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AAST 262.01: Abolitionism - The First Civil Rights Movement

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ABOLITIONISM: THE FIRST CIVIL RIGHTS MOVEMENT
COURSE SYLLABUS
Spring 2017

COURSE INFORMATION

- a. Course Number: AAS/HIST 262, Sec. 01(A & B)
- b. Course Request Number (CRN): 34188 & 34773
- c. Room# and time: NAC (Native American Center) room 105, 11:00-11:50, MWF
- d. Prerequisites: none
- e. Credits: 3

PROFESSOR COMMUNICATION INFORMATION (I like communication!)

- a. Professor: Dr. George R. Price
- b. Office Hours and Location: MWF, 10:15-10:45, 1:00-1:45, and 3:30-5:00, no appointment necessary, or Tu/Th and MWF after 5:00 *by appointment only*, in my office, NAC (Native American Center) 203E (on the 2nd floor, south end of the building)
- c. E-mail: george.price@mso.umt.edu
- d. Phone: 243-2302 (my office)
- e. AAS/HIST 262 Moodle web page: Connect through your UM Online account. Important announcements, many articles (including some required readings), power point slides from the lectures, exam grades, web links and other information will be put on this page throughout the semester. There is also a discussion board where you can raise questions and get feedback from the instructor and your fellow students. It is recommended that students check the Moodle page at least once a day.
- f. All of the lectures will be available for listening and viewing on **YouTube**, and the links will be posted on the Moodle page (usually the same day as the lecture was given, towards the end of the day).

REQUIRED TEXTS

Douglass, Frederick, *My Bondage and My Freedom* (David Smith, ed.)

Stewart, James B., *Holy Warriors: the Abolitionists and American Slavery*

Walker, David, *David Walker's Appeal...* (Peter Hinks, ed.)

Optional Text: Quarles, Benjamin, *Black Abolitionists*

COURSE DESCRIPTION

This course provides an interdisciplinary, but primarily historical, perspective on the early 19th-century movement to abolish slavery and racial discrimination in the United States. Our studies will include the following topics: earlier antislavery movements in America; the impact of the American Revolution on abolition; religious motivations behind the movement; conflicts and diversity of opinion within the movement; women's rights and other human rights issues associated with abolitionism; opposition and resistance to abolitionism in American society; and abolition's role in the advent of the Civil War. African American participation in all phases of the abolitionist movement will be a key issue in this course.

COURSE OBJECTIVES

- a. To familiarize students with the historical facts and circumstances that formed and directed the course of the abolitionist movement and with a variety of historical

interpretations of those facts.

- b. To increase student awareness of some of the significant African-American influences upon, and contributions to, the development of American society.
- c. To inform students about some important examples of how people have worked together, across racial and cultural lines, to create positive social change in American society.
- d. To provide a context for understanding many of America's current social problems.
- e. To help improve student writing skills (detailed description of specific skills is found in the writing assignment guidelines, to be handed out in class)
- f. To familiarize students with some of the bibliographical and other sources of information that are available for further study of the various topics that we will cover.
- g. To provide students with opportunities for discussion and inquiry related to our topics, while enhancing their interpersonal communication skills.

GRADING CRITERIA

I use a precise, numerical point grading system. No letter grades are assigned until after the final exam and all of the points are added up. Student grades will be based on the combined scores of the writing assignments, the three exams, attendance and in-class participation. Each category of scored assignments will be weighted as follows (these percentages also correlate to the maximum points for each category, excluding extra credit points):

10% for attendance and participation	<u>Grade Scale:</u>	
42% for the writing assignments	92-100 = A	72-77.5 = C
14% for exam one	90-91.5 = A-	70-71.5 = C-
14% for exam two	88-89.5 = B+	68-69.5 = D+
20% for the final exam	82-87.5 = B	62-67.5 = D
Disrespectful behavior, such as talking during a lecture or while another student is addressing the class, or playing with electronic devices, will result in loss of attendance and participation credit for the day.	80-81.5 = B-	60-61.5 = D-
	78-79.5 = C+	below 60 = F

Extra credit opportunities: Extra credit can be earned by doing extra writing. The details for the writing assignments will be given separately from this syllabus. Also, two extra credit points will be available for making a five minute presentation to the class regarding your research and/or writing experiences related to our topics. In addition to the above, you may earn extra points for attending and writing a brief essay on any outside-of-class lectures that are relevant to our studies. (When such lectures arise, they will be announced in class.) **MAXIMUM of 10 (ten) extra credit points allowed for the semester.**

- Special arrangements for taking the exams at other than the designated times must be arranged in advance and approved by the professor. Only very dire, unavoidable circumstances will be considered.

DISABILITY MODIFICATIONS

The University of Montana assures equal access to instruction through collaboration between students with disabilities, instructors, and [Disability Services for Students](#). If you think you may have a disability adversely affecting your academic performance, and you have not already registered with Disability Services, please contact Disability Services in Lommasson Center 154 or call 406.243.2243. I will work with you and Disability Services to provide an appropriate modification.

ATTENDANCE

All students are individually responsible for acquiring information made available through lectures, reading assignments, and materials handed out in class. The lectures will be recorded and available on YouTube, so, if you cannot attend class on a given day, you can listen to the audio and view the accompanying visuals online. However, there is no better way to understand the lectures and participate in discussions than to actually be there. **Disrespectful behavior, such as talking during a lecture or while another student is addressing the class, or playing with electronic devices, will result in loss of attendance and participation credit for the day.**

ACADEMIC HONESTY

Plagiarism is the misrepresentation of another person's writing as one's own. Plagiarism is a violation of the University of Montana Code of Student Conduct, and the professor can assign a student who plagiarizes a failing grade for the course, if the professor deems it appropriate. The UM leaves that up to each professor. I choose to give a failing grade (no credit) for the particular assignment that was plagiarized. We professors are aware that there are a growing number of internet websites that sell "research papers" to students who are susceptible to this kind of scam. There are also several websites that we can use to detect such papers and find their point of origin. I have caught a few students in the past who turned in such plagiarized works. It was NOT a pleasant situation. Consider yourselves to be kindly forewarned.

Exams will be monitored and students must work individually. Talking to other students during the exam, copying another student's paper, or other forms of cheating, will result in an "F" grade and zero points *for that particular exam*. A score on an exam of, for example, 9 or 10 points, would also be an F, but it would give you much more to add to your final point total than a score of zero. For plagiarized papers it could mean an even greater loss of potential points. Therefore, you will be much better off if you make an honest attempt at doing your own work.

COURSE OUTLINE/ CLASS CALENDAR

<u>Date</u>	<u>Lecture Topic</u>	<u>Reading Assignments</u>
	(Texts are listed by author or editor's last name.	*=optional reading)
Jan. 23	Introduction, description of the course, subject, and books	Stewart, preface; *Quarles, preface
" 25	The roots of the problem, origins of American slavery and racism	
" 27& 30	Colonial era opposition to slavery	Sewell-Saffin debate (Moodle); Equiano (on Moodle) (*skim) pp. 1-65, 102-110; Benezet (Moodle), pp. 1-15
Feb. 1&3	Previous lecture, continued; Antislavery and the American Revolution;	Stewart, chapter 1; Paine (Moodle), pp. 4-9
" 6	Revolutionary era, cont.; Slavery and the U.S. Constitution	David Cooper (Moodle), pp. 53-77; Lynd (Moodle), 153-183; *Lynd 2 (Moodle), 225-250
" 8&10	Conservative trend and institutional racism; African American uplift and its connection to abolitionism; James Easton, James Forten, and Paul Cuffe	*Quarles, chap. 1; Carol George article (Moodle) *Imlay (Moodle); Easton (Moodle), pp. 3-9, 67-70
" 13	Previous lecture, continued; African American churches; The colonization movement and African American responses to it	Quarles, chap. 2 (Moodle) Stewart, chap. 2; Easton (Moodle), 9-25, 55(bottom)-59
" 15	Moral Suasion" and the religious inspiration for abolitionism; "the prophetic voice"	Stewart, chap.3, *Quarles, pp. 68-84
" 17	"Freedom's Journal"	*Quarles, pp. 84-89; Gross and *Bacon articles (Moodle)

COURSE OUTLINE/ CLASS CALENDAR, continued

<u>Date</u>	<u>Lecture Topic</u>	<u>Reading Assignment</u>
Feb. 20	Presidents' Day Holiday- NO CLASSES HELD	
" 22&24	Previous lecture, cont.; David Walker Documentary video excerpt, "Slavery and the Making of America"	Walker, Introduction, pp.14-36, 40-79
" 27	Maria(h) Stewart Summary and discussion of previous lectures; review for first exam	Speeches of Maria Stewart, (Moodle)
Mar. 1	Exam one	
" 3	William Lloyd Garrison and the early anti-slavery press	
" 6&8	American hostility to abolitionism in the 1830s slideshow on images of AfAms in American popular media in the 19 th century	Stewart, chap. 4; Quarles, 36-41
" 10	Responses to the opposition: Hosea Easton's <u>Treatise</u>	Easton (Moodle), pp. 99-123
" 13	Lydia Maria Child and the Grimke' sisters First short essay due	Stewart, pp.120-122, *Quarles, pp.177-180
" 15&17	Frederick Douglass and the slave narrative autobiographies	Douglass, pp.48-79, 105-126, 171-197, 326-364
" 20—24	Spring Break, no classes held	
" 27	Previous lecture continued, discussion, questions Documentary video on Frederick Douglass	*Quarles, 63-67, 134-137 Douglass 247-279, 289-298
" 29	William Wells Brown compared to Frederick Douglass	Brown, Autobiography, pp. 52-57
" 31& April 3	Abolitionists and political activism, late 1830s and 1840s	Stewart, chap.5
April 5	Divisions over politics within the abolitionist movement after 1840 "Presidents of the U.S.A. and control of Congress..." my article on Moodle	
" 7	Discussion time and review for second exam	
" 10	Exam Two	
" 12	Documentary film: "The Abolitionists" (PBS, <i>The American Experience</i> series)(Pt.1)	
" 14	Exams returned; discussion of issues raised in class up to this point; research and writing help	
" 14&17	Abolitionist women, women's rights movement, some significant female abolitionists	Ellen Dubois article (Moodle) *Wagner, "Is Equality Indigenous?" (Moodle) Lucretia Mott's "Sermon...", Stanton, "On Women in the Abolitionist..."
" 19	The peace movement of the 1840s; Utopian communal abolitionists; Some other significant former slave abolitionists	Valerie Ziegler article (Moodle) *Quarles, 61-63, 121
" 19	Rough draft or detailed outline of your research paper due	
" 21	William C. Nell, Benjamin Roberts, Charles Sumner and the movement to integrate the Boston Schools	Price and Stewart (Moodle) H. Moss article on Roberts case
" 24	"Free Soil" and the popularization of anti-slavery sentiment	Stewart, chap.6
" 26&28	the Fugitive Slave Law and the "underground railroad"; Growing abolitionist fervor; Harriet B. Stowe and Uncle Tom's Cabin	Stewart, chap. 7
" 28	Last day to turn in research papers without penalty. (See Writing Guidelines)	
May 1	"Bleeding Kansas" and John Brown (excerpt from "The Abolitionists" documentary) Dred Scott case, various responses	Finkelman (Moodle)
" 3&5	Lincoln, Douglass, Stevens, the Civil War, Emancipation, and the "end" (?) of slavery Possible evening film showing on Wednesday the 3 rd of the film "Lincoln." (TBA) Student extra credit presentations may be given any day this week. Please schedule advance.	Stewart, chap. 8 "Abraham Lincoln and the end of slavery" (Moodle)
" 5	Review, discussion, and prep for final exam (time and room number TBA) Final day for turning in essays and late research papers.	
" 9	Final Exam, Tuesday, May 9, 10:10-12:10 (in our regular classroom)	