

## Course Syllabus

HIS 213-02: "America's Property: Slave Resistance, Protest, and Rebellion in History and Memory"

Instagram: <https://www.instagram.com/uncghistory1/>

Facebook: <https://www.facebook.com/UNCGDepartmentofHistory>

Website: <https://his.uncg.edu/>

YouTube: [https://www.youtube.com/channel/UCCmAM-qIz-IVzKR\\_YmoHq4A](https://www.youtube.com/channel/UCCmAM-qIz-IVzKR_YmoHq4A)

<https://www.facebook.com/UNCGDepartmentofHistory/>

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Office Hours: Wed. 10a-11a or by appointment

(Click Zoom On Left Side Of Page To Join Meeting)

## Course Description

This course will explore historical acts and historical figures associated with disrupting, and at times attempting to destroy the institution of slavery. Although this course focuses on slavery in the United States we will at points explore the practice beyond our shores in order to provide more historical context. By carefully reading primary and secondary source documents and reviewing selected media productions students will evaluate the various methods of dissent slaves and abolitionist used to interrupt the institution of American slavery. Was the act of working slow or laying down one's tools, when the overseer was out of sight, rebellious? Are Nat Turner, Harriet Tubman, Solomon Northup, and John Brown recognizable in our collective historical memory? In answering questions such as this students will gain a clearer understanding of the nuances associated with acts of defiance, while also learning analytical skills that will enhance their study of history and other subjects.

*The Instructor Reserves The Right To Make Changes To The Syllabus*

## Course Objectives

This course is built to meet learning objectives derived from the Minerva's Academic Curriculum and are common with other UNCG courses.

## Diversity and Equity (MDEQ)

Courses in this competency focus on systems of advantage and oppression,

**structures of power, and institutions while making connections to US or global societies and examining intellectual traditions that address systems of injustice.**

**These courses equip students with the intellectual skills and tools needed to connect both their positionalities and experiences as they reimagine their relationships with the world.**

**In a Diversity & Equity course, students will:**

- 1. Describe how political, social, or cultural systems and structures, in the past or present, have advantaged and oppressed different groups of people.**
- 2. Describe how political, social, or cultural systems, in the past or present, have produced and sustained ideas of difference and, in the face of that, how marginalized groups have meaningfully engaged in self-definition.**
- 3. Examine individual and collective responses for addressing practices of disenfranchisement, segregation, or exclusion.**

**College Writing (CW):**

- 1. Analyze written texts to understand how they relate to particular audiences, purposes, and contexts as a way to inform one's own writing.**
- 2. Create and revise written texts for particular audiences, purposes, and contexts.**
- 3. Through written reflection demonstrate awareness of how one's writing choices and writing contributes to ongoing conversations in the relevant discipline.**

**Student Learning Outcomes (SLOs)**

- Students will examine the role of human agency in historical change**
- Students will be encouraged to empathize with figures from the past, with consideration of the circumstances they endured.**
- Students will learn how to historically contextualize and analyze a range of primary and secondary sources representing different points of view.**
- Students will use evidence-based reasoning to interpret the past coherently.**

- **Students will examine the role of human agency in historical change, as well as understand the larger economic, political and social structures that shape human experience.**
- **Students will improve their reading, writing, and online communication skills.**

### **Accessibility:**

**It is the University's goal that online learning experiences be as accessible as possible. If you anticipate or experience physical or academic barriers based on disability or pregnancy, please let me know immediately so that we can discuss options. For students with recognized disabilities, please see the resources below. Students must be able to access Canvas. Attending live meetings during office hours will require access to Zoom. You will require a computer and online access.**

### **Students with Disabilities**

**Students with recognized disabilities should register promptly with the Office of Accessibility Resources & Services (OARS). OARS is located on the second floor of the Elliott University Center (EUC) in Suite 215 and maintains a webpage at <http://ods.uncg.edu/> The mission of OARS is to provide, coordinate, and advocate for services which enable undergraduate and graduate students with disabilities to receive equal access to a college education and to all aspects of university life. Students who have concerns about accessing any of the course material should contact OARS for assistance or let the professor know immediately.**

### **Health and Well-Being Statement**

- **Health and well-being impact learning and academic success. Throughout your time in the university, you may experience a range of concerns that can cause barriers to your academic success. These might include illnesses, strained relationships, anxiety, high levels of stress, alcohol or drug problems, feeling down, or loss of motivation. Student Health Services and The Counseling Center can help with these or other issues you may experience. You can learn about the free, confidential mental health services available on campus by calling [336-334-5874](tel:336-334-5874), visiting the website at <https://shs.uncg.edu/> or visiting the Anna M. Gove Student Health Center at 107 Gray Drive. For undergraduate or graduate students in recovery from alcohol and other drug addiction, The Spartan Recovery Program (SRP) offers recovery support services. You can learn more about recovery and recovery support services by visiting <https://shs.uncg.edu/srp> or reaching out to [recovery@uncg.edu](mailto:recovery@uncg.edu)**

### **Academic Integrity Policy**

All work submitted in your name must be your own original work for this class with proper citation or credit given to all sources. All papers will be turned in through Canvas so that the "Turnitin" function will scan your paper for plagiarism. Plagiarism is a serious offense of academic dishonesty that involves taking the work of another person and misrepresenting it as your own. Each student should be familiar with the Academic Integrity Policy, and UNCG's policies regarding [plagiarism](#).

**AI writing code of conduct:** The use of computer generated work via AI engines such as ChatGPT is considered plagiarism and a violation of UNCG's Integrity Policy. There is no benefit in limiting the use, or potential growth, of your own intelligence. Your analysis / interpretation of historical sources will benefit you in your life and career. Instructors and Canvas's Turnitin system can effectively identify all forms of plagiarism, including AI generated submissions.

Refer to this address on the UNCG website for more details and definitions:

[UNCG Academic Integrity Policies](#)

**Assignments:**

*All Assignments Are Due By 11:59pm Every Sunday*

*New Modules Open Every Monday*

**Quizzes/Tests:** The first week, mid-semester, and at the end of the semester there will be cumulative quizzes/tests on the readings or other materials assigned throughout the course. All quizzes/tests are timed and open book. The quizzes/tests must be completed by midnight on Sundays.

**Discussion Posts:** Each week students will contribute to a Discussion Board. Students will be graded based on two posts. First, students will respond to a general prompt written by the professor and, secondly, students will respond to a question posed by one of their fellow students. Student's first post should engage all of the assigned materials in that week's module in some way. Your first post and the question you create should include the article, book chapter, etc. page number and paragraph you are referencing. (For example: "In chapter 4 on page 33 of Smith's biography, the third paragraph says...") Question responses can be less formal but should clearly address your peer's question. Like a class discussion, you will be graded based on the quality of your comments which should be informed, intelligent and constructive and should reflect familiarity with the course material for the week. Your post and question must engage the assigned material. Likewise, It is important for all students to respect each other's opinions, and maintain civility and collegiality when exchanging viewpoints. Antagonistic or rude behavior will lower your participation grade. The weekly discussion board posts must be completed by midnight on Sundays.

**Film Choice:** Write a brief synopsis, in your own words, of the film you chose. Give your reason for choosing the film, and share your expectations based on the trailer, and/or film reviews you research. Be sure to cite your sources. 400-500 words in length.

**Historical Film Analysis Paper:** You will write a historical film analysis paper of 1200-1500 words in length. You will choose between three feature films that can be accessed through the "Pages" button on the left side of the Canvas homepage. Using the film, historical documents, and scholarly publications you will construct an essay that compares and contrasts the film with actual historical accounts. Be sure to cite your sources. Details about this assignment will be given on Canvas. Late papers will be marked down 10 points for each day they are late.

**Grading Breakdown:**

**70 Points: Film Choice**

**150 Points: Film Analysis Paper**

**140 Points: Discussion Board Posts**

**140 Points: Quizzes/Tests**

**Final Grade Scale:** A+ 485-500; A 465-484; A- 450-464; B+ 435-449; B 415-434; B- 400-414; C+ 385-399; C 365-384; C- 350-364; D+ 335-349; D 315-334; D- 300-314; F 299 or less.

**Wk 1. (8/15-8/20) INTRO: Welcome!**

**Beginnings...**

**Discussion Board & Quiz**

**Wk 2. (8/21-8/27) Elsewhere & Early On I**

**The Caribbean & South America**

**Discussion Board**

**Wk 3. (8/28-9/03) Elsewhere & Early On II**

**The Voyages**

**Discussion Board**

**Wk 4. (9/04-9/10) Elsewhere & Early On III**

**Within America's Shores**

**Discussion Board**

**Wk 5. (9/11-9/17) Sex, Gender, & Defiance I**

**Infanticide**

**Film Choice: Select Film For Analysis**

**Discussion Board**

**Wk 6. (9/18-9/24) Sex, Gender, & Defiance II**

**Sex, Love, & Survival**

**Discussion Board**

**Wk 7. (9/25-10/01) Sex, Gender, & Defiance III**

**Harriet Jacobs**

**Discussion Board & Mid-Semester Quiz**

**Wk 8. (10/02-10/08) Rebellions, Liberty, & Treason I**

**The Rejection of Slavery in Action & Appeal**

**Discussion Board**

**Wk 9. (10/09-10/15) Rebellions, Liberty, & Treason II**

**Nat Turner**

**Discussion Board**

**Wk 10. (10/16-10/22) Rebellions, Liberty, & Treason III**

**John Brown**

**Discussion Board**

**Wk 11. (10/23-10/29) True Americans? I**

**Solomon Northup's Odyssey**

**Discussion Board**

**Wk 12. (10/30-11/05) True Americans? II**

**Navigating and Litigating Slavery**

**Discussion Board**

**Wk 13. (11/06-11/12) True Americans? III**

**A Woman Called Moses**

**Final Paper Submission Portal Opens**

**Discussion Board**

**Wk 14. (11/13-11/26) True Americans? IV**

**Confessions, Condemnation, & Martyrdom**

**Discussion Board**

**FINAL PAPER DUE BY 11:59PM ON SUNDAY November 26th!**

**Wk 15. (11/27-12/03) End of Semester Test**