

GENERAL INFORMATION

PROFESSOR INFORMATION

Instructor: Richard Rodriguez
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COURSE DESCRIPTION AND PURPOSE

In this course, students will examine American slavery from 1619 to 1865 and its impact on African Americans on a social and economic basis. Students will also examine the antislavery biblical literature used to oppose the institution, as well as the proslavery biblical literature that was meanwhile used to justify the institution.

COURSE OBJECTIVES

By the end of this course, students will be able to:

- identify an author's thesis, as well as evaluate author's use of sources to support his/her argument.
- evaluate various movement strategies of resistance including nonviolent resistance, mass mobilization, political art, culture and music, the use of media, propaganda, and self-defense.
- investigate the ways in which activists attempted to secure tangible rewards for their efforts in the form of policies, jobs, education, legislation, or governmental protection for civil rights.
- evaluate the ways that science is disseminated via popular media and perpetuate societal ideas about racial and gendered differences.

MAJOR AND CURRICULUM OBJECTIVES TARGETED**Goal A. Global Perspectives.**

Students will identify and describe the development of Atlantic slave trade and American slavery from multiple perspectives.

Goal II. Global Awareness:

Students will compare and contrast national and transnational perspectives on American slavery and in doing so, will be able to discuss conditions associated with local, global, international trends and systems as they relate to the generation of ideas about race relations and socioeconomic disparities.

Goal III. Global Engagement

Students will engage in problem solving activities in which they examine the responsibilities communities of people share in questioning ideas about governance and socioeconomic inequities, as well as the part they play as individuals.

TEACHING METHODOLOGY

The best classes often are those in which students express a diversity of ideas, thoughts, and opinions. The online classroom is a space in which students should feel free to challenge each other intellectually, yet respectfully. Students should not feel compelled to blindly follow the instructor's or the presenter's analysis during the course of classroom discussions. However, participants will be expected continually to support their arguments and opinions with references to texts.

Read the texts critically. I encourage students be prepared with notes articulating both negative and positive reactions to the texts. Underline, highlight, and note the page numbers in places where you were particularly struck by the merit of an author's argument or lack thereof. Students should be able to determine the main idea and stated purpose of each article and/or book and its historical context and significance. Students also should be prepared to discuss the ways in which authors use language, rhetoric, and tone, to articulate their ideas. Be prepared to analyze the ways in which the authors are persuasive as well as the ways in which the arguments falter. Other questions for consideration include: Who is the author's intended audience? In what ways does the author support his/her thesis? Are the author's assumptions valid or problematic? In what ways can the author's thesis be challenged? How does the author's work challenge or support others' you have read in the course?

IMPORTANT INFORMATION

POLICIES

Please review the [FIU's Policies](#) webpage. The policies webpage contains essential information regarding guidelines relevant to all courses at FIU, as well as additional information about acceptable netiquette for online courses.

TECHNICAL REQUIREMENTS & SKILLS

This course will require basic computer literacy. By computer literacy we mean being able to manage and organize computer files efficiently and learning to use your computer's operating system and software quickly and easily. Keep in mind that this is not a computer literacy course; but students enrolled in online courses are expected to have moderate proficiency using a computer. Please go to the "[What's Required](#)" webpage to find out more information on this subject.

This course utilizes the following tools:

1. Turnitin.com ([Privacy Policy](#))
2. YouTube ([Privacy Policy](#))

Please visit our [Technical Requirements](#) webpage for additional information.

ACCESSIBILITY AND ACCOMMODATION

Please visit our [ADA Compliance](#) webpage for information about accessibility involving the tools used in this course.

For additional assistance please contact FIU's [Disability Resource Center](#).

ACADEMIC HONESTY AND PLAGIARISM

In order to make the most out of this course, you are expected to present your own best effort. Any attempt at plagiarism will result in a failing grade for the, for the entire course.

To avoid plagiarism, be sure to acknowledge the source, using the conventions of an appropriate academic documentation style (such as MLA and Kate Turabian). Also view FIU's policy below:

Plagiarism

This Policy views plagiarism as one form of academic misconduct and adopts the definition of the university's Code of Academic Integrity, according to which plagiarism is

the deliberate use and appropriation of another's works without any indication of the source and the representation of such work as the student's own. Any student who fails to give credit for the ideas, expressions or materials taken from another source, including internet sources, is guilty of plagiarism.

- Examples of plagiarism include, but are not limited to:
 - Term papers acquired online or from other sources;
 - Copying of original material without attribution;
 - Use of other students' work;
 - Copying and pasting, verbatim, information from Internet sources, without quotation marks and correct citation.

For more information on plagiarism view [Plagiarism: What It is and How to Recognize and Avoid It](#)

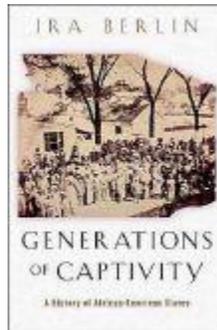
COURSE PREREQUISITES

There are no prerequisites for this course.

EXPECTATIONS OF THIS COURSE

Though this is a traditional course, assignments will be submitted online. However, students will be expected to come to class having read the material and be prepared to participate in class discussions based on the readings. It is therefore imperative that students keep up with the scheduled readings and assignments are listed in the syllabus.

TEXTBOOKS



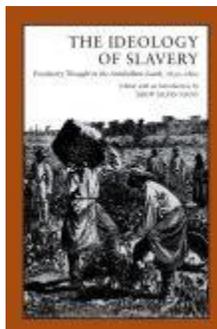
Generations of Captivity: A History of African-American Slaves (REQUIRED)

Ira Berlin

2004

ISBN-13: 9780674016248

[Book Info](#). You may purchase your textbook online at the [FIU Bookstore](#).



The Ideology of Slavery: Proslavery Thought in the Antebellum South, 1830-1860 (REQUIRED)

Drew Gilpin Faust

Louisiana University Press, 1981

ISBN-13: 9780807108925

[Book Info](#). You may purchase your textbook online at the [FIU Bookstore](#).

COURSE DETAIL

COURSE COMMUNICATION

Communication in this course will take place via **Canvas**. **Meetings with me are by appointment. Please set appointments via Canvas email.** The Email feature is an external communication tool that allows users to send emails to users enrolled within the course including the instructor and other students. Emails are sent to the students' FIU email on record. The Email tool is located on the left side Course Menu (Canvas user interface).

Visit our [Writing Resources](#) webpage for more information on professional writing and technical communication skills.

ASSIGNMENTS

Assignments must be submitted by 11:59 p.m. (midnight) on the week assigned. **Late submissions will be penalized.** The assignments are described in the syllabus.

Please Note: For the purposes of writing papers, the use of Wikipedia, [answers.com](#), and other similar non-scholarly websites is prohibited. You may refer to scholarly books and articles secured via the online databases JSTOR and Project Muse.

GRADING

Course Requirements		Weight
Class Readings, Attendance & Discussions (You must read the assignments, attend class, participate in class discussions and class presentations)		40%
Essays 1, 2 & 3		55%
Course Evaluation		5%

Letter	Range (%)	Letter	Range (%)	Letter	Range (%)
A	Above 93	B	84 - 86	C	70 - 76
A-	91 - 92	B-	81 - 83	D	60 - 69
B+	87 - 90	C+	77 - 80	F	< 60

COURSE CALENDAR

WEEKLY SCHEDULE

Date	Task	Due Date	Submit To
Week 1: January 8th <i>Introduction to Course:</i>			
Class	<ul style="list-style-type: none">No Readings for first class on January 8thIntroduction to the courseReview Syllabus		
Week 2: January 15th			

Class	<ul style="list-style-type: none"> • <i>12 Years a Slave</i> • Class discussion on <i>12 Years a Slave</i> 		
Week 3: January 22nd			
Reading for class	<ul style="list-style-type: none"> • Berlin, <i>Generations of Captivity</i>, pp. 1-49. 		
Week 4: January 29th			
Reading for class	<ul style="list-style-type: none"> • Berlin, <i>Generations of Captivity</i>, pp. 53-96. 		
Week 5: February 5th			
Reading for class	<ul style="list-style-type: none"> • Berlin, <i>Generations of Captivity</i>, pp. 99-157. 		
Week 6: February 12th			
Reading for class	<ul style="list-style-type: none"> • Berlin, <i>Generations of Captivity</i>, pp. 161-244. 		
First Essay Due	Write a 5-page paper outlining key aspects of American slavery. Must use the book only as your primary source.	Sunday, February 17 @ 11:59 pm	Canvas
Week 7: February 19th			
Reading for class	<ul style="list-style-type: none"> • Anti-Slavery Literature I: Read Samuel Hopkins, <i>Dialogue concerning the slavery of the Africans</i> 		
Week 8: February 26th			
Reading for class	<ul style="list-style-type: none"> • Anti-Slavery Literature II: Read David Rice, <i>Slavery Inconsistent with Justice and Good Policy</i> 		
Week 9: March 5th			
Reading for class	<ul style="list-style-type: none"> • Anti-Slavery Literature III: Read George Bourne, <i>Slavery Illustrated in its effects upon women and domestic society</i> 		
Week 10: March 12th			
Spring Break	<ul style="list-style-type: none"> • No Class 		
Week 11: March 19th			
Reading for class	<ul style="list-style-type: none"> • Anti-Slavery Literature IV: Read Angelina Grimke, <i>Appeal to the Christian Women of the South</i> 		
Second Essay Due	Write a 5-page paper analyzing the anti-slavery arguments of the writers we have read. (Hopkins, Rice, Bourne & Grimke) Do they account for American slavery as it was?	Sunday, March 24th @ 11:59 pm	Canvas
Week 12: March 26th			
Reading for class	Proslavery Literature I: Read Faust, p. 136-167		

Week 13: April 2nd			
Reading for class	Proslavery Literature II: Read Faust, p. 168-205		
Week 15: April 9th			
Reading for Class	Proslavery Literature III: Read Faust, p. 21-77		
Week 16: April 16th			
Reading for Class	Proslavery Literature IV: Read Faust, p. 78-135		
Week 17: April 23rd Final Week			
Class	<ul style="list-style-type: none"> • Meet with the Professor (Tuesday) to discuss final essay • Course Evaluation Due 		
Final Essay Due	<ul style="list-style-type: none"> • Write an 8-10-page essay that compares and contrasts the arguments of the anti-slavery and proslavery writers. Which do you and agree with based on what we've learned about American slavery? Why? (Please limit your attention to class readings) 	Friday, April 26 @ 11:59 pm	Canvas