

## Term Information

Effective Term Summer 2024  
[Previous Value](#) [Spring 2024](#)

## Course Change Information

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

Adding REGD GE category

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

This course is a good fit for the the REGD category.

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)?

N/A

Is approval of the request contingent upon the approval of other course or curricular program request? Yes

Please identify the pending request and explain its relationship to the proposed changes(s) for this course (e.g. cross listed courses, new or revised program)

Cross-listed with AFA

Is this a request to withdraw the course? No

## General Information

Course Bulletin Listing/Subject Area	History
Fiscal Unit/Academic Org	History - D0557
College/Academic Group	Arts and Sciences
Level/Career	Undergraduate
Course Number/Catalog	2080
Course Title	African American History to 1877
Transcript Abbreviation	AfAm Hist to 1877
<a href="#">Previous Value</a>	<a href="#">Af Am Hist to 1877</a>
Course Description	The study of the African American experience in America from arrival through the era of Reconstruction, focusing on slavery, resistance movements, and African American culture. Students will analyze the intersection of race, gender, ethnicity, religion, social class, and other categories through the lens of African Americans' lived experiences and how they functioned in Black communities.
<a href="#">Previous Value</a>	<a href="#">The study of the African American experience in America from arrival through the era of Reconstruction, focusing on slavery, resistance movements, and African American culture.</a>
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?	No
Grading Basis	Letter Grade
Repeatable	No
Course Components	Lecture, Recitation
Grade Roster Component	Recitation

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<b>Credit Available by Exam</b>	No
<b>Admission Condition Course</b>	No
<b>Off Campus</b>	Never
<b>Campus of Offering</b>	Columbus, Lima, Mansfield, Marion, Newark, Wooster

## Prerequisites and Exclusions

### Prerequisites/Corequisites

#### *Previous Value*

*Prereq: English 1110.xx, or GE foundation writing and info literacy course, or permission of instructor.*

#### Exclusions

Not open to students with credit for AfAmASt 2080.

#### Electronically Enforced

Yes

## Cross-Listings

### Cross-Listings

Cross-listed in AfAmASt.

## Subject/CIP Code

### Subject/CIP Code

54.0102

### Subsidy Level

Baccalaureate Course

### Intended Rank

Freshman, Sophomore, Junior

## Requirement/Elective Designation

### General Education course:

Historical Study; Historical and Cultural Studies; Race, Ethnicity and Gender Diversity

The course is an elective (for this or other units) or is a service course for other units

### *Previous Value*

### *General Education course:*

*Historical Study; Historical and Cultural Studies*

*The course is an elective (for this or other units) or is a service course for other units*

## Course Details

### Course goals or learning objectives/outcomes

- Students will have an integrated perspective on African American history through the Reconstruction and the factors that shape human activity

**COURSE CHANGE REQUEST**  
2080 - Status: PENDING

Last Updated: Vankeerbergen,Bernadette  
Chantal  
02/26/2024

**Content Topic List**

- Transatlantic slave trade
- Slavery
- African American culture
- Free Blacks
- Race relations
- Resistance movements
- Abolition
- Suffrage
- Civil War
- Reconstruction

**Sought Concurrence**

No

**Attachments**

- 2080 form.pdf: 2080 GE Form  
*(Other Supporting Documentation. Owner: Getson, Jennifer L.)*
- HIST 2080 REGD JG,GT 2.22.2024.docx: Syllabus  
*(Syllabus. Owner: Getson, Jennifer L.)*

**Comments**

- Uploaded revised syllabus in response to committee feedback. *(by Getson, Jennifer L. on 02/22/2024 06:21 PM)*
- Please see feedback email sent 02-08-2024 RLS *(by Steele, Rachel Lea on 02/08/2024 12:21 PM)*

**Workflow Information**

Status	User(s)	Date/Time	Step
Submitted	Getson, Jennifer L.	11/27/2023 03:28 PM	Submitted for Approval
Approved	Soland, Birgitte	11/27/2023 03:51 PM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	01/18/2024 02:42 PM	College Approval
Revision Requested	Steele, Rachel Lea	02/08/2024 12:21 PM	ASCCAO Approval
Submitted	Getson, Jennifer L.	02/22/2024 06:21 PM	Submitted for Approval
Approved	Soland, Birgitte	02/22/2024 07:07 PM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	02/26/2024 04:02 PM	College Approval
Pending Approval	Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Hilty, Michael Neff, Jennifer Vankeerbergen, Bernadette Chantal Steele, Rachel Lea	02/26/2024 04:02 PM	ASCCAO Approval

HIST 2080: African American History till 1877

African American History till 1877

TTH at X times

Instructor: Dr. Greyson Teague

Office Hours: M 3-4 p.m. and through appointment

## **Course Description**

This course will examine the history of African Americans from the development of the Transatlantic Slave Trade till Reconstruction. It will cover life in Africa before the slave trade, the early establishment of slavery in the Americas, the abolitionist movement, the centrality of slavery to the American economy and politics, and the important roles that African Americans played in key parts of the first half of American history like the Revolution and Civil War. In doing so, it will examine the intersection of race, gender, ethnicity, religion, social class, and other categories through the lens of African Americans' lived experiences and how they functioned in Black communities.

## **Goals of the Course**

At the end of the course, successful students will be able to do the following:

- Provide a basic overview of African American history till the end of Reconstruction
- Develop skills to properly evaluate, synthesize, and make use of primary sources
- Understand the central role that African Americans and the systems that oppressed them played in American history up until Reconstruction
- Learn about the development of race as a legal, political, and social category in the United States through the lens of African Americans, how it both differed from and intersected with ethnicity
- Understand how gender, religion, ethnicity, social class, and other aspects of identity intersected and functioned in Black communities

## **General Education Requirements**

For students who entered the University in Autumn 2022 or later, this course can fulfill EITHER the GEN Foundation: Race, Ethnicity and Gender Diversity requirement OR the GEN Foundation: Historical or Cultural Studies requirement. The course may NOT be used to satisfy both requirements for an individual student. For students who entered the university in Summer 2022 or earlier, the course can satisfy the Historical Study GEL category. For more details about how this course may apply to your individual degree plan, please see your academic advisor.

## **New GE Foundations: Race, Ethnicity and Gender Diversity**

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.

#### Expected Learning Outcomes

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.

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.

1.3: Successful students are able to analyze how the intersection of categories including race, gender, and ethnicity combine to shape lived experiences.

1.4: Successful students are able to evaluate social and ethical implications of studying race, gender, and ethnicity.

GOAL 2: Successful students will recognize and compare a range of lived experiences of race, gender, and ethnicity.

#### Expected Learning Outcomes

2.1: Successful students are able to demonstrate critical self- reflection and critique of their social positions and identities.

2.2: Successful students are able to recognize how perceptions of difference shape one's own attitudes, beliefs, or behaviors.

2.3: Successful students are able to describe how the categories of race, gender, and ethnicity influence the lived experiences of others.

### **How Students in the Course will Meet These Goals**

Through a focused study of African American history during this time period, students will examine multiple, complex facets of race, gender, social status and other categories through the experiences of African Americans. It will also focus on the various forms of political, legal, and social subjugation African Americans experienced in America (slavery in the South and Black Codes in the North). It will also focus on the various forms of resistance African Americans used to fight racism as well as a brief overview of how and why these systems and structure came into being. Primary sources like Frederick Douglas's autobiography and Sojourner Truth's "Ain't I a Woman?" will help students see how African Americans both experienced and resisted various forms of oppression.

The various assignments in this course will provide students with the opportunity to analyze, reflect, and synthesize the knowledge of the course to further class objectives. Quizzes will provide students the opportunity to correctly identify various factual information related to Black history and slavery. Discussion Posts and classroom discussion will present students the opportunities to identify, analyze, and reflect on the various experiences of African Americans and how this history impacts the country today. The essays will require students to analyze primary sources related to the Black experience in the American Revolution and Civil War and

hone their writing skills. The final exam will also provide students an opportunity to synthesize their knowledge of African American history and succinctly distill it.

## **New GE: Historical and Cultural Studies**

### **Goals - Historical Studies:**

1. Successful students will critically investigate and analyze historical ideas, events, persons, material culture, and artifacts to understand how they shape society and people.

### **Expected Learning Outcomes - Historical Studies:**

Successful students are able to:

1.1. Identify, differentiate, and analyze primary and secondary sources related to historical events, periods, or ideas.

1.2. Use methods and theories of historical inquiry to describe and analyze the origin of at least one selected contemporary issue.

1.3. Use historical sources and methods to construct an integrated perspective on at least one historical period, event, or idea that influences human perceptions, beliefs, and behaviors.

1.4. Evaluate social and ethical implications in historical studies.

### **How Students in the Course will Meet These Goals**

Students will meet these goals through analyzing various primary and secondary sources related to African American history. These sources will present various facets of Black life during this period to understand how African Americans continually built life and community in the face of constant, structural racism in the form of slavery and/or Black codes that either removed any meaningful concept of freedom or heavily restricted it. Major events and movements in American history, like the Revolutionary War, the Abolitionist movement, and the Civil War & Reconstruction era will receive thorough examination to illuminate how African Americans both shaped and experienced these events and fought for their own goals and desires during the period examined.

Students will also be asked to reflect upon how this knowledge both informs and influences their understandings of contemporary issues like debates over the centrality of slavery to the American Revolution, the lasting impact of slavery on American life, similarities and differences between Black led social movements of then and today, and similar concepts. The methodological, ethical, and social implications of having to examine African American history through the primary sources generated by their enslavers will also be examined, and how these sources should be read considering that, many times, these are sometimes the only sources we possess for understanding Black history in certain time periods of American history.

## **Legacy GE**

### **Goals**

Students recognize how past events are studied and how they influence today's society and the human condition.

### **Expected Learning Outcomes**

- 1, Students construct an integrated perspective on history and the factors that shape human activity.
2. Students describe and analyze the origins and nature of contemporary issues.
3. Students speak and write critically about primary and secondary historical sources by examining diverse interpretations of past events and ideas in their historical contexts.

### **How Students in the Course will Meet These Goals**

This class will provide students ample opportunities to construct a factually grounded view of African American history through the thorough examination of Black life up until 1877. Beginning with a brief overview of African life and culture, this course will highlight the multiple facets of Black experiences as regards the history of this country. This course will highlight complex topics like slavery and its last impact on African Americans and America more broadly, Black organizing efforts for civil rights in the North and abolition of slavery in the South, and centrality of slavery and racism to American politics and society to help illuminate contemporary issues and provide students a strong, factual foundation through which to form their own opinions on current events.

Primary and secondary sources, combined with lectures, will provide the main way through which students will explore the past. The Alexander and Holton primary source readers, amongst other sources, will help students see two of the most important periods of American history, the Revolution and Reconstruction, through the lens of Black Americans. Secondary sources like the various readings from the *Cambridge World History of Slavery* and *A Black Women's History of the United States* will help students see African American history through both global and gendered lenses, respectively, to highlight the varied dimensions of African American history.

### **Course Materials**

Required Readings that must be purchased:

Shawn Leigh Alexander, ed. *Reconstruction Violence and the Ku Klux Klan Hearings: A Brief History with Documents*

Deborah Gray, Mia Bay, and Waldo Martin Jr. *Freedom on My Mind: A History of African Americans with Documents*

Woody Holton, ed. *Black Americans in the Revolutionary Era: A Brief History with Documents*

All other required readings will be made available on Carmen.

### **Grading and Assignments**

The class will follow the standard OSU grading scale:

A: 92.5 and above

A-: 89.5-92.4

B+: 87.5-89.4

B: 82.5-87.4

B-: 79.5-82.4

C+: 77.5-79.4

C: 72.5-77.4

C-: 69.5-72.4

D+: 67.5-69.4

D: 62-67.4

E: below 62

### **Assignments**

The assignments for the course and their weight towards the final grade will be as follows:

Quizzes: 20%

Discussion Posts: 20%

Essay 1: 20%

Essay 2: 20%

Final: 20%

### **Quizzes (20%)**



Quizzes will be weekly and conducted online through Carmen. They will be multiple-choice, fact based quizzes to test whether or not students follow the basics of what is happening in the course.

### **Discussion Posts (20%)**

Discussion posts, which will be hosted on Carmen, will require students to briefly respond to the readings publicly through an initial post as well as to their classmates. There will be multiple throughout the semester, but students only have to participate in four to receive full credit. Each initial post from a student should be approximately 300 words with thoughtful responses of 75-100 words to their classmates. Students may earn extra credit by completing 6 discussion posts. While there will be in-class discussions, students will not be graded on these so as to not penalize those who otherwise might not feel comfortable speaking in a classroom setting.

### **Essays (2 essays, 20% each for a total of 40%)**

Each essay will use one of the two required texts as a base for the students to write essays based in primary sources around two time periods: the American Revolution and Reconstruction. Students will use the primary sources to answer essay questions about the totality of the experiences of Black Americans during these two periods. Further details and the exact prompts will be given at later dates.

The essays aim to help students see major events in American history in a different light through examining Black history. By centering around the Revolution and Reconstruction, the essays force students to engage with Black experiences during two of the most important events in American history. Using the Revolution as an example, students are often taught a narrative that focuses on the Founding Fathers trying to secure their rights and self-governance against the British. Examining the Revolution through the experiences of African Americans will complicate this narrative as students will be exposed to both the limitations of the vision of the Founding Fathers as well as the aspirations that the Revolution held for many African Americans as a way to secure their own freedom. Similarly, the Reconstruction era essay will force students to see how African Americans themselves defined freedom and how they aimed to achieve those goals in the face of terroristic adversity in the form of the Ku Klux Klan.

### **Final (20%)**

There will be a final administered over Carmen. The final will be comprehensive and ask students to synthesize information over the entire semester to answer broad questions about different aspects of Black life during the period covered.

### **Attendance**

Finally, there is not an attendance grade for this class, but attendance is mandatory. Each student will receive two excused absences for the semester. After that, a student will suffer a one percent reduction in their final grade for each class they miss. If a student has a medical absence or other life event come up that prevents them from coming to class, they need to promptly contact the instructor. ***If a student does not communicate with the instructor, then an absence will be***

**considered unexcused. If extreme extenuating circumstances occur, then those will be dealt with on a case by case basis.**

### **Academic integrity policy**

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/>.

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](http://go.osu.edu/coam))
- Ten Suggestions for Preserving Academic Integrity ([go.osu.edu/ten-suggestions](http://go.osu.edu/ten-suggestions))

### **Student Services and Advising**

University Student Services can be accessed through BuckeyeLink. More information is available here: <https://contactbuckeyelink.osu.edu/>

Advising resources for students are available here: <http://advising.osu.edu>

### **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

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](mailto: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 learn, 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. No matter where you are engaged in distance learning, The Ohio State University's Student Life Counseling and Consultation Service (CCS) is here to support you. If you find yourself feeling isolated, anxious or overwhelmed, on-demand resources are available at [go.osu.edu/ccsondemand](http://go.osu.edu/ccsondemand). You can reach an on-call counselor when CCS is closed at 614292-5766, and 24-hour emergency help is also available through the 24/7 National Prevention Hotline at 1-800-273-TALK or at [suicidepreventionlifeline.org](http://suicidepreventionlifeline.org). The Ohio State Wellness app is also a great resource available at [go.osu.edu/wellnessapp](http://go.osu.edu/wellnessapp).

## **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.

## **Accessibility Accommodations for Students with Disabilities**

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](mailto:slds@osu.edu); 614-292-3307; or [slds.osu.edu](http://slds.osu.edu).

### **Accessibility of Course Technology**

This course requires use of CarmenCanvas (Ohio State's learning management system). If you need additional services to use this technology, please request accommodations with your instructor.

- Canvas accessibility ([go.osu.edu/canvas-accessibility](http://go.osu.edu/canvas-accessibility))

## Class Schedule

### August 22: Syllabus and Introduction to the Class

Readings: Syllabus

Assignment: Syllabus Quiz

These first few classes will focus on describing the early relationships between Africans and Europeans and laying the foundation for the creation of race in the context of the United States. We will discuss the crucial differences between race and ethnicity, and how they affected the African American experience in distinct but intersecting ways.

### August 24: Africa Before the Slave Trade

Readings: Gray, Bay, and Martin (hereafter textbook) Chapter 1

Assignment: Quiz

### August 29: Slavery in Africa and Europe before the Transatlantic Slave Trade

Readings: William Phillips, *Slavery in the Atlantic Islands and the Early Modern Spanish Atlantic World* in *Cambridge World History of Slavery*, Vol. 3.

Assignment: Discussion Post

These next three classes highlight the early experiences of Africans in the Americas focusing on the everyday lived experiences of the enslaved. Each of these lessons aims to show not only the formation of race as a category used to disempower enslaved Africans, but also as a way to see how this category worked at the day to day level instead of often “top-down” narratives that can dominate the history of racial formation. We will also investigate how gender roles functioned in Black communities during this period, and how African American conceptions of gender and gender roles had both commonalities and differences to those often found among white Americans. We will pay special attention to the experiences of Black women, who faced the “double-bind” of their race and gender in both Black and white spaces. How these intersecting factors of race, ethnicity, and gender impacted the lived experiences of African Americans will inform the entirety of this class.

### August 31: Early African Experiences with the Americas

Readings: Chapter 1 of *A Black Woman's History of the United States*

Assignment: Quiz

### September 5: Black Life in Southern Colonies Prior to the Revolution

Readings: Peter H. Wood, “Black Pioneers” in *Black Majority: Negroes in Colonial South Carolina from 1670 Through the Stono Rebellion* (1970);

Betty White, “Reclaiming Time” in *Women's Work, Men's Work: The Informal Slave Economic of Lowcountry Georgia*.

This lecture will focus on the diverse ways in which slavery affected African Americans throughout a region where homogeneity is often assumed. Specifically, the examples of South Carolina and Georgia are chosen to show extreme dichotomies. South Carolina acted as the classic slave colony where slavery was integral to its founding. Georgia, however, presents a case study in how class and ethnic tensions among European Americans led to a colony that banned slavery unbanning it at the behest of its white residents. How African Americans interacted with the forms of slavery and oppression in both states (and the broader region) will be at the forefront of the lesson.

Assignment: Quiz

September 7: Black Life in Mid-Atlantic and New England Colonies Prior to the Revolution

Readings: Textbook, Chapter 2

Assignment: Discussion Post

The following lessons through the Revolutionary Era aim to teach students about both the systems and structures that impacted African Americans throughout this period, but also how African Americans navigated through and resisted these oppressive structures aimed at enslaving them and labeling them as inferior. While the primary focus will be examining these issues through the experiences and activism of African Americans, some time will be devoted to developments outside the control of African Americans to give needed context.

September 12: Transatlantic Slave Trade

Readings: David Richardson, *Involuntary Migration in the Early Atlantic World, 1500-1800* in Cambridge World History of Slavery, Vol. 3.

Assignment: Quiz

September 14: Early Slave Revolts in American History

Readings: Mary Turner, *Slave Worker Rebellions and Revolutions in the Americas to 1804* in Cambridge World History of Slavery, Vol. 3;

“The Stono Rebellion and its Consequences” in Wood, *supra*.

Assignment: Quiz

September 19: Pre-Revolutionary Abolitionist Movements

Readings: Manisha Sinha, “Prophets Without Honor” from *The Slave’s Cause: A History of Abolition*

Assignment: Discussion Post

September 21: Slavery in American Politics During the Revolutionary Period

Readings: George William Van Cleve, “From Union to Confederation” in *A Slaveholder’s Union: Slavery, Politics, and The Constitution in the Early American Republic*.

This lesson will provide an opportunity for students to learn about the impact African Americans had on the formative politics of the broader revolutionary period. It will also examine how class and ethnic differences among European Americans impacted the eventual political decisions that

drastically shaped the nation's future, why they happened that way, and how African Americans responded.

Assignment: Quiz

September 26: African Americans in the Revolution, Pt. 1

Readings: Holton Reader focusing on primary sources 6 (Massachusetts African Americans, *Petition to Local Representatives*, April 20, 1773), 9 (Phillis Wheatley, *Poems on Various Subjects, Religious and Moral*, 1773), 11 (John Murray, Lord Dunmore, *A Proclamation*, November 7, 1775), and 17 (Thomas Jefferson, *Original Rough Draft of the Declaration of Independence*, 1776); textbook chapter 3

Assignment: Quiz

September 28: African Americans in the Revolution, Pt. 2

Readings: *Ibid.* focusing on primary sources 19 (Free Blacks in Dartmouth, Massachusetts, *Petition against Taxation without Representation*, February 10, 1780) 24 (Prince Hall and Other "African Blacks," *Petition to the Massachusetts Legislature for Return to Africa*, January 4, 1787), and 32 (Freemen from North Carolina, *Petition to Congress*, January 23, 1797)

Assignment: Quiz

October 2: International Impact of the American Revolution: The Haitian Revolution

Readings: Chapter 1 of Paul Ortiz's *An African American and Latinx History of the United States*  
Assignments: Essay 1

October 4: Abolition After the Revolution

Readings: Textbook chapter 4.

This lesson will allow students to see the currents of the last few classes come together to see how Black activism helped shaped the first period in American history where freedom was legislated to African Americans and how the power differentials here limited the scope of their freedom.

Assignment: Quiz

The next set of classes focuses on the many facets of Black life after the Revolution. Examining the varied experiences of both free Blacks as well as the enslaved, the variety of Black experiences takes center stage in the next set of lessons as well as the varied responses African Americans took to resist the racism that either enslaved them or defined the limits of their freedom. We will look at how African Americans both resisted the oppression they faced, and how they formed community in spite of this oppression. We will also discuss how ethnic similarities and differences contributed to the formation of community, and how this differed from the more monolithic categories applied to the ethnically diverse Africans living in America.

October 10: Black Life in the North in the Early Republic

Readings: Textbook chapter 5

Assignments: Discussion Post

October 12: Fall Break

October 17: Slavery's Expansion and the Internal Slave Trade

Readings: Chapter 4 of *A Black Women's History of the United States* and Michael Tadman, "Family Separations and Lives of Slaves and Masters" in *Speculators and Slaves: Masters, Traders, and Slaves in the Old South*

Assignments: Quiz

October 19: Slave Society and Culture in the Antebellum South

Readings: Textbook Chapter 6, Chapters 1-5 of *Narrative of the Life of Frederick Douglass, An American Slave, Written By Himself*

Assignments: Quiz

October 24: Slave Revolts in the Antebellum South

Readings: Robert Paquette, *Slave Resistance* in Cambridge World History of Slavery Vol. 4

Assignments: Discussion Post

This set of classes focuses on the lead up to the Civil War. The push for freedom during this period both highlights the varied fights for freedom African Americans undertook as well as the political dynamic that enveloped the nation on the road to the Civil War. Our study of the abolition movement will provide an opportunity to examine how race, ethnicity, and gender functioned in practice in multi-racial movements, and how early feminists worked along side, built on, and branched off of the abolitionist movement.

October 26: Second Wave Abolition till 1848

Readings: Textbook Chapter 7

Assignments: Quiz

October 31: The Underground Railroad

Readings: *Douglas*, supra chapters 9-11

Assignments: Quiz

November 2: Civil Rights in the North Prior to the Civil War

Readings: Chapters 3 and 5 of *Until Justice Be Done: America's First Civil Rights Movement, From the Revolution to Reconstruction* (focusing on early civil rights efforts in Ohio)

Assignments: Discussion Post

November 7: Election Day, no class



November 9: Slavery in American Politics, 1820-1848

Readings: None

Assignments: Quiz

November 14: African American Legal and Political Thought Prior to the Civil War

Readings: Chapters 7 and 8 of Martha Jones, *Birthright Citizens: A History of Race and Rights in Antebellum America* (focusing on efforts of African Americans in Baltimore to secure rights and full privileges of citizenship in courthouse settings), excerpts of Supreme Court decision *Dred Scott v. Sandford*

Assignments: Quiz

November 16: Lead Up to the Civil War

Readings: Chapters 7 and 8 of Eric Foner, *Free Soil, Free Labor, Free Men: The Ideology of the Republican Party Before the Civil War*

In this class we will focus on discussing the role of race, ethnicity, and nativism in the formation of the Republican Party in the lead up to the Civil War and how white Republicans focused on anti-slavery measures for their own personal benefit as often as they focused on the moral imperatives of ending slavery for African Americans.

Assignments: Discussion Post

In our last few classes, we will look at the African American experience during and after the Civil War. We will end with a broad examination of how newly freed African Americans defined freedom and the attempts of white Southerners to strip them of their newfound freedoms. We will also look at how African Americans defined freedom based on their lived experiences and how their experiences shaped what they believed constituted freedom after emancipation.

November 21: African Americans and the Civil War

Readings: Textbook Chapter 8

Assignments: Quiz

November 28: Reconstruction, Pt. 1

Readings: Textbook Chapter 9, Alexander Reader especially sources 1 (Laws of the State of Mississippi, 1865), 3 (Third Enforcement (Ku Klux Klan) Act, April 20, 1871), and section 2 (focusing on gendered violence against Black women during Reconstruction)

Assignments: Quiz

November 30: Reconstruction, Pt. 2

Readings: *Ibid.* Students will be broken up into groups and present one of the set of testimonies before the class as a group to help provide broad overview. Available sections include: property rights, self defense, political/voting rights, and independent institutions (schools, churches, etc.)

Assignments: None

December 5: Review For final

Readings: None

Assignments: Essay 2

Final time TBD

# GE Foundation Courses

## Overview

Courses that are accepted into the General Education (GE) Foundations provide introductory or foundational coverage of the subject of that category. Additionally, each course must meet a set of Expected Learning Outcomes (ELO). Courses may be accepted into more than one Foundation, but ELOs for each Foundation must be met. It may be helpful to consult your Director of Undergraduate Studies or appropriate support staff person as you develop and submit your course.

This form contains sections outlining the ELOs of each Foundation category. You can navigate between them using the Bookmarks function in Acrobat. Please enter text in the boxes to describe how your class meets the ELOs of the Foundation(s) to which it applies. Because this document will be used in the course review and approval process, you should use language that is clear and concise and that colleagues outside of your discipline will be able to follow. Please be as specific as possible, listing concrete activities, specific theories, names of scholars, titles of textbooks etc. Your answers will be evaluated in conjunction with the syllabus submitted for the course.

## Accessibility

If you have a disability and have trouble accessing this document or need to receive the document in another format, please reach out to Meg Daly at [daly.66@osu.edu](mailto:daly.66@osu.edu) or call 614-247-8412.

## GE Rationale: Foundations: Race, Ethnicity, and Gender Diversity (3 credits)

Requesting a GE category for a course implies that the course fulfills **all** the expected learning outcomes (ELOs) of that GE category. To help the reviewing panel evaluate the appropriateness of your course for the Foundations: Race, Ethnicity, and Gender Diversity, please answer the following questions for each ELO.

### A. Foundations

Please explain in 50-500 words why or how this course is introductory or foundational for the study of Race, Ethnicity and Gender Diversity.

Course Subject & Number: \_\_\_\_\_

**B. Specific Goals of Race, Ethnicity, and Gender Diversity**

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.

**Expected Learning Outcome 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.** Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

**Expected Learning Outcome 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.** Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course Subject & Number: \_\_\_\_\_

**Expected Learning Outcome 1.3: Successful students are able to analyze how the intersection of categories including race, gender, and ethnicity combine to shape lived experiences.** Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

**Expected Learning Outcome 1.4: Successful students are able to evaluate social and ethical implications of studying race, gender, and ethnicity.** Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course Subject & Number: \_\_\_\_\_

GOAL 2: Successful students will recognize and compare a range of lived experiences of race, gender, and ethnicity.

**Expected Learning Outcome 2.1: Successful students are able to demonstrate critical self- reflection and critique of their social positions and identities.** Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

**Expected Learning Outcome 2.2: Successful students are able to recognize how perceptions of difference shape one’s own attitudes, beliefs, or behaviors.** Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course Subject & Number: \_\_\_\_\_

**Expected Learning Outcome 2.3: Successful students are able to describe how the categories of race, gender, and ethnicity influence the lived experiences of others.** Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met.

**GE Rationale: Foundations: Social and Behavioral Sciences (3 credits)**

Requesting a GE category for a course implies that the course **all** expected learning outcomes (ELOs) of that GE category. To help the reviewing panel evaluate the appropriateness of your course for the Foundations: Social and Behavioral Sciences, please answer the following questions for each ELO.

**A. Foundations**

Please explain in 50-500 words why or how this course is introductory or foundational in the study of Social and Behavioral Sciences.

Course Subject & Number: \_\_\_\_\_

**B. Specific Goals of Social and Behavioral Sciences**

GOAL 1: Successful students will critically analyze and apply theoretical and empirical approaches within the social and behavioral sciences, including modern principles, theories, methods, and modes of inquiry.

**Expected Learning Outcome 1.1: Successful students are able to explain basic facts, principles, theories and methods of social and behavioral science.** Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

**Expected Learning Outcome 1.2: Successful students are able to explain and evaluate differences, similarities, and disparities among institutions, organizations, cultures, societies, and/or individuals using social and behavioral science.** Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)



Course Subject & Number: \_\_\_\_\_

GOAL 2: Successful students will recognize the implications of social and behavioral scientific findings and their potential impacts.

**Expected Learning Outcome 2.1: Successful students are able to analyze how political, economic, individual, or social factors and values impact social structures, policies, and/or decisions.** Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

**Expected Learning Outcome 2.2: Successful students are able to evaluate social and ethical implications of social scientific and behavioral research.** Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)