A]
 Butler, *Kindred*, pages 9-51

Week 12:

- Monday 11/5: Butler, *Kindred*, pages 52-188
- Wednesday 11/7: Butler, *Kindred*, pages 189-264

Week 13:

- Monday 11/12: Davis, *Inhuman Bondage*, Chapter 11
 Selection from *The Liberator* [A]
 "The Confessions of Nat Turner" [A]
- Wednesday 11/14: Davis, *Inhuman Bondage*, Chapter 13
 Douglass, "What to the Slave is the 4th of July?" [A]

Week 14:

- Monday 11/19: Davis, *Inhuman Bondage*, Chapter 14
- Wednesday 11/21: NO CLASS - THANKSGIVING

Week 15:

- Monday 11/26: Davis, *Inhuman Bondage*, Chapter 15
 The Preliminary Emancipation Proclamation [A]
 The Emancipation Proclamation [A]
- Wednesday 11/28: Selections from the WPA Slave Narratives [A]
 RESEARCH PAPER DUE

Week 16: Legacies of Slavery

- Monday 12/3: Davis, *Inhuman Bondage*, Epilogue
 Kolchin, "Slavery in United States Survey Textbooks" [A]
- Wednesday 12/5: Wrap-Up and Review

FINAL EXAM: Monday Dec. 10, 2:00 – 3:50