Syllabus - Winter Intersession 2016
Winter Intersession (December 28, 2015 – January 15, 2016)

Excluding materials for purchase, syllabus information is subject to change. The most up-to-date syllabus is located within the course in HuskyCT. IT IS VERY IMPORTANT FOR YOUR SUCCESS IN THIS COURSE THAT YOU READ EACH AND EVERY WORD OF THIS SYLLABUS. YOU ARE RESPONSIBLE FOR THE CONTENT THEREIN AND, YOU WILL BE UNAWARE OF HELPFUL HINTS FOR SUCCESS (AND SOME REQUIREMENTS!) IN THIS COURSE IF YOU DO NOT REVIEW THE SYLLABUS THOROUGHLY.

Course and Instructor Information

Course Title: Black Experience in the Americas (HIST 3206)
Credits: 3 credits
Format: Online via HuskyCT
Prerequisites: Open to juniors or higher. Recommended preparation: AFAM/HIST/HRTS 3563; AFAM/HIST 3564, 3620; or HIST/LAMS 3609
Professor: Melina Pappademos, Ph.D.
Email: melina.pappademos@uconn.edu (Once class begins, students should continue to contact me using this email address)

Office Hours/Availability: Mon/Tues/Wed/Thurs/Fri from 11:00 am EST to 12:30 pm sharp! EST and, Sat/Sun from 9 pm to 10 pm EST. (I will check email once between Fri 12:30 pm and Sat 9 pm but cannot guarantee a response until Sat 9 pm). Please contact me via regular Outlook email (melina.pappademos@uconn.edu) if you need to discuss a concern or have a question. Phone/Skype sessions are available for scheduling at a mutually convenient day/time. To schedule an appointment, please send a request to my regular Outlook email address at least 2 days in advance of the desired meeting date.

Course Materials

Required course materials should be obtained before the first day of class.

Books are available through a local or online bookstore. The UConn Co-op carries many materials that can be shipped via its online Textbooks To Go service. For more information, see Textbooks and Materials on the eCampus Enrolled Students page. Articles and primary document, archival materials are available on HuskyCT, under “Library Resources” and/or “Learning Modules.”

Required Materials:

Books/Film (Reserved at Babbidge’s circulation desk and/or on Husky CT, as electronic course reserves, under “Library Resources.” A limited number of hard copies can be purchased at the UCONN COOP. If you are not in the Storrs, CT area, you can, if desired, purchase online at Amazon.com or similar.

(Make sure you purchase or have consistent access to the following materials):

1. Ferrer, Ada, *Insurgent Cuba: Race, Nation and Revolution, 1868-1898*. ISBN 978-0807847831 (Note: A hard copy is reserved at Babbidge Circulation desk. For those not on the Storrs campus there is also an eReserve through UCONN, or you can purchase online at Amazon.com or similar).
2. Barnet, Miguel and Esteban Montejo, *Biography of a Runaway Slave*. ISBN 1-880684-18-7 (Note: A hard copy is reserved at Babbidge Circulation desk. Because eReserve is not available for this text, for those not on the Storrs campus you can purchase online at Amazon.com or similar).

3. Watkins-Owens, Irma. *Blood Relations: Caribbean Immigrants and the Harlem Community, 1900-1930*. ISBN 0-253-21048-8 (Note: A hard copy is reserved at Babbidge Circulation desk. Because eReserve is not available for this text, for those not on the Storrs campus you can purchase online at Amazon.com or similar).

4. Mcqueen, Steve, Lupita Nyong’o, Chiwetel Ejiofor, Michael Fassbender, Film: *12 Years a Slave*. 2013 (To be purchased online at a relatively low cost at Amazon.com or similar.)

All other course readings, primary source materials, and media are available as either an Internet link or, as a digitized version of the original. Both can be found on HuskyCT using “Library Resources.”

Optional Material:

Thought Questions

A set of “Thought Questions” is available for some but not all of the assigned readings. The questions are meant to be answered individually, as you complete the corresponding reading assignment. (In Module 1, for example, the reading by Colin Palmer has Thought Questions but not the other readings.) The Thought Questions provide you with a sense of the major themes and relevant details of the narrative—to help students to focus on the significant aspects of the narrative and to not get bogged down by details that, while important, can make murky the overriding theoretical or methodological information of the text. They are a road map, if you will, to point the reader toward the relevant street signs, traffic lights, and conceptual landmarks of a specific piece of historical writing. As you answer the Thought Questions, keep these answers as notes for your use throughout the course. You will first use them as part of your “Small-Group” posting. Later, they will buttress preparation for the quizzes and/or be of use in “Full-Class” Discussion forums—as you see fit. To access these guiding questions, see “Thought Questions,” on the left-hand menu bar of the Husky CT course site.

Course Description

Major themes in recent scholarship of African-descended communities in the Americas and their interconnection beyond geopolitical boundaries; race, gender, class, religion, cultural movements and practices, slavery, political economy, political movements, and African consciousness, from historical perspective.

Course Objectives

By the end of the course, students should be able to:

1. Use the perspectives of people of both European and African descent, to describe European colonization and empire building in the Americas.

2. Provide at least one example of how people of African descent in a slave society of South or North America, and/or the Caribbean experienced and responded to the systems of forced labor that were the foundation of chattel (human beings as property) slave societies. Students will be able to show how, at a fundamental level, the theoretical concepts of race, class, and gender—their politics and their intersections—are important to a more nuanced understanding of historical development among African Diaspora populations in the Americas.

3. Describe forms of black resistance and identity in the Americas, in relationship to slavery/empire, nation-states and societies, and to an imagined African homeland. The description will include discussion of the impact the African descended have had on their own societies. The description will include some brief detail about change in political (i.e. changes in legislative or strategies of mobilization), economic (shifts in economic activity), and cultural (cultural production) spheres of society. The description will include discussion of the impact the African
descended have had on their own societies and governments.

4. Evaluate what were the variant understandings among differing segments of an Americas society, by the concepts of "blackness" and "whiteness" and their relationship to the national community and national "modernity."

5. Use historical methods (e.g. document analysis, secondary literature review, and/or oral history) to articulate examples of migration and immigration in the Americas, by people of African descent and their subsequent practices of community formation as well as diaspora consciousness. Students will develop a framework for the study of transnational relations, diaspora consciousness, and historical processes of people and societies.

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**Course Outline (and Calendar if Applicable)**

*Module 1: Encounter and Foundations of Imperialism* (.5 weeks: December 28 – December 31)

*Module 2: Slave Trade and Slave Community* (.5 weeks: January 2 – January 5)

*Module 3: Historical Methods and Case Studies of Black Resistance* (.5 weeks: January 6 – January 9)

*Module 4: Race and Blackness in Nation Building* (.5 weeks: January 10 – January 13)

*Module 5: Black Radicalism* (.5 weeks: January 14 – January 15) Note: This final module is SHORTER than others.

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**Course Requirements and Grading**

An online course requires discipline, self-motivation, collaboration, and organization. Although this online course is offered over a condensed intersession, this remains a rigorous 3 credit undergraduate course and requires you to accomplish the same learning you would during a full 14-week semester. Although there is greater flexibility for "when" you to complete your work in an online course than there is in a face-to-face class, there are specific due dates for assignments throughout the session. You should expect to spend between 35 and 40 hours per week working and learning in this 3-week course. For example, for each module you will have approximately 130 to 180 pages of reading, 2 Discussion Forums (a total of 8 postings), a quiz, and other assignments (tables, analyses, etc.). To clarify, each course module (there are 5 in total) corresponds to 3.5 days of an intersession semester (there are 3 weeks total).

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**Instructor Responsibilities**

The instructor’s responsibilities are to provide expert content, facilitate discussion, provide—as is pedagogically warranted—resources to aid students in becoming increasingly sophisticated learners, to counsel students intellectually, to work toward high standards of social interaction, and to facilitate a safe learning environment. The instructor will strive to challenge students by providing tasks that help students learn new data, analytic perspectives, and theoretical complexity from each other. The instructor shall encourage students’ intellectual development.

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**Student Responsibilities**

The very foundation of this course is built on student responsibility in the process of learning. To reiterate, your first step for success in the course depends on your thorough reading of this syllabus. Students also are central to the creation and maintenance of a safe learning environment, which means that they are evaluated according to whether they ask questions (no matter how "dumb" or "simple" they feel the question will be perceived) and participate without fear of making mistakes. As part of their course grade students should be prepared to participate in this online format by reading and reflecting on the assigned materials, lectures, and comments of fellow students. They should be prepared to take notes on all materials presented. And, they should carefully read this syllabus and ask for clarity whenever and wherever needed. They should post to the Discussion forums and engage the course and their fellow students in an informed way. THIS ENGAGEMENT IS A SIGNIFICANT PORTION OF THE GRADE. Experiential postings and responses that do not engage readings, materials presented, their fellow students’ informed comments or, that do not demonstrate originality of thought will not earn
a positive evaluation regarding the Discussion Board portion of the final course grade. Your contribution to the Discussion Board (in many ways the course’s lifeblood) must be relevant, consistent, frequent, and respectful—throughout the course. Thus, a critical portion of this grade is tied to how students engage the materials and information presented in the course by participating in online discussion carefully, thoughtfully, and as often as possible, including engaging materials presented and other students’ Discussion Board comments. This constitutes appropriate participation. Be aware that participating inappropriately in the course will negatively impact your grade. Cases of significant or consistently inappropriate participation will be referred immediately to the Office of Community Standards.

To complete readings and other assignments throughout the course you must make good use of time. For example, when you have a module with relatively short reading assignments, use the time allotted for that module to make progress towards the heftier reading assignments of other modules.

Importantly, students are expected to have some measure of intellectual flexibility. That is, they should be open to new data, theories, and analytic frames. They will be asked to consider multiple viewpoints and conflicting values, and to imagine, analyze, and evaluate alternate positions on issues or solutions to problems. Students are not expected to change radically (although this is possible and welcome). Rather, they should undergo some measure of transformation in which they perceive historical questions in ways slightly different than they did previous to completing course work. Students should expect to be challenged, which may cause momentary frustration. This is generally a sign of growth and development.

Course Components

Course Grading:

<table>
<thead>
<tr>
<th>Course Components</th>
<th>Weight</th>
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<tbody>
<tr>
<td>Quizzes</td>
<td>10%</td>
</tr>
<tr>
<td>Module Assignments (Exercises include scanned +/- uploaded tables, lists, analyses, etc.)</td>
<td>20%</td>
</tr>
<tr>
<td>Final Exam/Final Project</td>
<td>30%</td>
</tr>
<tr>
<td>Discussion Board Posts (based on assigned materials and students’ comments).*</td>
<td>40%</td>
</tr>
</tbody>
</table>

*FOR ANY GIVEN MODULE, ALL OF THE REQUIRED DISCUSSION FORUM POSTS (THERE ARE 3 REQUIRED PER MODULE) MUST BE COMPLETED TO RECEIVE THE DISCUSSION BOARD CREDIT FOR THAT MODULE.

Quizzes (10%)

Five of the class readings have associated with them online quizzes (worth 2 pts each) in HuskyCT. You have 8 minutes to complete each quiz and they are accessible at the beginning of each corresponding module until the end of each corresponding module (24 hours EST after the start of each of the modules and the day and time the module readings are due for postings. When this quiz window closes, the quiz link WILL DISAPPEAR. No make-up quizzes. Students need to take a practice quiz (which is titled ‘Syllabus Quiz’ before the first quiz is due (on HUSKY CT, “Quizzes”/”Syllabus Quiz”). The practice quiz ensures students' individual computer systems are in sync with HuskyCT, plus it quizzes how well you read this syllabus. Unless proven to be a university or instructor
Module Assignments (Exercises include tables, lists, comparative analyses, etc.) (20%)

There are several exercises, scattered among the course’s five modules. These exercises are designed to help you conceptualize the materials and themes of each module. They also help you to build toward the final project of the course.

Final Exam/Final Project (30%)

The final in this course can be completed via one of two, different formats. The first one is a 1500-word essay on African diaspora history (a full explanation is outlined in the final, Module 5). Alternatively, you can choose to craft a fictional “mini-course” from the perspective of the instructor (you are the instructor), for which you exploit one major theme covered in the course, to elaborate on. You are expected to create this “mini-course” by drawing materials generated in the course of completing the 5 modules (a full explanation is given in Module 5 of the course). I recommend that you look at the final paper/project for the course as outlined in Module 5 and decide early in the course which option you’d like to pursue to complete your course final requirements. Doing so will help you plan your final and work with greater efficiency toward completion of all course requirements.

Discussion Board Posts (40%)

While the Discussion Board activities are not the only significant course assignments, they are the most significant. They are, therefore, the most heavily weighted element of the final course grade (40%). Discussion Board activities are meant to be active and engaged, online discussion. For each module students are required to post to a Discussion Board Thread accessible by the entire class. Postings to this Discussion Board will be based on the 2 designated readings—considered in conversation with each other—for each module.

Because readings form the basis of online discussions, they have a due date and time so that all students can discuss the readings with each other using the same knowledge base. Thus, for all modules reading assignments must be completed with 24 hours of the start of the module EST. After completion of the reading, students will need to address a set of provocative (hopefully stimulating) “Thought Questions” provided by the instructor (you can also answer the “Thought Questions” as you read along—which is, in fact, recommended). To reiterate:

1. Discussion Board Posts

   The Discussion Board portion of the course also entails posting regularly your responses to module reading assignments, thereby supporting among the entire group of course participants a discussion thread for each module’s designated reading assignment. Because there are multiple readings per module (of varying lengths, genres, and themes), I will designate 2, paired readings to be considered together and used as the basis of your posts to the each module’s Discussion Board Forum. For completion of the Discussion Board assignment you must by 3 pm Saturday of each module post 1 initial and original comment to the module’s Discussion Board Forum, based on the module’s 2 designated, paired readings. (You are welcome to post additional comments based on any of the module’s other reading assignments.) To complete the module’s Discussion Board Forum assignment you must also respond to the posts of two of your classmates for a total of 3 postings for each module’s Discussion Board Forum.

   To reiterate, each module has “Thought Questions” associated with its designated readings. These “Thought Questions” are a companion to a designated reading in a module and are meant to help you to better understand the best way to read/access a given assigned historical essay so that, in turn, you take away from the reading the richest possible picture of the history of black experience in the Americas. Having stated this, the complexity of all human experience cannot be ascertained with one historical text, therefore primary source materials are indispensable to appreciate peoples’ multi-faceted lives. Each
module has both primary and secondary sources. Please be aware that all course readings are significant and you are responsible for all of their content.

Grading the Discussion Board posts:

Each original post/thread is worth 2 pts. (per module: 1 post for "Full-Group")
Each response post/reply is worth 1 pt. (per module: 2 posts for "Full-Group")

Thus, a completed, module reading assignment will carry a value of 8 points (for its “Full-Class” posts). Total course points associated with the module Discussion Boards: 8pts X 5 modules = 40 pts.

Grading Scale:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Letter Grade</th>
<th>GPA</th>
</tr>
</thead>
<tbody>
<tr>
<td>93-100</td>
<td>A</td>
<td>4.0</td>
</tr>
<tr>
<td>90-92</td>
<td>A-</td>
<td>3.7</td>
</tr>
<tr>
<td>87-89</td>
<td>B+</td>
<td>3.3</td>
</tr>
<tr>
<td>83-86</td>
<td>B</td>
<td>3.0</td>
</tr>
<tr>
<td>80-82</td>
<td>B-</td>
<td>2.7</td>
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<tr>
<td>77-79</td>
<td>C+</td>
<td>2.3</td>
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<tr>
<td>73-76</td>
<td>C</td>
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<tr>
<td>70-72</td>
<td>C-</td>
<td>1.7</td>
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<tr>
<td>67-69</td>
<td>D+</td>
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<tr>
<td>63-66</td>
<td>D</td>
<td>1.0</td>
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<tr>
<td>60-62</td>
<td>D-</td>
<td>0.7</td>
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<tr>
<td>&lt;60</td>
<td>F</td>
<td>0.0</td>
</tr>
</tbody>
</table>

Due Dates and Late Policy

All course due dates are identified in the Course Schedule menu item in HuskyCT. Deadlines are based on Eastern Standard Time; if you are in a different time zone, please adjust your submission times accordingly. The instructor reserves the right to change dates accordingly as the course progresses. All changes will be communicated in an appropriate manner.

Students are expected to submit assignments on time, in polished format, according to minimum requirements through HuskyCT. E-mail copies/attachments are not accepted unless requested by the instructor. All deadlines and requirements are firm. Late assignments are subject to substantial penalties. Thus, the first day an assignment is late, 10% will be deducted from the assignment’s final grade. For each day thereafter that an assignment is late, a 5% grade penalty will result. No assignment will be accepted more than seven days after the initial due date. For example, a paper due on the 10th of the month will not be accepted after the end of the day on the 17th of that month.

Feedback and Grades

I will make every effort to provide feedback and grades in 36 hours. To keep track of your performance in the course, refer to My Grades menu item in HuskyCT.
As a member of the University of Connecticut student community, you are held to certain standards and academic policies. In addition, there are numerous resources available to help you succeed in your academic work. This section provides a brief overview to important standards, policies and resources.

**Student Code**

You are responsible for acting in accordance with the [University of Connecticut's Student Code](#). Review and become familiar with these expectations. In particular, make sure you have read the section that applies to you on Academic Integrity:

- [Academic Integrity in Undergraduate Education and Research](#)
- [Academic Integrity in Graduate Education and Research](#)

Cheating and plagiarism are taken very seriously at the University of Connecticut. As a student, it is your responsibility to avoid plagiarism. If you need more information about the subject of plagiarism, use the following resources:

- [Plagiarism: How to Recognize it and How to Avoid It](#)
- [Instructional Module about Plagiarism](#)
- [University of Connecticut Libraries' Student Instruction](#) (includes research, citing and writing resources)

**Copyright**

Copyrighted materials within the course are only for the use of students enrolled in the course for purposes associated with this course and may not be retained or further disseminated.

**Netiquette and Communication**

At all times, course communication with fellow students and the instructor are to be professional and courteous. It is expected that you proofread all your written communication, including discussion posts, assignment submissions, and mail messages. If you are new to online learning or need a netiquette refresher, please look at this guide titled, [The Core Rules of Netiquette](#).

**Adding or Dropping a Course**

If you should decide to add or drop a course, there are official procedures to follow:

- Matriculated students should add or drop a course through [Peoplesoft](#).
- Non-degree students should refer to [Non-Degree Add/Drop Information](#) located on the registrar’s website.

You must officially drop a course to avoid receiving an "F" on your permanent transcript. Simply discontinuing class or informing the instructor you want to drop does not constitute an official drop of the course. For more information, refer to the:

- [Undergraduate Catalog](#)
- [Graduate Catalog](#)

**Academic Calendar**

The University's [Academic Calendar](#) contains important semester dates.

**Academic Support Resources**

[Technology and Academic Help](#) provides a guide to help troubleshoot technical issues you may encounter.
Students with Disabilities

Students needing special accommodations should work with the University's Center for Students with Disabilities (CSD). You may contact CSD by calling (860) 486-2020 or by emailing csd@uconn.edu. If your request for accommodation is approved, CSD will send an accommodation letter directly to your instructor(s) so that special arrangements can be made. (Note: Student requests for accommodation must be filed each semester.)

Blackboard measures and evaluates accessibility using two sets of standards: the WCAG 2.0 standards issued by the World Wide Web Consortium (W3C) and Section 508 of the Rehabilitation Act issued in the United States federal government.” (Retrieved March 24, 2013 from http://www.blackboard.com/Platforms/Learn/Resources/Accessibility.aspx)

Software Requirements and Technical Help

- Word processing software
- Adobe Acrobat Reader
- Internet access
- Access to a scanner or high quality digital camera to submit some of the assignments in the course.
- Silverlight: Your instructor will be linking you to video lectures in Mediasite. To ensure that your computer is set up for a smooth Mediasite experience, this page tests if your computer meets the minimum requirements to run the Mediasite Player. Please check your connection here: http://www.sonicfoundry.com/site-requirements

This course is completely facilitated online using the learning management platform, HuskyCT. If you have difficulty accessing HuskyCT, online students have access to the in person/live person support options available during regular business hours in the Digital Learning Center (www.dlc.uconn.edu). Students also have 24x7 access to live chat, phone and support documents through www.ecampus24x7.uconn.edu.

Minimum Technical Skills

To be successful in this course, you will need the following technical skills:

- Use electronic mail with attachments.
- Save files in commonly used word processing program formats.
- Copy and paste text, graphics or hyperlinks.
- Work within two or more browser windows simultaneously.
- Open and access PDF files.

University students are expected to demonstrate competency in Computer Technology. Explore the Computer Technology Competencies page for more information.

Evaluation of the Course

Students will be provided an opportunity to evaluate instruction in this course using the University's standard procedures, which are administered by the Office of Institutional Research and Effectiveness (OIRE).

Additional informal formative surveys may also be administered within the course as an optional evaluation tool.