

Term Information

Effective Term Spring 2024
Previous Value Autumn 2023

Course Change Information

What change is being proposed? (If more than one, what changes are being proposed?)

We would like to get this course approved for distance as well as for in-person delivery.

What is the rationale for the proposed change(s)?

To have more flexibility in our offerings.

What are the programmatic implications of the proposed change(s)?

(e.g. program requirements to be added or removed, changes to be made in available resources, effect on other programs that use the course)?

None

Is approval of the request contingent upon the approval of other course or curricular program request? No

Is this a request to withdraw the course? No

General Information

Course Bulletin Listing/Subject Area French
Fiscal Unit/Academic Org French & Italian - D0545
College/Academic Group Arts and Sciences
Level/Career Undergraduate
Course Number/Catalog 2804
Course Title Rebels and Runaways: Slave Narratives of the French-Speaking World
Transcript Abbreviation Rebs & Runaways
Course Description This course examines representations of rebellious and runaway slaves of French-speaking regions and explores how they rejected their oppression through tactics of flight, practices of resistance and resiliency, and modes of belonging and community-formation.
Semester Credit Hours/Units Fixed: 3

Offering Information

Length Of Course 14 Week, 12 Week, 8 Week, 7 Week, 6 Week, 4 Week
Flexibly Scheduled Course Never
Does any section of this course have a distance education component? Yes
Is any section of the course offered 100% at a distance
Previous Value No
Grading Basis Letter Grade
Repeatable No
Course Components Lecture
Grade Roster Component Lecture
Credit Available by Exam No
Admission Condition Course No
Off Campus Never
Campus of Offering Columbus, Lima, Mansfield, Marion, Newark, Wooster

Prerequisites and Exclusions

Prerequisites/Corequisites

Exclusions

Electronically Enforced No

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code 16.0901
Subsidy Level General Studies Course
Intended Rank Freshman, Sophomore, Junior, Senior

Requirement/Elective Designation

Race, Ethnicity and Gender Diversity

Course Details

Course goals or learning objectives/outcomes

- Goals of the REGD foundation category (see syllabus and ELO sheet).

Content Topic List

- Marronage (the process of extricating oneself from slavery)
- French colonialism
- The Haitian revolution
- The 1850 US Fugitive Slave Act
- Caribbean literature and history
- Female slavery and rebellion
- African diaspora

Sought Concurrence

Yes

Attachments

- FREN2804 in person SYLLABUS.docx: In-person syllabus
(Syllabus. Owner: Willging, Jennifer)
- FR2804.21 DL APPROVAL COVER SHEET[54].pdf: DL approval sheet signed
(Concurrence. Owner: Willging, Jennifer)
- FREN2804 REBELS DL CURRENT.docx: DL revised syllabus
(Syllabus. Owner: Willging, Jennifer)

Comments

- Please see the newly revised DL syllabus per the committee's 9/26 feedback. *(by Willging, Jennifer on 10/23/2023 02:56 PM)*
- Please see Subcommittee feedback email sent 09/26/2023. *(by Hilty, Michael on 09/26/2023 02:28 PM)*
- DL review needs to be completed before submitting to ASC CAS. Please send syllabus and DL Approval Cover Sheet to Office of Distance Education for review. Further instructions at <https://asccas.osu.edu/submission/development/submission-materials/distance-courses> *(by Steele, Rachel Lea on 08/22/2023 01:04 PM)*
- - You don't need a concurrence form. No worries. Not sure why it's telling you that. On the other hand, the reviewing faculty need the in-person syllabus for comparative purposes. See here <https://asccas.osu.edu/curriculum/distance-courses>
- Please remove one of the uploads of the DL cover sheet. It's the same document and the reviewing faculty only need to see it once.
Thanks *(by Vankeerbergen, Bernadette Chantal on 07/11/2023 08:53 AM)*

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Willging, Jennifer	07/10/2023 12:35 PM	Submitted for Approval
Approved	Heller, Sarah-Grace	07/10/2023 02:36 PM	Unit Approval
Revision Requested	Vankeerbergen, Bernadette Chantal	07/11/2023 08:57 AM	College Approval
Submitted	Willging, Jennifer	07/11/2023 02:19 PM	Submitted for Approval
Approved	Willging, Jennifer	07/11/2023 02:19 PM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	08/21/2023 02:09 PM	College Approval
Revision Requested	Steele, Rachel Lea	08/22/2023 01:04 PM	ASCCAO Approval
Submitted	Willging, Jennifer	08/24/2023 01:52 PM	Submitted for Approval
Approved	Willging, Jennifer	08/24/2023 01:53 PM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	09/01/2023 12:52 PM	College Approval
Revision Requested	Hilty, Michael	09/26/2023 02:28 PM	ASCCAO Approval
Submitted	Willging, Jennifer	10/23/2023 02:56 PM	Submitted for Approval
Approved	Willging, Jennifer	10/23/2023 02:56 PM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	10/23/2023 05:17 PM	College Approval
Pending Approval	Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Hilty, Michael Neff, Jennifer Vankeerbergen, Bernadette Chantal Steele, Rachel Lea	10/23/2023 05:17 PM	ASCCAO Approval

French 2804: REBELS AND RUNAWAYS

(Race, Ethnicity, and Gender Diversity GE Foundations course)
Spring 2024

Course Information

Course times and location: synchronous Zoom meetings Tuesdays 4:10-5:10PM EST

- **Credit hours:** 3
- **Mode of delivery:** Distance Learning

Instructor

- **Name:** Dr. Ryan Joyce
- **Email:** joyce.289@osu.edu
- **Office location:** 308 Hagerty Hall
- **Office hours:** TBD
- **Preferred means of communication:**
 - My preferred method of communication for questions is **email**.
 - My class-wide communications will be sent through the **Announcements** tool in Carmen Canvas. Please check your [notification preferences](https://go.osu.edu/canvas-notifications) (go.osu.edu/canvas-notifications) to be sure you receive these messages.

Course Description

From the early modern period to today, the maroon, or “runaway” fugitive slave, has played a leading role in shaping U.S. and Caribbean history, literature, and culture. Historically defined as the temporary or sustained flight of enslaved subjects from plantation zones and colonial centers, marronage has since flourished as a site for the broader flights, fights, and community-building practices of Afro-diasporic peoples throughout the Americas. Building from historical sources, fugitive slave narratives, 19th, 20th, and 21st-century art, film, and literature, and contemporary cultural and political movements, this course will introduce students to the enduring, path-breaking activities of maroons and their descendants in the U.S. and the Caribbean.

This course introduces students to foundational topics in the study of race, ethnicity, and gender diversity by exploring Afro-diasporic history and culture in the U.S. and the Caribbean through the lens of marronage. In this regard, the course introduces students to foundational subjects in African American and African diaspora studies, such as the Haitian Revolution, the Underground Railroad, decolonial movements in the Caribbean, and contemporary Black arts and activism. Central to this course is how identity categories relating to race, ethnicity, and gender operate and are constructed and how they are shaped by complex

systems of power, including slavery and colonialism. We will study foundational texts and cultural works that narrate, examine, and/or represent the lived experiences of Afro-diasporic peoples to understand and contextualize the intersection of these categories.

General Education Goals and Expected Learning Outcomes

This course fulfills a **GE Foundations requirement in Race, Ethnicity, and Gender Diversity**. It is designed to prepare students to be able to do the following:

GE: Race, Ethnicity, and Gender Diversity Foundation		
GE Goals	GE Expected Learning Outcomes (ELOs)	Course Objectives <i>Students will...</i>
GOAL 1: Successful students will engage in a systematic assessment of how historically and socially constructed categories of race, ethnicity, and gender, and possibly others, shape perceptions, individual outcomes, and broader societal, political, economic, and cultural systems	1.1: Successful students are able to describe and evaluate the social positions and representations of categories including race, gender, and ethnicity, and possibly others.	a. study various iterations of marronage in the history, literature, and culture of the Americas to identify social positions and representations of Afro-diasporic peoples in specific geographic and cultural contexts.
	1.2: Successful students are able to explain how categories including race, gender, and ethnicity continue to function within complex systems of power to impact individual lived experiences and broader societal issues.	a. analyze complex systems of power, like colonialism and slavery, and examine how these forces shape hierarchies of race, gender, ethnicity, and sexuality in the Americas (including the U.S.).
	1.3: Successful students are able to analyze how the intersection of categories including race, gender, and ethnicity combine to shape lived experiences.	a. explore how the intersection of many categories, including race, gender, ethnicity, and sexuality, inform the lived experiences of Afro-diasporic people within systems of power.
	1.4: Successful students are able to evaluate social and ethical implications of studying race, gender, and ethnicity.	a. survey historical marronage throughout the Americas to grasp the scope and significance of enslaved peoples' resistance to slavery. b. examine the legacies of marronage in the 20 th and 21 st centuries to evaluate the importance of studying race, gender, ethnicity, and sexuality today.

<p>GOAL 2: Successful students will recognize and compare a range of lived experiences of race, gender, and ethnicity.</p>	<p>2.1: Successful students are able to demonstrate critical self-reflection and critique of their social positions and identities.</p>	<p>a. critically analyze and reflect on works of Afro-diasporic literature, film, and art. b. compare and contrast the experiences of maroons in the U.S. and the Caribbean.</p>
	<p>2.2: Successful students are able to recognize how perceptions of difference shape one's own attitudes, beliefs, or behaviors.</p>	<p>a. study Afro-diasporic cultural production across three centuries and multiple geographical contexts.</p>
	<p>2.3: Successful students are able to describe how the categories of race, gender, and ethnicity influence the lived experiences of others.</p>	<p>a. investigate first-person accounts of slavery and marronage. b. explore contemporary media from the U.S. and Caribbean relating to marronage. c. discuss how modern marronage informs social and political activism in the Americas.</p>

How This Online Course Works

Mode of delivery: This course is 100% online. There is a required synchronous (real-time) session in Zoom each week Tuesdays 4:10-5:10PM EST. The rest of your work is found in Carmen. Deadlines for various activities are listed on the Weekly Schedule below.

Pace of online activities: This course is divided into **weekly modules** that are released one week ahead of time. Each module includes a summary of the week's activities, reading guides with guiding questions, required reading/viewing/listening material for the week, and any additional assignments such as discussion forums, exams, and group presentations (see the Weekly Schedule).

Students are expected to keep pace with deadlines listed on the Weekly Schedule below. Most weeks there will be **two different deadlines** for various activities/assignments to help keep you on track. For Tuesdays, before the start of class (4:10PM EST), you will complete the weekly readings and guiding questions. On weeks there is a Discussion Forum assigned, you will post your individual response to the prompt and/or questions also before the start of class. On Sundays (by 11:59PM EST) you will complete additional assignments such as exams and group presentations. On weeks there is a Discussion Forum assigned, you will respond/react to your peers' posts also by 11:59PM EST.

Credit hours and work expectations: This is a 3 credit-hour course. According to [Ohio State bylaws on instruction](http://go.osu.edu/credithours) (go.osu.edu/credithours), students should expect around 3 hours per week of time spent on instruction (weekly Zoom meetings and Carmen activities, for example) in addition to 6 hours of homework (reading and assignment preparation, for example) to receive a grade of C average.

- 3 hours of direct weekly instruction will come from:
 - 1 hour of synchronous Zoom sessions
 - 2-3 hours of lecture recordings, Carmen announcements, Carmen module introductions, feedback on discussion forums, and weekly individual feedback on assignments (see also, Instructor Feedback and Response Time below on page 11)

Attendance and participation requirements: Research shows regular participation is one of the highest predictors of success. With that in mind, I have the following expectations for everyone's participation:

- **Synchronous Tuesdays Zoom meetings: REQUIRED**
Tuesday Zoom meetings are required. I will post recordings of synchronous Zoom sessions for those who cannot attend, but I can only give attendance credit to those who attend or who have informed me in advance of a serious, unavoidable, and documented reason for missing a session.
- **Office Hours: OPTIONAL**
Your participation at office hours is highly encouraged, but optional. Use the office hours to your benefit, to ask questions about the course, to review key terms or concepts, or just to say hello!

Student illness or absence:

In the event that you are too ill with COVID-19 (or another documented illness) to attend a synchronous Zoom session or to complete an assignment by its deadline, your absence will be excused and the deadline extended so that you will still be able to make progress in this course. Zoom sessions will be recorded so that you may watch them when you are feeling better.

Course Materials and Technologies

Required Materials and Technologies

Some required course material will be made available electronically on Carmen. These selections are marked with a **(C) on the course schedule below.

To purchase or procure:

- 1) Richard Price, *Maroon Societies*, 3rd Edition, ISBN: 978-0801854965
- 2) Quincy Saul, editor. *Maroon Comix: Origins and Destinies*, ISBN: 978-1629635712
- 3) Alejo Carpentier, *The Kingdom of This World*, translated by Pablo Medina, ISBN: 978-0374537388
- 4) William & Ellen Craft, *Running a Thousand Miles for Freedom*, ISBN: 978-0820321042

These texts will be available at the OSU Bookstore @ Barnes & Noble. You may also purchase them online or locally, but they must be the same edition as those listed above. There are also a limited number of copies of these texts on reserve at the OSU library.

Film Viewing

Students are responsible for watching the course films outside of class. Currently, *12 Years a Slave* is available on *Feature Films for Education* (which you have access to through OSU library), as well as available on Hulu. *Queen Nanny: Legendary Maroon Chieftainess* is on Kanopy (which you also have access to through OSU library) and is available to rent on Amazon. I will provide the links on Carmen.

Required Equipment

- **Computer:** current Mac (MacOS) or PC (Windows 10) with high-speed internet connection
- **Webcam:** built-in or external webcam, fully installed and tested
- **Microphone:** built-in laptop or tablet mic or external microphone
- **Other:** a mobile device (smartphone or tablet) to use for BuckeyePass authentication

If you do not have access to the technology you need to succeed in this class, review options for technology and internet access at go.osu.edu/student-tech-access.

Required Software

Microsoft Office 365: All Ohio State students are now eligible for free Microsoft Office 365. Visit the [installing Office 365](http://go.osu.edu/office365help) (go.osu.edu/office365help) help article for full instructions.

CarmenCanvas Access

You will need to use [BuckeyePass](http://buckeyepass.osu.edu) (buckeyepass.osu.edu) multi-factor authentication to access your courses in Carmen. To ensure that you are able to connect to Carmen at all times, it is recommended that you do each of the following:

- Register multiple devices in case something happens to your primary device. Visit the [BuckeyePass - Adding a Device](#) (go.osu.edu/add-device) help article for step-by-step instructions.
- Request passcodes to keep as a backup authentication option. When you see the Duo login screen on your computer, click **Enter a Passcode** and then click the **Text me new codes** button that appears. This will text you ten passcodes good for 365 days that can each be used once.
- [Install the Duo Mobile application](#) (go.osu.edu/install-duo) on all of your registered devices for the ability to generate one-time codes in the event that you lose cell, data, or Wi-Fi service.

If none of these options will meet the needs of your situation, you can contact the IT Service Desk at [614-688-4357 \(HELP\)](#) and IT support staff will work out a solution with you.

Technology Skills Needed for This Course

- Basic computer and web-browsing skills
- [Navigating CarmenCanvas](#) (go.osu.edu/canvasstudent)
- [CarmenZoom virtual meetings](#) (go.osu.edu/zoom-meetings)
- [Recording a slide presentation with audio narration and recording, editing and uploading video](#) (go.osu.edu/video-assignment-guide)

Technology Support

For help with your password, university email, CarmenCanvas, or any other technology issues, questions or requests, contact the IT Service Desk, which offers 24-hour support, seven days a week.

- **Self Service and Chat:** go.osu.edu/it
- **Phone:** [614-688-4357 \(HELP\)](tel:614-688-4357)
- **Email:** servicedesk@osu.edu

Student Services

For an overview of and contact information for the **student advising services** offered on the OSU main campus go to <http://advising.osu.edu>

For an overview of and contact information for **general student services** offered on the OSU main campus go to <https://contactbuckeyelink.osu.edu/>

Assignments, Grading, and Expectations

How Your Grade is Calculated

Assignment Category	Points and/or Percentage
Attendance and Participation	15%
Discussion Forums	15%
Short Response Papers	10%
Group Research Presentations	20%
Midterm Exam (or Midterm Essay)	20%
Final Exam (or Final Essay)	20%
Total	100%

Descriptions of Course Assignments

All due dates are listed on the Weekly Schedule below.

- Attendance and Participation:** Participation is crucial to your learning and your success in this course, so please arrive to every Zoom meeting on time and do your reading thoroughly beforehand. For most reading or viewing assignments I will give you several study questions to guide you; please prepare answers to these questions *in writing* and bring them to class so that you can participate as fully as possible. You may have **one unexcused absence** from the Zoom meetings without losing points; each unexcused absence after that will negatively affect your attendance and participation grade.

This class is designed to be interactive, so you are expected to have completed all reading assignments before coming to class and to take an active part in all class discussions. Use our class meetings as an opportunity for you to discuss the course content with your classmates and sharpen your tools of critical reflection and analysis. Your participation grade will reflect your weekly engagement in the course, and will be evaluated based on:

- How frequently you volunteer to speak in class
 - How well you respond to discussion questions with thoughtful responses (i.e., by making connections with other course texts, ideas, or discussions)
 - How well you participate in pair/small group discussions and class activities
 - If you are attentive and prepared for class (i.e, keeping your camera turned on)
 - If you are on time to class
- Short Response Papers (2-3 pages each):** Two short reading response papers. These response papers must be a critical reflection on one of the assigned readings from the class syllabus. You may choose which reading you want to respond to, but one response paper must relate to Unit 1 content, and the other from Unit 2 content.

Your short response papers will directly address ELOs 2.1, 2.2, and 2.3 (see above), in that you will:

- demonstrate critical self-reflection and critique of your own social positions and identities
- reflect on how perceptions of difference shape one's own attitudes, beliefs, or behaviors
- describe how the categories of race, gender, and ethnicity influence the lived experiences of others (through your analysis of one or more course texts)

The final due dates for the response papers are indicated on the Weekly Schedule below.

- **Discussion Forums:** Throughout the semester you will be asked to respond to a short writing prompt and/or discussion questions on Carmen. There are 7 discussion prompts. These discussions are based on readings for class and will require you to write between 150-200 words. You will be graded based on the completeness of your answer and your ability to meaningfully engage with the course content. You must also respond to at least one of your classmates with a thoughtful and critical response.

Your discussion forums will directly address ELOs 1.1, 1.2, 1.3, and 1.4 (see above), in that you will:

- describe and evaluate the social positions and representations of categories including race, gender, and ethnicity, and sexuality
- explain how categories including race, gender, and ethnicity continue to function within complex systems of power to impact individual lived experiences and broader societal issues
- analyze how the intersection of categories including race, gender, and ethnicity combine to shape lived experiences
- evaluate social and ethical implications of studying race, gender, and ethnicity

Your individual response to the prompt and/or discussion questions must be submitted on Carmen **before** our Tuesday Zoom session, as we will discuss these topics in class. Your response to a peer is then due Sunday (by 11:59PM EST).

- **Group Research Presentation:** Students will sign up for one group research presentation. Your presentation must analyze a site, theme, or text relating to our course material of your choosing (I will provide you with a list of suggestions). You will prepare a 10-minute slide presentation on your research (some of my lectures could serve as a model for you). You will present your work to the class in the last two weeks of the semester. Your group research presentation should strive to foster discussion by posing relevant questions that the class may respond to. To this aim, you will prepare a list of discussion questions to share at the beginning of the presentation.

Your group presentation will directly address ELOs 1.4, 2.1, and 2.3 (see above), in that you will:

- evaluate social and ethical implications of studying race, gender, and ethnicity
 - demonstrate critical self-reflection and critique of your social positions and identities
 - describe how the categories of race, gender, and ethnicity influence the lived experiences of others (through your analysis of one or more course texts)
- **Midterm Exam:** The midterm exam will be completed and submitted on Carmen. The midterm exam will focus on content from Unit 1. It is open note and open book. The final exam will include

15 questions, composed of multiple-choice questions, short answers, and one short essay question. You will have 2 hours to complete the midterm exam. You are not permitted to consult outside sources or collaborate with other students, which will be considered academic misconduct.

- **ALTERNATE ASSIGNMENT: Midterm Essay (4-6 pages):** Instead of taking the midterm exam, you may elect to write a short midterm paper answering one question relating to readings from the first half of the semester. Questions for the midterm exam will be distributed by the instructor two weeks prior to the midterm due date. These essays should be both synthetic and analytical and must demonstrate a grasp of the course themes and content. Your midterm essay must include in-text citations and a brief bibliography in either MLA or Chicago style.

Your midterm exam (or midterm essay) will directly address ELOs 1.3, 2.2, and 2.3 (see above), in that you will:

- analyze how the intersection of categories including race, gender, and ethnicity combine to shape lived experiences
 - reflect on how perceptions of difference shape one's own attitudes, beliefs, or behaviors
 - describe how the categories of race, gender, and ethnicity influence the lived experiences of others (through your analysis of one or more course texts)
- **Final Exam:** The final exam will be completed and submitted on Carmen. The final exam will focus on content from Unit 2 but will include some questions from Unit 1. The final exam is open note and open book. The final exam will include 15 questions, including multiple choice questions, short answers, and one short essay question. You will have 2 hours to complete the final exam. You are not permitted to consult outside sources or collaborate with other students, which will be considered academic misconduct.
 - **ALTERNATE ASSIGNMENT: Final Essay (4-6 pages):** Instead of taking the final exam, you may elect to write a short final paper answering one question relating to readings from the second half of the semester. Questions for the final exam will be distributed by the instructor two weeks prior to the final due date. These essays should be both synthetic and analytical and must demonstrate a grasp of the course themes and content. Your midterm essay must include in-text citations and a brief bibliography in either MLA or Chicago style.

Your final exam (or final essay) will directly address ELOs 1.1, 1.3, 2.1, 2.2, and 2.3 (see above), in that you will:

- describe and evaluate the social positions and representations of categories including race, gender, and ethnicity, and sexuality
- analyze how the intersection of categories including race, gender, and ethnicity combine to shape lived experiences
- demonstrate critical self-reflection and critique of your own social positions and identities
- reflect on how perceptions of difference shape one's own attitudes, beliefs, or behaviors
- describe how the categories of race, gender, and ethnicity influence the lived experiences of others (through your analysis of one or more course texts)

Timeliness of Assignments

Please refer to the Weekly Schedule (at the end of this Syllabus) for due dates. Due dates are set to help you stay on pace and to allow timely feedback that will help you complete subsequent assignments. Due to the collaborative nature of the Discussion Forums I am not able to grade posts submitted after the deadline for each one.

Instructor Feedback and Response Time

- Remember that you can call [614-688-4357 \(HELP\)](tel:614-688-4357) at any time if you have a technical problem. If you have a question about the course that is not answered in the syllabus or elsewhere in Carmen, please contact me through my OSU email address. I will reply to emails within **24 hours on days when class is in session at the university**. I will respond to e-mails sent after 5 pm on a Friday on Monday morning.
- Grading and feedback:** For assignments submitted by the due date, I will try to provide feedback and grades within **seven days, although some assignments make take a few days longer**. Assignments submitted after the due date may have reduced feedback, and grades may take longer to be posted.

Grading Scale

93–100: A	73–76.9: C
90–92.9: A-	70–72.9: C-
87–89.9: B+	67–69.9: D+
83–86.9: B	60–66.9: D
80–82.9: B-	Below 60: E
77–79.9: C+	

Other Course Policies

Discussion and Communication Guidelines

The following are my expectations for how we should communicate as a class. Please remember to be respectful.

- **Writing style:** While there is no need to participate in class discussions as if you were writing a research paper, you should remember to write using good grammar, spelling, and punctuation.
- **Tone and civility:** We will strive to maintain a supportive learning community where everyone feels safe and where people can dialogue amicably and productively.
- **Citing your sources:** When we have academic discussions, please cite your sources to back up what you say. For the course texts, cite at least the title and page numbers. For online sources, include a link.
- **Synchronous Zoom sessions:** During our Zoom sessions I ask that you use your real name. I also ask that you **turn on your camera** so that the session feels as much as possible like an in-person class. Please keep your microphone muted if you are not actively talking. Remember that Zoom and the Zoom chat are our classroom space where respectful interactions are expected.

Academic Integrity Policy

See [Descriptions of Course Assignments](#) for specific guidelines about collaboration and academic integrity in the context of this online class.

Ohio State's Academic Integrity Policy

It is the responsibility of the Committee on Academic Misconduct (COAM) 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 3335-5-487). For additional information, see the Code of Student Conduct: <http://studentlife.osu.edu/csc/>.

If I suspect that a student has committed academic misconduct in this course, I am obligated by university rules to report my suspicions to the Committee on Academic Misconduct. If COAM determines that you have violated the university's Code of Student Conduct (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the university.

If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact me.

Other sources of information on academic misconduct (integrity) to which you can refer include:
 Committee on Academic Misconduct web page (go.osu.edu/coam)
 Ten Suggestions for Preserving Academic Integrity (go.osu.edu/ten-suggestions)

Copyright for Instructional Materials

The materials used in connection with this course may be subject to copyright protection and are only for the use of students officially enrolled in the course for the educational purposes associated with the course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the course.

Statement on Title IX

Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been <http://titleix.osu.edu> sexually harassed or assaulted, you may find the appropriate resources at or by contacting the Ohio State Title IX Coordinator at titleix@osu.edu.

Commitment to a Diverse and Inclusive Learning Environment

The Ohio State University affirms the importance and value of diversity in the student body. Our programs and curricula reflect our multicultural society and global economy and seek to provide opportunities for students to learn more about persons who are different from them. We are committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among each member of our community; and encourages each individual to strive to reach his or her own potential. Discrimination against any individual based upon protected status, which is defined as age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited.

Land Acknowledgement

We would like to acknowledge the land that The Ohio State University occupies is the ancestral and contemporary territory of the Shawnee, Potawatomi, Delaware, Miami, Peoria, Seneca, Wyandotte, Ojibwe and Cherokee peoples. Specifically, the university resides on land ceded in the 1795 Treaty of Greeneville and the forced removal of tribes through the Indian Removal Act of 1830. I/We want to honor the resiliency of these tribal nations and recognize the historical contexts that has and continues to affect the Indigenous peoples of this land.

More information on OSU's land acknowledgement can be found here: <https://mcc.osu.edu/about-us/land-acknowledgement>

Your Mental Health

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life's Counseling and Consultation Service (CCS) by visiting ccs.osu.edu or calling 614-292-5766. CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on-call counselor

when CCS is closed at 614-292-5766 and 24 hour emergency help is also available 24/7 by dialing 988 to reach the Suicide and Crisis Lifeline.

Accessibility Accommodations for Students with Disabilities

Requesting accommodations

The university strives to maintain a healthy and accessible environment to support student learning in and out of the classroom. If you anticipate or experience academic barriers based on your disability (including mental health, chronic, or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion.

If you are isolating while waiting for a COVID-19 test result, please let me know immediately. Those testing positive for COVID-19 should refer to the [Safe and Healthy Buckeyes site](#) for resources. Beyond five days of the required COVID-19 isolation period, I may rely on Student Life Disability Services to establish further reasonable accommodations. You can connect with them at slds@osu.edu; 614-292-3307; or slds.osu.edu.

Religious Accommodations

It is Ohio State's policy to reasonably accommodate the sincerely held religious beliefs and practices of all students. The policy permits a student to be absent for up to three days each academic semester for reasons of faith or religious or spiritual belief.

Students planning to use religious beliefs or practices accommodations for course requirements must inform the instructor in writing no later than 14 days after the course begins. The instructor is then responsible for scheduling an alternative time and date for the course requirement, which may be before or after the original time and date of the course requirement. These alternative accommodations will remain confidential. It is the student's responsibility to ensure that all course assignments are completed.

About the Course Material

Our course will ask us all to confront challenging issues and ideas. I do not ask or expect you to agree with everything that is presented to you, and I indeed welcome discussion on dissenting opinions. The goal is that you keep an open mind and understand the arguments that are presented to you; i.e., why and how ideas, cultural products (literature, film, art), or movements emerged in their given historical and cultural contexts. In line with OSU's commitments to diversity and inclusion, we will practice sensitivity and mutual respect (for each other) and cultural empathy (for viewpoints or ideas that may be different than our own). Any form of hate or discrimination will not be tolerated.

This course may include readings, media, and discussion around topics such as sexual assault, domestic violence, physical violence, and identity-based discrimination and harassment. I acknowledge that this content may be difficult and the decision to include such material is not taken lightly. Class topics are discussed for the sole purpose of expanding your intellectual engagement in the areas of U.S. and Caribbean history, literature, and culture. If you are a trauma survivor and encounter a topic in this class that is difficult for you, I encourage you to take the necessary steps for your emotional safety and well-being. Should you choose to sit out on discussion of a certain topic, please know that you are still responsible for the material. We can discuss if there are other methods for accessing that material, and for assessing your learning on that material. I will support you throughout your learning in this course.

FR 2804 Weekly Schedule

*****Subject to change during the semester. If any changes occur, you will be notified with advance notice.**

WEEK	TOPIC	READINGS AND ASSIGNMENTS FOR THE WEEK
WEEK 1	<p>Course Introductions/What is resistance?</p> <p>Introduction to the course; Why does marronage still matter?</p> <p>Introduction to the historical context of marronage in the U.S. and the Caribbean and key historical terms</p>	<p>FOR CLASS TUESDAY: Quincy Saul, editor. <i>Maroon Comix</i>, "Initiation" and "Slavery and Liberation," pgs. 1-13</p> <p>Hasan Kwame Jefferies and Kenneth Greenberg, Podcast "Resistance Means More Than Rebellion" (C)</p> <p>Individual Response to Discussion Forum #1 Due Before Class</p> <p>FOR SUNDAY: "Key Terms and Concepts" (C) "Identity-Related Terms" (C)</p> <p>Peer Response to Discussion Forum #1 Due by 11:59PM</p>

Unit One: Historical Marronage: Causes, Effects, and Complexities		
WEEK 2	What is Marronage?	<p>FOR CLASS TUESDAY: Price, <i>Maroon Societies</i>, Introduction, pgs. 1-30</p> <p>Saul, editor. <i>Maroon Comix</i>, “I am Maroon,” pgs. 16-33</p> <p>Individual Response to Discussion Forum #2 Due Before Class</p> <p>FOR SUNDAY:</p> <p>Peer Response to Discussion Forum #2 Due by 11:59PM</p>
WEEK 3	Maroon Origins and Colonial Encounters	<p>FOR CLASS TUESDAY: Price, <i>Maroon Societies</i>, “Observations of the Disposition, Character, Manners, and Habits of Life, of the Maroon...” (by Bryan Edwards), pgs. 230-245</p> <p><i>The Code Noir</i>, 1685 (C)</p> <p>Saul, <i>Maroon Comix</i>, “The Dragon or the Hydra?” pgs. 36-45</p>

WEEK 4	Revolution! Haiti and Marronage	<p>FOR CLASS TUESDAY: Alejo Carpentier, <i>The Kingdom of this World</i>, pgs. vii-70</p> <p>Laurent Dubois, <i>Avengers of the New World</i>, “Prologue,” pgs. 1-7</p> <p>Individual Response to Discussion Forum #3 Due Before Class</p> <p>FOR SUNDAY:</p> <p>Peer Response to Discussion Forum #3 Due by 11:59PM</p>
WEEK 5	Legacies of the Haitian Revolution	<p>FOR CLASS TUESDAY: Carpentier, <i>The Kingdom of this World</i>, pgs. 71-136</p> <p>Writings of Thomas Jefferson and Charles Brockden Brown, pgs. 159-166 (C)</p> <p><i>The Haitian Declaration of Independence and The Haitian Constitution (C)</i></p> <p><i>The U.S. Declaration of Independence (C)</i></p>
WEEK 6	Rebels and Runaways in the U.S.	<p>FOR CLASS TUESDAY: William & Ellen Craft, <i>Running a Thousand Miles for Freedom</i> Part 1, pgs. 2-51 and Introduction by Barbara McCaskill</p> <p>Individual Response to Discussion Forum #4 Due Before Class</p> <p>FOR SUNDAY:</p> <p>Peer Response to Discussion Forum #4 Due by 11:59PM</p>

WEEK 7	Fugitive Slave Narratives	<p>FOR CLASS TUESDAY: Craft, <i>Running a Thousand Miles for Freedom</i> Part 2, pgs. 52-69</p> <p>“Letter from Ellen Craft”, <i>Running a Thousand Miles for Freedom</i>, pgs. 86-88</p> <p>“The Fugitive Slave Bill and Its Effects,” <i>Running a Thousand Miles for Freedom</i>, pgs. 89-93</p>
WEEK 8	Fugitive Slave Narratives Part II	<p>FOR CLASS TUESDAY: Film <i>12 Years a Slave</i> (dir. Steve McQueen, 2013)</p> <p>Individual Response to Discussion Forum #5 Due Before Class</p> <p>FOR SUNDAY: Peer Response to Discussion Forum #5 Due by 11:59PM</p>
WEEK 9	Digital Archives of Marronage and The Underground Railroad in Ohio	<p>FOR CLASS TUESDAY: https://freedomonthemove.org http://mapping-marronage.rll.lsa.umich.edu/welcome https://www.teachingcolumbus.org/african-american-experience/the-underground-railroad-in-columbus</p>

WEEK 10	Gender and Marronage	<p>FOR CLASS TUESDAY: Barbara Bush, <i>Slave Women in Caribbean Society</i>, “The ‘Invisible’ Black Woman in Caribbean History: An Introduction,” pgs. 1-10 and “The Woman Slave and Slave Resistance,” pgs. 51-65 (C)</p> <p>Film <i>Queen Nanny: Legendary Maroon Chieftainess</i> (dir. Roy T. Anderson, 2015)</p> <p>Art of Renée Cox, “Queen Nanny of the Maroons” series: https://www.reneecox.org/works-c1rxu</p> <p>Individual Response to Discussion Forum #6 Due Before Class</p> <p>FOR SUNDAY:</p> <p>Peer Response to Discussion Forum #6 Due by 11:59PM</p> <p>Final Due Date for Short Response Paper #1 Due by 11:59PM</p> <p>MIDTERM EXAM (or ESSAY) DUE BY 11:59PM</p>
Unit Two: Modern Marronage: Afro-Diasporic Arts and Activism		
WEEK 11	Postcolonial Marronage: Aimé Césaire and Négritude	<p>FOR CLASS TUESDAY: Césaire, <i>Discourse on Colonialism</i>, pgs. 31-46 (C)</p> <p>Césaire, <i>Journal of a Homecoming (Notebook of a Return to my Native Land)</i>, (C)</p> <ul style="list-style-type: none"> • Pgs. 1-4 • Pg. 16 “What is mine...” – pg. 18 • Pg. 44 “We are standing now”- the end (pg. 51) <p>Césaire speech, “Je suis un Nègre Marron” (“I am a Maroon”) (C)</p>

WEEK 12	Sexuality and Modern Marronage/ Queer marronage and HIV/AIDS activism	<p>FOR CLASS TUESDAY: Assotto Saint, <i>Spells of a Voodoo Doll</i>, selected poems (C)</p> <ul style="list-style-type: none"> • Essays: pgs. 1-9 and pgs. 229-234 • Poems: pgs. 27-34 <ul style="list-style-type: none"> ▪ Pgs. 47-79 ▪ Pg. 83 ▪ Pgs. 93-103 ▪ Pg. 121 ▪ Pgs. 139-172 <p>Individual Response to Discussion Forum #7 Due Before Class</p> <p>FOR SUNDAY:</p> <p>Peer Response to Discussion Forum #7 Due by 11:59PM</p>
WEEK 13	Marronage Now: Maroon Arts and Activism	<p>FOR CLASS TUESDAY: Amanda Choo Quan, “Maroons in the Caribbean Are Fighting for Political Power” (C)</p> <p>Zine, “Liberatory Technology and Digital Marronage”: https://www.flipsnack.com/EBC8CD77C6F/liberatory-technology-zine.html</p> <p>Nsambu Za Suekama, “My Gender is Marronage: A Revisitation” (C)</p>
WEEK 14	PRESENTATION WEEK	<p>GROUP RESEARCH PRESENTATIONS</p> <p>Group Research Presentation Due</p>

WEEK 15	PRESENTATION WEEK	GROUP RESEARCH PRESENTATIONS Group Research Presentation Due FOR SUNDAY: Final Due Date for Short Response Paper #2 Due by 11:59PM FINAL EXAM (or ESSAY) DUE: TBD
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FREN 2501: Rebels and Runaways



“The Unknown Maroon,” Haiti, 1967, Albert Mangonès

Spring 2023
Wednesday/Friday
2:20-3:40PM

Page Hall 10

Dr. Ryan Joyce
joyce.289@osu.edu
Office: Hagerty Hall 308
Office Hours: TBA

Course Description:

From the early modern period to today, the maroon, or “runaway fugitive slave,” has played a leading role in shaping U.S. and Caribbean history, literature, and culture. Historically defined as the temporary or sustained flight of enslaved subjects from plantation zones and colonial centers, marronage has since flourished as a site for the broader flights, fights, and community-building practices of Afro-diasporic peoples throughout the Americas. Building from historical sources, fugitive slave narratives, 19th, 20th, and 21st-century art, film, and literature, and contemporary cultural and political movements, this course will introduce students to the enduring, path-breaking activities of maroons and their descendants in the U.S. and the Caribbean.

In this class, we will trace how maroons, rooted in the violent history of transatlantic slavery, rejected their oppression through tactics of flight, practices of resistance and resiliency, and modes of belonging and community-formation. Moreover, we will examine how historical and contemporary maroons have defined themselves and how Afro-diasporic artists, filmmakers, and writers have employed marronage in their creative work. We will be especially attentive to how representations of marronage operate across Afro-diasporic political, cultural, and historical frameworks. Finally, we will investigate how marronage functions uniquely across time periods and places and how intersecting social positions of race, ethnicity, gender, and sexuality inform experiences of individual and collective marronage.

This course fulfills a Race, Ethnicity, and Gender Diversity Foundation GE requirement

GE Goals	GE Expected Learning Outcomes (ELOs)	Course Objectives <i>Students will...</i>
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<p>GOAL 1: Successful students will engage in a systematic assessment of how historically and socially constructed categories of race, ethnicity, and gender, and possibly others, shape perceptions, individual outcomes, and broader societal, political, economic, and cultural systems</p>	<p>1.1: Successful students are able to describe and evaluate the social positions and representations of categories including race, gender, and ethnicity, and possibly others.</p>	<p>a. study various iterations of marronage in the history, literature, and culture of the Americas to identify social positions and representations of Afro-diasporic peoples in specific geographic and cultural contexts.</p>
	<p>1.2: Successful students are able to explain how categories including race, gender, and ethnicity continue to function within complex systems of power to impact individual lived experiences and broader societal issues.</p>	<p>a. analyze complex systems of power, like colonialism and slavery, and examine how these forces shape hierarchies of race, gender, ethnicity, and sexuality in the Americas (including the U.S.).</p>
	<p>1.3: Successful students are able to analyze how the intersection of categories including race, gender, and ethnicity combine to shape lived experiences.</p>	<p>a. explore how the intersection of many categories, including race, gender, ethnicity, and sexuality, inform the lived experiences of Afro-diasporic people within systems of power.</p>
	<p>1.4: Successful students are able to evaluate social and ethical implications of studying race, gender, and ethnicity.</p>	<p>a. survey historical marronage throughout the Americas to grasp the scope and significance of enslaved peoples' resistance to slavery. b. examine the legacies of marronage in the 20th and 21st centuries to evaluate the importance of studying race, gender, ethnicity, and sexuality today.</p>
<p>GOAL 2: Successful students will recognize and compare a range of lived experiences of race, gender, and ethnicity.</p>	<p>2.1: Successful students are able to demonstrate critical self-reflection and critique of their social positions and identities.</p>	<p>a. critically analyze and reflect on works of Afro-diasporic literature, film, and art. b. compare and contrast the experiences of maroons in the U.S. and the Caribbean.</p>
	<p>2.2: Successful students are able to recognize how perceptions of difference shape one's own attitudes, beliefs, or behaviors.</p>	<p>a. study Afro-diasporic cultural production across three centuries and multiple geographical contexts.</p>

	<p>2.3: Successful students are able to describe how the categories of race, gender, and ethnicity influence the lived experiences of others.</p>	<p>a. investigate first-person accounts of slavery and marronage. b. explore contemporary media from the U.S. and Caribbean relating to marronage. c. discuss how modern marronage informs social and political activism in the Americas.</p>
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Required Course Texts:

*****Some readings throughout the semester will be made available electronically on Carmen (under Modules). These selections are marked with a (C) on the course schedule below.*****

- 1) Richard Price, *Maroon Societies*, 3rd Edition, ISBN: 978-0801854965
Also available for free borrowing as an eBook at the Internet Archive:
<https://archive.org/details/maroonsocieties00rich/mode/2up>
- 2) Quincy Saul, editor. *Maroon Comix: Origins and Destinies*, ISBN: 978-1629635712
Also available for free borrowing as an eBook at the Internet Archive:
https://archive.org/details/maroon_comix_9781629635866/mode/2up
- 3) Alejo Carpentier, *The Kingdom of This World*, translated by Pablo Medina, ISBN: 978-0374537388
- 4) William & Ellen Craft, *Running a Thousand Miles for Freedom*, ISBN: 978-0820321042
Also available for free borrowing as an eBook at the Internet Archive:
https://archive.org/details/runningthousandm0000craf_n8k5/page/n3/mode/2up
- 5) Maryse Condé, *I, Tituba, Black Witch of Salem*, translated by Richard Philcox, ISBN: 978-0813927671
Also available for free borrowing as an eBook at the Internet Archive:
<https://archive.org/details/ititubablackwitic0000cond>

These texts will be available at the OSU Bookstore @ Barnes & Noble. You may also purchase or borrow them online or locally, but they must be the same edition as those listed above. Some of these texts will also be available on reserve at Thompson Library.

Assignments:

All due dates are listed on the **course schedule** below. Unless otherwise indicated, all assignments are to be submitted on Carmen. **Late work is not accepted.**

- **Short Response Papers (2-3 pages each):** Two short reading response papers. These response papers must be a critical reflection on one of the assigned readings from the class syllabus. You may choose which reading you want to respond to, but one response paper must relate to Unit 1 content, and the other from Unit 2 content. The final due dates for the response papers are indicated on the **course schedule** below. See the rubric and assignment details in Carmen for more information.
- **Discussion Forums:** Throughout the semester you will be asked to respond to a short writing prompt and questions on Carmen as a discussion. There are 7 discussion prompts. These discussions are based on readings for class and will require you to write between 150-200 words. You will be graded based on the completeness of your answer and your ability to meaningfully engage with the course content. You must also respond to at least one of your classmates with a

thoughtful and critical response. Your discussion and response must be submitted on Carmen **before** class begins, as we will discuss these topics in class. See the rubric and assignment details in Carmen for more information.

- **Group Presentations (20-25 min., in class):** Students will sign up for an in-class group presentation. Your in-class presentation should address the author's background, the author's main arguments or the main themes of the work(s), the strengths and weaknesses of the work(s), and how the work(s) add(s) to our understanding of marronage. All presentations must analyze at least one text/author from the week's readings and strive to foster discussion by posing relevant questions that the class may respond to. To this aim, students will prepare a list of discussion questions to distribute in class at the beginning of their presentation. Following the presentation, students will lead class discussion. See the rubric and assignment details in Carmen for more information.
- **Midterm Essay (4-6 pages):** Students will write a short midterm paper answering one question relating to readings from the first half of the semester. These essays should be both synthetic and analytical and must demonstrate a grasp of the course themes and content. They also need to include a close reading of at least one passage from a literary work studied in class, in-line citations, and a brief bibliography.
- **Final Exam:** The final exam will be completed and submitted on Carmen. The final exam will focus on content from Unit 2 but will include some questions from Unit 1. The final exam may include multiple choice questions, short answers, and an essay question. The final exam is open note and open book. You are not permitted to consult outside sources or collaborate with other students, which is considered academic misconduct.

Film Viewing

Students are responsible for watching the course films outside of class. As of now, *12 Years a Slave* is available on *Feature Films for Education* (which you have access to through OSU Library!), as well as available on Hulu. *Queen Nanny: Legendary Maroon Chieftainess* is on Kanopy (which you also have access to through OSU Library!) and is available to rent on Amazon. I will provide the links via Carmen.

Participation and Attendance:

Participation in every class meeting is paramount to your success in the course. This class is designed to be interactive and discussion-based, so you are expected to have completed all reading assignments before coming to class and to take an active part in all class discussions and in-class activities. Use our class meetings as an opportunity for you to discuss the course content with your classmates and sharpen your tools of critical reflection and analysis. You will be given a weekly participation grade to reflect your engagement in the course. Note that if you are not present for a class, you will not get participation points for that day (unless you are using a "grace absence" or have a documented excused absence).

You are allowed three "grace absences" this semester. Any additional unexcused absences will result in a deduction in your participation grade. Repeated tardiness will also be reflected in your participation grade.

Assessment:

Short Response Papers:	10%
Participation:	15%
Discussion Forums	15%
Group Presentations:	20%
Midterm Essay:	20%
Final Exam:	20%

Grading Scale:

Grades will be assigned using the Standard OSU point system in Carmen.

93 – 100% (A)	90 - 92.9% (A-)	
87 - 89.9% (B+)	83 - 86.9% (B)	80 - 82.9% (B-)
77 - 79.9% (C+)	73 - 76.9% (C)	70 - 72.9% (C-)
67 - 69.9% (D+)	60 - 66.9% (D)	Below 60% (E)

Academic Misconduct:

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 3335-5-487). For additional information, see the Code of Student Conduct <http://studentlife.osu.edu/csc/>.

Weather or Short-Term Closing:

Should in-person classes be canceled, I will notify you as to which alternative methods of teaching will be offered to ensure continuity of instruction for this class. Communication will be via Carmen.

Religious Accommodations:

Our inclusive environment allows for religious expression. Students requesting accommodations based on faith, religious or a spiritual belief system in regard to examinations, other academic requirements or absences, are required to provide the instructor with written notice of specific dates for which the student requests alternative accommodations at the earliest possible date. For more information about religious accommodations at Ohio State, visit odi.osu.edu/religious-accommodations.

Disability Services:

The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. SLDS contact information: slds@osu.edu; 614-292-3307; slds.osu.edu; 098 Baker Hall, 113 W. 12th Avenue.

Mental Health:

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student’s ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life’s Counseling

and Consultation Service (CCS) by visiting ccs.osu.edu or calling [614-292-5766](tel:614-292-5766). CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on call counselor when CCS is closed at [614-292-5766](tel:614-292-5766) and 24 hour emergency help is also available through the 24/7 National Suicide Prevention Hotline at 1-800-273-TALK or at suicidepreventionlifeline.org.

Sexual Misconduct/Relationship Violence:

Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at <http://titleix.osu.edu> or by contacting the Ohio State Title IX Coordinator at titleix@osu.edu

Statement on Diversity and Inclusion:

The Ohio State University affirms the importance and value of diversity in the student body. Our programs and curricula reflect our multicultural society and global economy and seek to provide opportunities for students to learn more about persons who are different from them. We are committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among each member of our community; and encourages each individual to strive to reach his or her own potential. Discrimination against any individual based upon protected status, which is defined as age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited.

Land Acknowledgment:

We acknowledge the land that The Ohio State University occupies is the ancestral and contemporary territory of the Shawnee, Potawatomi, Delaware, Miami, Peoria, Seneca, Wyandotte, Ojibwe and Cherokee peoples. Specifically, the university resides on land ceded in the 1795 Treaty of Greeneville and the forced removal of tribes through the Indian Removal Act of 1830. As a land grant institution, we want to honor the resiliency of these tribal nations and recognize the historical contexts that has and continues to affect the Indigenous peoples of this land.

About the Course Material:

Our course will ask us all to confront challenging issues and ideas. I do not ask or expect you to agree with everything that is presented to you, and I indeed welcome discussion on dissenting opinions. The goal is that you keep an open mind and understand the arguments that are presented to you; i.e., why and how ideas, cultural products (literature, film, art), or movements emerged in their given historical and cultural contexts. In line with OSU's commitments to diversity and inclusion, we will practice sensitivity and mutual respect (for each other) and cultural empathy (for viewpoints or ideas that may be different than our own). Any form of hate or discrimination will not be tolerated.

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Course Schedule:

***Subject to change during the semester. If any changes occur, you will be notified with advance notice.

Week 1: Course Introductions

Wednesday 1/11/23: Introduction to the course; Why does marronage still matter?

Friday 1/13/23: What is resistance? Introduction to the historical context of marronage in the U.S. and the Caribbean and key historical terms

Quincy Saul, editor. *Maroon Comix*, “Initiation” and “Slavery and Liberation,” pgs. 1-13

Hasan Kwame Jefferies and Kenneth Greenberg, Podcast “Resistance Means More Than Rebellion” (C)

Unit One: Historical Marronage: Causes, Effects, and Complexities

Week 2: What is Marronage?

Wednesday 1/18/23: Price, *Maroon Societies*, Introduction, pgs. 1-30

Saul, editor. *Maroon Comix*, “I am Maroon,” pgs. 16-33

Friday 1/20/23: Alvin O. Thompson, *Flight to Freedom*, “Dominion and Domination,” pgs. 21-28 and “Forms of Marronage,” pgs. 53-88 (C)

Discussion Forum #1 DUE BEFORE CLASS

Week 3: Maroon Origins and Colonial Encounters

Wednesday 1/25/23: Price, *Maroon Societies*, “Observations of the Disposition, Character, Manners, and Habits of Life, of the Maroon...” (by Bryan Edwards), pgs. 230-245

The Code Noir, 1685 (C)

Prophecies of Slave Revolution (C)

Friday 1/27/23: Price, *Maroon Societies*, “Slavery and Slave Revolts: A Sociohistorical Analysis of the First Maroon War” (by Orlando Patterson), pgs. 246-292

Saul, *Maroon Comix*, “The Dragon or the Hydra?” pgs. 36-45

Week 4: Revolution! Haiti and Marronage

Wednesday 2/1/23: Introduction to studying literature, key terms, and close reading

Alejo Carpentier, *The Kingdom of this World*, pgs. vii-34

Group #1 Presentation

Friday 2/3/23: Carpentier, *The Kingdom of this World*, pgs. 35-70

Laurent Dubois, *Avengers of the New World*, “Prologue,” pgs. 1-7 and “Fermentation,” pgs. 39-45 (C)

Discussion Forum #2 DUE BEFORE CLASS

Week 5: Legacies of the Haitian Revolution

Wednesday 2/8/23: Carpentier, *The Kingdom of this World*, pgs. 71-136

Dubois, *Avengers of the New World*, “Fermentation,” pgs. 45-59 (C)

Friday 2/10/23: Laurent Dubois and John D. Garrigus, *Slave Revolution in the Caribbean*, pgs. 34-40 (C)
Writings of Thomas Jefferson and Charles Brockden Brown, pgs. 159-166 (C)
The Haitian Declaration of Independence and *The Haitian Constitution* (C)
The U.S. Declaration of Independence (C)

Week 6: Rebels and Runaways in the U.S.

Wednesday 2/15/23: Price, *Maroon Societies*, “Maroons Within the Present Limits of the United States” (by Herbert Aptheker), pgs. 151-167
Sylviane A. Diouf, *Slavery’s Exiles*, “Maroons, Conspiracies, and Uprisings,” pgs. 256-285 (C)

Friday 2/17/23: William & Ellen Craft, *Running a Thousand Miles for Freedom* Part 1, pgs. 2-51
Group #2 Presentation

Week 7: Fugitive Slave Narratives

Wednesday 2/22/23: Craft, *Running a Thousand Miles for Freedom* Part 2, pgs. 52-69
Discussion Forum #3 DUE BEFORE CLASS

Friday 2/24/23: “Letter from Ellen Craft”, *Running a Thousand Miles for Freedom*, pgs. 86-88
“The Fugitive Slave Bill and Its Effects,” *Running a Thousand Miles for Freedom*, pgs. 89-93
Frederick Douglass, “My Escape from Slavery” (C)

Week 8: Fugitive Slave Narratives Part II

Wednesday 3/1/23: Discussion of film *12 Years a Slave* (dir. Steve McQueen, 2013)
Discussion Forum #4 DUE BEFORE CLASS

Friday 3/3/23: Digital Archives of Marronage and The Underground Railroad in Columbus
<https://freedomonthemove.org>
<http://mapping-marronage.rll.lsa.umich.edu/welcome>
<https://www.teachingcolumbus.org/african-american-experience/the-underground-railroad-in-columbus>

Week 9: Gender and Marronage

Wednesday 3/8/23: Condé, I, *Tituba, Black Witch of Salem*, pgs. xi-36 and “Historical Note,” pg. 183
Barbara Bush, *Slave Women in Caribbean Society*, “The ‘Invisible’ Black Woman in Caribbean History: An Introduction,” pgs. 1-10 and “The Woman Slave and Slave Resistance,” pgs. 51-65 (C)
Group #3 Presentation

Friday 3/10/23: Condé, I, *Tituba, Black Witch of Salem*, pgs. 37-86
Bush, *Slave Women in Caribbean Society*, “African Religion and Slave Resistance,” pgs. 73-77 (C)
Final Due Date for Short Response Paper #1, Due by 11:59PM (Carmen)

MIDTERM ESSAY DUE SUNDAY, MARCH 12 BY 11:59PM (Carmen)

*****Week 10: NO CLASS (SPRING BREAK)*****

Unit Two: Modern Marronage: Afro-Diasporic Arts and Activism

Week 11: The “Heroic Maroon” in the 20th Century

Wednesday 3/22/23: Condé, I, *Tituba, Black Witch of Salem*, pgs. 89-179

Discussion Forum #5 DUE BEFORE CLASS

Friday: 3/24/23: Discussion of *Queen Nanny: Legendary Maroon Chieftainess* (dir. Roy T. Anderson, 2015)
Art of Renée Cox, “Queen Nanny of the Maroons” series: <https://www.reneecox.org/works-clrxu>

Week 12: Postcolonial Marronage

Wednesday 3/29/23: Aimé Césaire and Négritude

Césaire, *Discourse on Colonialism*, selected pages (C)

Césaire, *Journal of a Homecoming*, selected pages (C)

Césaire speech, “Je suis un Nègre Marron” (“I am a Maroon”) (C)

Group #4 Presentation

Friday 3/31/23: Frantz Fanon, *The Wretched of the Earth*, selected pages (C)

Édouard Glissant, *The Fourth Century*, selected pages (C)

Discussion Forum #6 DUE BEFORE CLASS

Week 13: Sexuality and Modern Marronage

Wednesday 4/5/23: Queer marronage and HIV/AIDS activism

Assotto Saint, *Spells of a Voodoo Doll*, selected poems (C)

Friday 4/7/23: Haiti and the “M” Community

Week 14: Marronage Now: Maroon Arts and Activism

Wednesday 4/12/23: Saul, editor, *Maroon Comix*, “Modern Maroons,” pgs. 48-57

Neil Roberts, *Freedom as Marronage*, “Why Marronage Still Matters” (C)

Maroon Music and Reggae (C)

Discussion Forum #7 DUE BEFORE CLASS

Friday 4/14/23: Amanda Choo Quan, “Maroons in the Caribbean Are Fighting for Political Power” (C)
Zine, “Liberatory Technology and Digital Marronage”:

<https://www.flipsnack.com/EBC8CD77C6F/liberatory-technology-zine.html>

Nsambu Za Suekama, “My Gender is Marronage: A Revisitation” (C)

Group #5 Presentation

Week 15: Maroon Futures

Wednesday 4/19/23: Gordon Barnes, Jr., “Revolutionaries to Reactionaries: Marronage, Slave Revolt, and the Black Freedom Struggle,” selected sections; <https://activisthistory.com/2020/02/29/revolutionaries-to-reactionaries-marronage-slave-revolt-and-the-black-freedom-struggle/>

Friday 4/21/23: Course Conclusions

Final Due Date for Short Response Paper #2, Due by 11:59PM (Carmen)

FINAL EXAM DUE BY WEDNESDAY, APRIL 26 BY 11:59PM (Carmen)

Distance Approval Cover Sheet

For Permanent DL/DH Approval | College of Arts and Sciences

Course Number and Title:

Carmen Use

When building your course, we recommend using the [ASC Distance Learning Course Template](#) for CarmenCanvas. For more on use of [Carmen: Common Sense Best Practices](#).

A Carmen site will be created for the course, including a syllabus and gradebook at minimum.

If no, why not?

Syllabus

Proposed syllabus uses the ASC distance learning syllabus template, includes boilerplate language where required, as well as a clear description of the technical and academic support services offered, and how learners can obtain them.

Syllabus is consistent and is easy to understand from the student perspective.

Syllabus includes a schedule with dates and/or a description of what constitutes the beginning and end of a week or module.

If there are required synchronous sessions, the syllabus clearly states when they will happen and how to access them.

Additional comments (optional):

Instructor Presence

For more on instructor presence: [About Online Instructor Presence](#).

Students should have opportunities for regular and substantive academic interactions with the course instructor. Some ways to achieve this objective:

Regular instructor communications with the class via announcements or weekly check-ins.

Instructional content, such as video, audio, or interactive lessons, that is visibly created or mediated by the instructor.

- Regular participation in class discussion, such as in Carmen discussions or synchronous sessions.
- Regular opportunities for students to receive personal instructor feedback on assignments.

Please comment on this dimension of the proposed course (or select/explain methods above):

Delivery Well-Suited to DL/DH Environment

Technology questions adapted from the [Quality Matters](#) rubric. For information about Ohio State learning technologies: [Toolsets](#).

- The tools used in the course support the learning outcomes and competencies.
- Course tools promote learner engagement and active learning.
- Technologies required in the course are current and readily obtainable.
- Links are provided to privacy policies for all external tools required in the course.

Additional technology comments (optional):

Which components of this course are planned for synchronous delivery and which for asynchronous delivery? (For DH, address what is planned for in-person meetings as well.)

If you believe further explanation would be helpful, please comment on how course activities have been adjusted for distance learning (optional):

Workload Estimation

For more information about calculating online instruction time: [ODEE Credit Hour Estimation](#).

- Course credit hours align with estimated average weekly time to complete the course successfully.
- Course includes direct (equivalent of “in-class”) and indirect (equivalent of “out-of-class”) instruction at a ratio of about 1:2.

Provide a brief outline of a typical course week, categorizing course activities and estimating the approximate time to complete them or participate:

- In the case of course delivery change requests, the course demonstrates comparable rigor in meeting course learning outcomes.

Accessibility

For more information or a further conversation, contact the [accessibility coordinator](#) for the College of Arts and Sciences. For tools and training on accessibility: [Digital Accessibility Services](#).

- Instructor(s) teaching the course will have taken Digital Accessibility training (starting in 2022) and will ensure all course materials and activities meet requirements for diverse learners, including alternate means of accessing course materials when appropriate.
- Information is provided about the accessibility of all technologies required in the course. All third-party tools (tools without campus-wide license agreements) have their accessibility statements included.

Description of any anticipated accommodation requests and how they have been/will be addressed.

Additional comments (optional):

Academic Integrity

For more information: [Academic Integrity](#).

- The course syllabus includes online-specific policies about academic integrity, including specific parameters for each major assignment:
- Assignments are designed to deter cheating and plagiarism and/or course technologies such as online proctoring or plagiarism check or other strategies are in place to deter cheating.

Additional comments (optional):

Frequent, Varied Assignments/Assessments

For more information: [Designing Assessments for Students](#).

Student success in online courses is maximized when there are frequent, varied learning activities. Possible approaches:

- Opportunities for students to receive course information through a variety of different sources, including indirect sources, such as textbooks and lectures, and direct sources, such as scholarly resources and field observation.
- Variety of assignment formats to provide students with multiple means of demonstrating learning.
- Opportunities for students to apply course knowledge and skills to authentic, real-world tasks in assignments.

Comment briefly on the frequency and variety of assignment types and assessment approaches used in this course (or select methods above):

Community Building

For more information: [Student Interaction Online](#).

Students engage more fully in courses when they have an opportunity to interact with their peers and feel they are part of a community of learners. Possible approaches:

- Opportunities for students to interact academically with classmates through regular class discussion or group assignments.
- Opportunities for students to interact socially with classmates, such as through video conference sessions or a course Q&A forum.
- Attention is paid to other ways to minimize transactional distance (psychological and communicative gaps between students and their peers, instructor, course content, and institution).

Please comment on this dimension of the proposed course (or select methods above):

Transparency and Metacognitive Explanations

For more information: [Supporting Student Learning](#).

Students have successful, meaningful experiences when they understand how the components of a course connect together, when they have guidance on how to study, and when they are encouraged to take ownership of their learning. Possible approaches:

- Instructor explanations about the learning goals and overall design or organization of the course.
- Context or rationale to explain the purpose and relevance of major tasks and assignments.

- Guidance or resources for ancillary skills necessary to complete assignments, such as conducting library research or using technology tools.
- Opportunities for students to take ownership or leadership in their learning, such as by choosing topics of interest for an assignment or leading a group discussion or meeting.
- Opportunities for students to reflect on their learning process, including their goals, study strategies, and progress.
- Opportunities for students to provide feedback on the course.

Please comment on this dimension of the proposed course (or select methods above):

Additional Considerations

Comment on any other aspects of the online delivery not addressed above (optional):

Syllabus and cover sheet reviewed by *Jeremie Smith* on

Reviewer Comments:

Additional resources and examples can be found on [ASC's Office of Distance Education](#) website.