

GENERAL INFORMATION

PROFESSOR INFORMATION



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ACADEMIC FREEDOM

Academic freedom and responsibility are essential to the integrity of the University. The principles of academic freedom are integral to the conception of the University as a community of scholars engaged in the pursuit of truth and the communication of knowledge in an atmosphere of tolerance and freedom. The University serves the common good through teaching, research, scholarship/creative activities, and service. The fulfillment of these functions rests upon the preservation of the intellectual freedoms of teaching, expression, research, and debate. We affirm that academic freedom is a protected right in addition to a faculty member's constitutionally protected freedom of expression and is fundamental to the faculty member's responsibility to seek and to state truth as he or she sees it.

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 anti-imperialist social movements from multiple perspectives

Goal II. Global Awareness:

Outcome 2: Students will compare and contrast national and transnational social movement and in doing so, will be able to discuss world 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 to contribute to the class's collective knowledge. The 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.

Students are encouraged to employ critical thinking and to rely on data and verifiable sources to interrogate all assigned readings and subject matter in this course as a way of determining whether they agree with their classmates and/or their instructor. No lesson is intended to espouse, promote, advance, inculcate or compel a particular feeling, perception, viewpoint of belief.

Read the texts critically. I encourage students to come to class 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?

Warning: Due to the nature of the course's focus on social movements this course relies heavily on visual documentaries, film, scholarly texts and primary source material that feature depictions of or descriptions of physical violence, rape and sexual assaults, military and violent confrontations, and offensive language.

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

One of the greatest barriers to taking a hybrid course is a lack of 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.

Please visit [Blackboard's Commitment Accessibility](#) webpage for more information.

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.

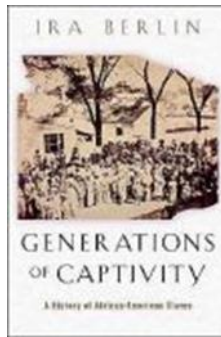
EXPECTATIONS OF THIS COURSE

This is a hybrid course, which means part of the course will be in person and part will be online. Class attendance is mandatory. Due to the truncated nature of the course, class times will be at a premium. Though students will turn in written assignments online, there will be discussions and presentations in class based on the class readings, so class attendance to the 6 classes is vital. Expectations for performance in the online portion of the course is also important and required to successfully complete this course.

Students are expected to:

- **Review the how to get started information** located in the course content
- **Introduce yourself to the class** during the first week by posting a self-introduction in the appropriate discussion forum
- **Interact** online with instructor/s and peers
- **Review** and follow the course calendar

TEXTBOOKS



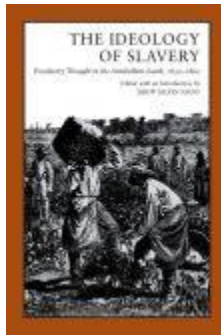
Generations of Captivity: A History of African-American Slaves (REQUIRED)

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 in class and via **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 (Blackboard user interface).

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

ASSIGNMENTS

You will be asked to submit three essays throughout the semester. The papers will be in response to an essay prompt based on the assigned readings in which you will use the readings **and other sources**. **They** must be submitted by Sunday 11:59 p.m. (midnight) on the week assigned. Due to the quick pace and truncated nature of the course, **late assignments will not be accepted**.

Each paper also must have a clearly defined thesis statement that appears in the first paragraph of the paper. A thesis statement succinctly provides the reader with the argument and the subject of the paper. The paper also must include primary source material. **For more guidance on how to write a thesis statement view :** [How To Write a Thesis Statement](#)

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 (Read the assignments, attend class, and participate in class discussions)		20%			
Essays 1, 2 & 3		75%			
Course Evaluation		5%			
Total		100%			
PLEASE NOTE: LATE ASSIGNMENTS WILL BE NOT BE ACCEPTED					
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: Tuesday, August 23			
<i>Introduction to Course:</i>			
Class	<ul style="list-style-type: none"> No Readings for first class on August 23 Introduction to the course Review Syllabus Review Required Essay Format 		
Week 2: Tuesday, August 30			
Class	<ul style="list-style-type: none"> <i>12 Years a Slave</i> Class discussion on <i>12 Years a Slave</i> 	Tuesday, Aug. 30	
Week 3: Tuesday, September 6			
Reading for class	<ul style="list-style-type: none"> Berlin, <i>Generations of Captivity</i>, pp. 1-49 	Tuesday, September 6	
Week 4: Tuesday, September 13			
Reading for class	<ul style="list-style-type: none"> Berlin, <i>Generations of Captivity</i>, pp. 53-96 	Tuesday, September 13	
Week 5: Tuesday, September 20			
Reading for class	<ul style="list-style-type: none"> Berlin, <i>Generations of Captivity</i>, pp. 99-157 	Tuesday, September 20	
Assignment	<ul style="list-style-type: none"> Submit Essay #1 	Sunday, September 25	Canvas
Week 6: Tuesday, September 27			

Reading for class	<ul style="list-style-type: none"> Berlin, <i>Generations of Captivity</i>, pp. 161-244 	Tuesday, September 27	
Week 7: Tuesday, October 4			
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> 	Tuesday, October 4	
Week 8: Tuesday, October 11			
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> 	Tuesday, October 11	
Week 9: Tuesday, October 18			
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> 	Tuesday, October 18	
Week 10: Tuesday, October 25			
Readings 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> 	Tuesday, October 25	
Assignment	<ul style="list-style-type: none"> Submit Essay #2 	Sunday, October 23	
Week 11: Tuesday, November 1			
Readings for class	<ul style="list-style-type: none"> Proslavery Literature I: Read Faust, pp. 136-167 	Tuesday, November 1	
Week 12: Tuesday, November 8			
Readings for class	<ul style="list-style-type: none"> Proslavery Literature II: Read Faust, p. 168-205 	Tuesday, November 8	
Week 13: Tuesday, November 15			
Reading for class	<ul style="list-style-type: none"> Proslavery Literature III: Read Faust, p. 21-77 	Tuesday, November 15	
Week 14: Tuesday, November 22			
Reading for class	<ul style="list-style-type: none"> Proslavery Literature IV: Read Faust, p. 78-135 	Tuesday, November 22	
Week 15: Tuesday, November 29			
Class Consultation	<ul style="list-style-type: none"> Meet with Professor to consult over Essay #5 	Tuesday, November 29	
Assignment	<ul style="list-style-type: none"> Submit Essay #3 	Saturday, Dec. 3	Canvas
Assignment	<ul style="list-style-type: none"> Course Evaluation 	Saturday, Dec. 3	Canvas