

| CAPILANO UNIVERSITY COURSE OUTLINE | | | |
|---------------------------------------|--------------------|---------------------|---|
| TERM: | SPRING 2017 | COURSE NO: | HISTORY 333 |
| INSTRUCTOR: | TBA | COURSE NAME: | HISTORY OF SLAVERY AND ANTISLAVERY |
| OFFICE: | LOCAL: | SECTION NO: | CREDITS: 3 |
| E-MAIL: | | | |
| OFFICE HOURS: TBA | | | |

COURSE FORMAT: Three hours of class time, plus an additional hour delivered through on-line or other activities for a 15-week semester, which includes two weeks for final exams.

COURSE PREREQUISITES:

45 credits of 100 level or higher coursework.

COURSE DESCRIPTION:

This course will explore the history of slavery and antislavery from the mid sixteenth century to the late nineteenth century. The course focuses on topics such as the Atlantic slave trade, the rise of slave trading empires in Africa, and the impacts of slavery and antislavery in the Atlantic World. Core themes of the course include freedom and bondage, race, class, gender, sexuality, religion, imperialism, agency and resistance, and identity and subjectivity.

COURSE LEARNING OUTCOMES:

Upon successful completion of this course, students will be able to:

- Identify and explain the significance of core people, places, events, concepts, and themes related to the history of slavery and antislavery.
- Explain the difference between primary and secondary sources and discuss the uses of each in creating and adjusting historical knowledge.
- Paraphrase significant historical arguments and discuss the relevance of leading scholarship to a collective understanding of the past.
- Using evidence from primary sources, investigate the causes and outcomes of a significant event within the history of slavery and antislavery and the roles of individual actors therein, and debate these with peers.
- Based on original research, and using evidence from primary sources, formulate a logical and persuasive historical argument, in a formal essay format, and use this argument to engage with relevant scholarship in the field.
- Critically reflect on major people, events, and processes in history and assess their contributions to historical change and continuity.
- Critically reflect on the learner's own progress and development in the context of the course and assess the utility of the historical discipline in the learner's personal, academic, or professional trajectory.

COURSE WEBSITE: A Moodle site will be created to support student activities, announcements and some 4th hour activities.

REQUIRED TEXTS: A relevant textbook or reading package will be determined by the instructor.

COURSE CONTENT:

Note: Reading list TBD. Please complete all the reading listed for the entire week before coming to class and be prepared to discuss and/or write about this material in class.

| WEEK | CONTENT & READINGS |
|--------------|--|
| Week 1 | <u>Course Introduction</u> What is slavery? How will we approach the history of slavery and antislavery? |
| Week 2 | <u>The Atlantic Slave Trade and the Emergence of Slave Societies and Societies with Slavery</u> How did the Atlantic slave trade develop? What impacts did the slave trade have on societies in Africa and the Americas? What was the significance of plantation slavery in the Americas? |
| Week 3 | <u>Slavery and Race</u> Was slavery all about race? How did race and slavery become connected? |
| Week 4 | <u>Slavery and Revolution</u> What was the relationship between revolution and slavery? Research Proposal Due |
| Week 5 | <u>Slavery and Religion</u> Was organized religion a force that worked for, or against, slavery? |
| Week 6 | <u>Antislavery and the Creation of the “Black Atlantic”</u> How did antislavery sentiment “travel” throughout the Atlantic world in the 18 th century? How was slavery tied to the emergence of a Black Atlantic culture? |
| Week 7 | <u>Antislavery and the Modern Citizen</u> How did antislavery movements reshape the Atlantic world in the 19 th century? How did slavery and antislavery shape modern notions of citizenship? |
| Week 8 | <u>North America and the Underground Railroad</u> Was Canada a “Promised Land” for those fleeing slavery? |
| Week 9 | <u>Midterm Examination</u> |
| Week 10 | <u>Researching and Framing Questions around Slavery and Antislavery</u> How do we know how people in the past experienced slavery and antislavery? |
| Week 11 | <u>Major Debates in the History of Slavery and Antislavery</u> Was the U.S. Civil War about ending slavery? Did slaves have agency? Was antislavery primarily a top-down or a bottom-up movement? |
| Week 12 | <u>Essay Workshop 1</u> |
| Week 13 | <u>Essay Workshop 2</u> |
| Week 14 & 15 | Final Exam Period: Research Essay and Reflective Essay Due |

COURSE ASSIGNMENTS:

Quizzes: There will be four unannounced quizzes in the first eight weeks of the term. Each quiz will cover material from the assigned reading for the week in which it is held. Quizzes will test learners on their ability to recall key people, events, and processes from the reading and on their ability to accurately explain the significance of selected examples.

Research Proposal: A proposal for an independent research project will introduce the proposed topic, outline key themes, and discuss potential sources, both primary and secondary.

Midterm Exam: The midterm exam will evaluate students on their comprehension and understanding of the course material. It will cover all material from lectures, readings, fourth hour activities, and any audio-visual materials used in the course prior to this point.

Research Paper: A research paper of 3000-3500 words, drawing upon course themes, readings, and independently researched materials. Further instructions will be distributed and discussed during the first day of class.

Fourth Hour Assignment: The fourth-hour assignment is a reflective essay discussing the content learned in the course, the skills developed through course activities, and the value of studying history. Learners will compose a thoughtful response to the following question: Why was this course worth taking? (Or why not?) In answering this question, learners will consider the following questions related to the categories of content, skills, and value: What was the most important thing you learned? What was the most useful skill you developed? What is the value of history to you? Learners will be expected to keep a reflective journal during the term and will use this journal as the basis of their final essay.

Participation: Most of the participation grade is allocated to the consistency and quality of contributions to class discussions. Consistency means attending class every week and maintaining a positive and respectful presence in the classroom. Quality means: demonstrating respect for peers and their contributions; listening attentively during lectures and when other students are speaking; participating in all class activities with an open and inquisitive mind; and completing in-class reflective writing exercises.

EVALUATION PROFILE:

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|-------------------------|------------|
| Quizzes | 20% |
| Research Proposal | 10% |
| Midterm Exam..... | 20% |
| Research Paper | 30% |
| Reflective Essay | 10% |
| Participation | <u>10%</u> |
| | 100% |

GRADING PROFILE:

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|----------------|---------------|---------------|--------------|
| A+ = 90 - 100% | B+ = 77 - 79% | C+ = 67 - 69% | D = 50 - 59% |
| A = 85 - 89% | B = 73 - 76% | C = 63 - 66% | F = 0 - 49% |
| A- = 80 - 84% | B- = 70 - 72% | C- = 60 - 62% | |

OPERATIONAL DETAILS:

Capilano University has policies on Academic Appeals (including appeal of final grade), Student Conduct, Cheating and Plagiarism, Academic Probation and other educational issues. These and other policies are available on the University website.

Attendance: In essence, it is virtually impossible to do well if you do not attend. Those students frequently absent from class will be at a considerable disadvantage, as lectures may draw on but will not generally duplicate the text or readings. Should you miss a class, understand that it is your responsibility to be aware of all the material covered during the class.

Late Essay Assignments: Late essay provisions will be included with the essay directions.

Missed Exams: Make-up tests are given at the discretion of the instructor. They are generally given only in medical emergencies or severe personal crisis. Students should be prepared to provide proof of inability to write the test on the scheduled date (e.g. letter from doctor).

English Usage: It is the responsibility of students to proof-read all written work for any grammatical, spelling and stylistic errors. Marks will be deducted for incorrect grammar and spelling in written assignments.

Incomplete Grades: Given at the discretion of the instructor. These are generally granted only in medical emergencies or severe personal crises.

Electronic Devices: No personal electronic devices (cell-phones, smart-phones, tablets, etc...) may be used during an examination without prior approval from the instructor. During an exam, turn off all electronic devices and remove them from your desk.

Emergency Procedures: Students are expected to familiarise themselves with the emergency procedures posted on the wall of the classroom.