

OHIO STATE NEW COURSE REQUEST

College: Humanities / College of the Arts and Sciences

Academic unit: African American and African Studies

Book 3 Listing: African American and African Studies

(e.g., Portuguese)

Proposed

Course No: 565

Full Title of Course: Slavery in the Atlantic World

Proposed Effective Qtr/Yr:

SU

AU

WI

SP

YEAR:

2004

(See OAA Manual for Deadlines)

A. Course Offerings Bulletin Information. Follow instructions in the *OAA Academic Organization and Curriculum Manual*.

Is this a course with decimal subdivisions? If so, use one New Course Request form for the generic information that will apply to all subdivisions. Use separate forms for each new decimal subdivision, including on each form only the information that is unique to that subdivision.

18-Character Transcript Abbreviation: Slavery Atl. World

Level U

G

P

Credit Hours:

05

Description (*not to exceed 25 words*): See the attached sheet

Quarter offered (*check*): SU

AU

WI

SP

*Distribution of class time/contact hours:

22 hr. cl.

2-CL 2-HR

Quarter and contact/class time hours information should be omitted from Book 3 publication: (check here)

Prerequisite (s): NONE

Exclusion or limiting clause: NONE

Repeatable to a maximum of 0 credit hours.

Cross-listed with: N/A

Grade Option (Please check):

Letter

S/U

Progress

If this course is Progress graded, what course is the last one in the series?

Honors Statement:

Yes

No

GEC:

Yes

No

Admission Condition

Off-Campus:

Yes

No

EM:

Yes

No

Course:

Yes

No

Other General Course Information:

(e.g. "Taught in English." "Credit does not count toward BSBA degree.")

Subject Code 050201

Subsidy Level (V, G, T, B, M, D, or P) B

(For explanation see the following web sites:

www.ureg.ohio-state.edu/ourweb/srs/cjp

or

www.regents.state.oh.us/hel/ci/STAGE_1/sld001.htm

If you still have questions please email Jed Dickhaut at: Jdickhaut@exchange.ureg.ohio-state.edu)

B. General Information:

1. Provide the rationale for proposing this course: See attached sheet

2. List Major/Minor affected by the creation of this new course. Attach revisions of all affected programs.
This course is (check one) Required Elective Other (Explain)

* If the course offered is less than quarter, term, or semester, please also complete the Flexibly Scheduled/Off Campus/Workshop Request form.

3. Indicate the nature of the program adjustments, new funding, and/or withdrawals that make possible the implementation of this new course.

~~***~~ None

4. Is the approval of this request contingent upon the approval of other course requests or curricular requests?

Yes No List:

5. If this course is part of a sequence, list the number of the other course(s) in the sequence: _____ N/A

6. Expected section size: _____ Proposed number of sections per year: _____


7. Do you want prerequisites enforced electronically? (See OAA Curriculum Manual for what can be enforced.) Yes


8. This course has been discussed with and has the concurrence of the following academic units needing this course or with academic units having directly related interests (List units and attach letters and/or forms): Not Applicable

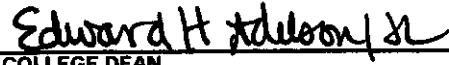
9. Attach a course syllabus that includes a topical outline of the course, student learning outcomes and/or course objectives, off-campus field experience, methods of evaluation, and other items as stated in the *OAA Curriculum Manual*.

APPROVAL SIGNATURES (As needed. All signatures on lines in ALL CAPS (e.g. ACADEMIC UNIT) must be completed

| | | |
|--|----------------|---------|
|  | James N. Upton | 3-30-04 |
| Academic Unit Undergraduate Studies Committee Chair (Undergraduate course) | Printed Name | Date |

| | | |
|---|--------------|--------|
|  | STEVEN FRINK | 4-7-04 |
| Academic Unit Graduate Studies Committee Chair (Undergraduate/Graduate course) | Printed Name | Date |
| School/College Undergrad Curriculum Committee (Undergraduate/Graduate course) | Printed Name | Date |

| | | |
|---|-------------------|---------|
|  | Kenneth W. Goings | 3-31-04 |
| School/College Graduate Curriculum Committee (Undergraduate/Graduate course) | Printed Name | Date |
| ACADEMIC UNIT CHAIR / SCHOOL DIRECTOR | Printed Name | Date |

| | | |
|---|------------------|---------|
|  | Edward H Adelson | 7-16-04 |
| COLLEGE DEAN | Printed Name | Date |

| | | |
|----------------------------------|--------------|------|
| Graduate School (If Appropriate) | Printed Name | Date |
|----------------------------------|--------------|------|

| | | |
|--|--------------|------|
| ASC Curriculum Committee Chair (If Appropriate)) | Printed Name | Date |
|--|--------------|------|

| | | |
|---|--------------|------|
| University Honors Center (If Appropriate) | Printed Name | Date |
|---|--------------|------|

| | | |
|---|--------------|------|
| Office of International Education (study tour only) | Printed Name | Date |
|---|--------------|------|

| | | |
|------------------|--------------|------|
| ACADEMIC AFFAIRS | Printed Name | Date |
|------------------|--------------|------|

Description (not to exceed 25 words):

This course will investigate the dispersion of Africans in the Americas and will examine systems of unfree labor and slave trading throughout the Atlantic World.

1. Provide the rationale for proposing this course:

In response to the department mandate to eliminate all 600-level courses, AAAS 565 is a revised and revamped version of AAAS 669: "Slavery in Comparative Context." Given our new graduate level offerings in the African Diaspora, the department felt it would be unwise to make 669 a 700- or 800-level course, in order to avoid overlap. Both the undergraduate studies committee and the full department voted to reduce AAAS 669 to the 500-level.

In addition, since historians have moved away from comparative approaches to slavery, the revision of the course title reflects the current interpretations of slavery in the Americas over the past decade. Instead of employing comparative approaches, more emphasis has been placed on understanding slavery as a pan-regional phenomenon. Thus the Atlantic World—defined as Europe, the Atlantic islands, Atlantic Africa & the entire Western Hemisphere—is studied as a single geographic space connected via commercial, historical, cultural, and political forces. Having successfully taught a course in Atlantic World Slavery at UNL, it would seem that AAAS could benefit from this interpretive re-orientation.

**The Ohio State University
Colleges of the Arts and Sciences Concurrence Form**

The purpose of this form is to provide a simple system of obtaining departmental reactions to proposed new courses, group studies, study tours, workshop requests, and course changes. A letter may be substituted for this form.

Academic units initiating a request which requires such a reaction should complete Section A of this form and send a copy of the form, course request, and syllabus to each of the academic units that might have related interests in the course. Initiating units should allow at least two weeks for responses.

Academic units receiving this form should respond to Section B and return the form to the initiating unit. Overlap of course content and other problems should be resolved by the academic units before forwarding this form and all other accompanying documentation to the Office of Academic Affairs.

A. Information from the academic unit *initiating* the request

African American and African Studies 4/2/04

 Initiating Academic Unit Date

African American and African Studies
 Book 3 Listing (e.g., Portuguese)

 565 U 5

 Course Number Title Level Credit Hours

Type of Request: New Course

Anthropology

Academic unit asked to review the request

 4/16/04


 Date response is needed

B. Information from the academic unit *reviewing* the request


- The academic unit **supports** the proposal.
 The academic unit **does not support** the proposal.

Attach your comments.


Signatures

1.  W. Scott McGrew 4/7/04

 1. Academic Unit Undergraduate Studies Committee Chair Printed Name Date

2.  Clark Spencer Larsen 4/8/04

 2. Academic Unit Graduate Studies Committee Chair Printed Name Date

3.  Clark Spencer Larsen 4/8/04

 3. Academic Unit Chair/Director Printed Name Date

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Academic units receiving this form should respond to Section B and return the form to the initiating unit. Overlap of course content and other problems should be resolved by the academic units before forwarding this form and all other accompanying documentation to the Office of Academic Affairs.

A. Information from the academic unit *initiating* the request

African American & African Studies 7/6/04
 Initiating Academic Unit Date

African American & African Studies
 Book 3 Listing (e.g., Portuguese)

565 Slavery in the Atlantic World U 5
 Course Number Title Level Credit Hours

Type of Request (Circle): New Course Course Change Group Studies Workshop Study Tour

Department of History
 Academic unit asked to review the request

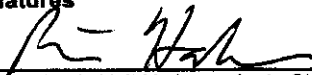
7/9/04
 Date response is needed

B. Information from the academic unit *reviewing* the request


- The academic unit *supports* the proposal.
 The academic unit *does not support* the proposal.

Attach your comments.

Signatures

1.  Peter Hahn 7/13/04
 Academic Unit Undergraduate Studies Committee Chair Printed Name Date

2. _____ Printed Name Date

3.  Kenneth J. Andrus 7-13-04
 Academic Unit Chair/Director Printed Name Date

AAAS 565: SLAVERY IN THE ATLANTIC WORLD

Dr. Walter Rucker

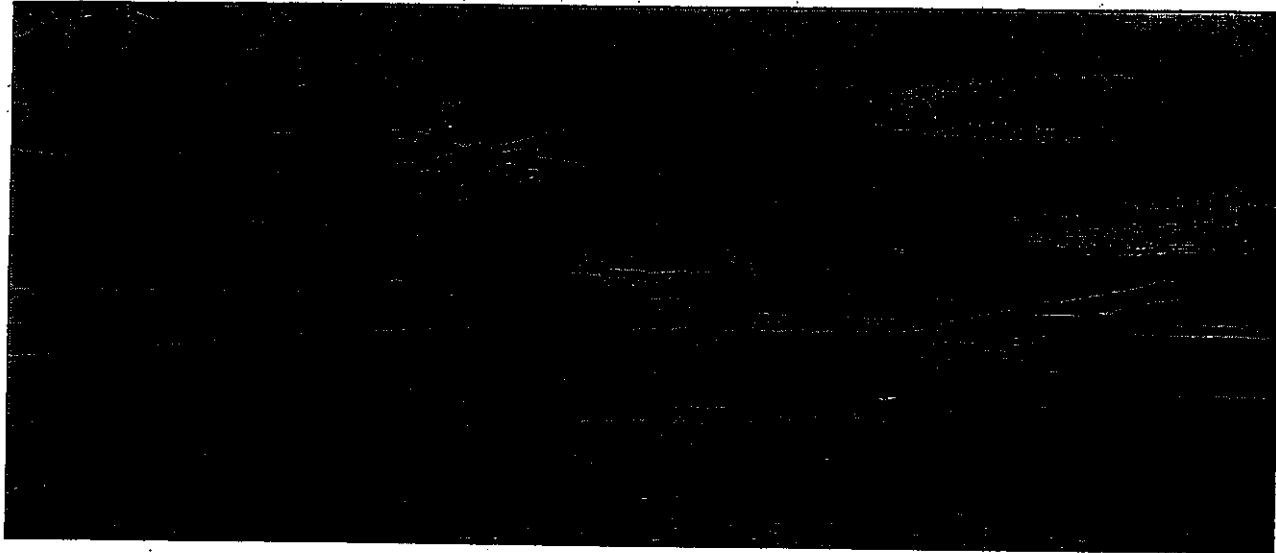
Location/Time:

Office Location: 486 University Hall

Office Hours:

Phone: 292-7613

Email: rucker.71@osu.edu
drwrucker@aol.com



OVERVIEW:

This course will investigate the dispersion of enslaved Africans throughout the Atlantic World. Students will examine various systems of unfree labor and slave trading in the Atlantic World in an attempt to understand both the complexities and the universal aspects of such phenomena. Focus will be placed on those systems which affected people of African descent from the fifteenth to the late nineteenth centuries. This course will emphasize the formation of particular cultural, socio-political, and economic phenomena resulting from sustained contacts between Africans and Europeans. Topics and focal points include the rise of Western Sudanic empires, commercial contacts between Africans and Europeans, the creation of plantation societies in the Western hemisphere, African cultural survivals in the Americas, and the role of race and racism in the maintenance of patterns of control. Appropriate audio-visual materials will be utilized periodically to further elucidate course information.

REQUIRED TEXTS:

John Thornton, *Africa and Africans in the Making of the Atlantic World*
David Eltis, *The Rise of African Slavery in the Americas*
David Barry Gaspar & Darlene Clark Hine, *Black Women and Slavery in the Americas*
Herbert Klein, *African Slavery in Latin America and the Caribbean*
Course Packet

REQUIRED WORK:

There will be a midterm and a final exam during the quarter. Both exams will include essays, short answers, and term identification sections. Students will also write a five to seven page interpretive essay based on the assigned readings. In addition to exams and the paper, there will be two scheduled debates based on supplemental readings. Bonus points will be awarded to the winning debate teams. Details of these and other assignments will be forthcoming. For all written work students will be expected to write in a clear and organized manner. Also, students will need to demonstrate critical thinking and original perspectives in their work.

Attendance is mandatory for all students in this class. Students are responsible for attending lectures and participating in class discussions. Attendance is crucial because exam material will be drawn from lectures and there will be impromptu in-class quizzes or assignments based on the readings which will, in part, determine the citizenship grade. Hence, attendance will impact the final course grade. All students will be allowed a total of two absences during the quarter. For each additional absence, students will have ten points per day deducted from their final course grade. Take this policy seriously.

GRADING:

| | | | |
|-------------------------|-----|-------------|-----|
| Interpretive Essay: | 30% | Midterm: | 25% |
| Citizenship/Discussion: | 15% | Final Exam: | 25% |
| Map Quiz: | 5% | | |

STUDENT CONDUCT:

Students are expected to abide by the guidelines listed in the OSU Code of Student Conduct. In addition students are not allowed to sleep, read newspapers, leave class early without permission, or hold conversations during the session. The instructor will ask students to leave the class and reserves the right to withdraw students from the course for disruptive behavior.

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term "academic misconduct" includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 33356-5-487). For additional information, see the Code of Student Conduct (http://studentaffairs.osu.edu/info_for_students/csc.asp).

DISABILITY SERVICES:

Students with disabilities that have been certified by the Office of Disability Services will be appropriately accommodated; and should inform the instructor as soon as possible of their needs. The Office for Disability Services is located in 150 Pomerene Hall, 1760 Neil Avenue; telephone 292-3307, TDD 292-0901; <http://www.ods.ohio-state.edu/>.

SCHEDULE OF LECTURES AND ASSIGNMENTS:

- Week 1: Introduction and Overview.
Historiographical and Theoretical Approaches to the Atlantic World/African Diaspora.
Readings: Packet-Rucker, "African Americans and an Atlantic World Culture"
- Week 2: Sudanic West Africa before 1680: Ghana, Mali, and Songhay.
Kingdoms, City-states, and Stateless Societies in Atlantic West Africa.
Contact, Commerce and Colonization: The Atlantic African & European Backgrounds.
Readings: Klein, ch. 1; Thornton, ch. 1-3
Video: "Africans in America"
- Week 3: The Origins of Forced Labor in the Americas: Virginia, Brazil and Hispaniola.
Readings: Eltis, ch. 1; Gaspar & Hine, ch. 1
"Africans in America"
- Week 4: Slavery and the Slave Trade from the African, European and American Perspectives.
Readings: Eltis, ch. 4-7 & 10; Thornton, ch. 4-5; Packet-Equiano, "An African's Ordeal"; Packet-Cugoano, "Thoughts and Sentiments"; Packet-Bonsu, "Views of the King of Asante, 1820"; Packet-Hawkings, "An Alliance to Raid Slaves"; Packet-Story, "Kidnapping and Retaliation"
Video: "Africans in America" & "Wonders of the African World"
A/V: Virtual Tour of Elmina & Cape Coast Dungeons

Debate: Who was responsible for the Atlantic Slave Trade? [Team 4 vs. Team 1]
Map Quiz on Wednesday

Debate Readings will be on reserve at the library:
Inikori & Engerman, eds., *The Atlantic Slave Trade*
Northrup, ed., *The Atlantic Slave Trade*
Miller, *Way of Death*
Rodney, *How Europe Underdeveloped Africa*
Engerman, Drescher & Paquette, *Slavery*

- Week 5: Early Slavery in Brazil & the Caribbean: Sugar, Gold, and Cotton.
Readings: Klein, ch. 2-3; Thornton, ch. 6-7; Packet-Burton, "The Making of Jamaican Slave Culture, 1655-1838"
Midterm Exam On Monday
- Week 6: Early Slavery in the Mainland Spanish & English Colonies: Sugar, Tobacco, and Rice.
Readings: Klein, ch. 4; Eltis, ch. 8; Gaspar & Hine, ch. 3
Video: "Africans in America" & "Family Across the Sea"
- Week 7: Eighteenth Century Commerce & Mercantilism: The Age of Revolution & Reform.
Slavery, Race & Classical Liberal Thought.
Readings: Klein, ch. 5-6
Video: "Africans in America"
Debate: Was slavery worse in Brazil in comparison to British North America? [Team 2 vs. Team 3]

Debate Readings will be on reserve at the library:
Conrad, *Children of God's Fire* (Brazil Slave Narratives)
Gates, ed., *The Classic Slave Narrative* (North America & Caribbean Slave Narratives)
Degler, *Neither Black Nor White* (Brazil & North America Comparative History)
Schwarz, *Sugar Plantations in the Formation of Brazilian Society* (Brazilian History)
Elkins, *Slavery* (Brazil & North America Comparative History)
Stampp, *A Peculiar Institution* (North American History)

- Week 8: Enslaved Women in the Eighteenth & Nineteenth Century Atlantic World.
Readings: Klein, ch. 7; Gaspar & Hine, ch. 2-9; Packet-Bilby & Steady, "Black Women and Survival"; Packet-Hine & Wittenstein, "Female Slave Resistance"
Video: "The Tale of Two Marys"
- Week 9: Cultures & Communities of the Enslaved in the Americas.
Case Studies: the Gullah/Geechee-South Carolina & the Nanny Town Maroons-Jamaica.
Readings: Packet-Holloway, "Origins of African-American Culture"; Klein, ch. 7 & 9; Eltis, ch. 9-10; Thornton, ch. 8-9; Packet-Walker, "Everyday Life in New Jersey"
Video: "Daughters of the Dust"
Interpretive Essays Due on Monday
- Week 10: Resistance of the Enslaved in the Americas: Rebellion & Nation-Building.
Case Studies: the Palmares Republic-Brazil & the Haitian Republic-San Domingue.
Readings: Gaspar & Hine, ch. 10-12; Klein, ch. 8 & 11; Packet-Reis, "Quilombos and Rebellion in Brazil"; Thornton, ch. 10-11; Packet-Rucker, "Conjure, Magic & Power"
Videos: "Quilombo" & "Jogo de Capoeira"
Audio: Capoeira music by various artists

FINAL EXAM: TBA