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## Term Information

Effective Term Autumn 2025

## General Information

Course Bulletin Listing/Subject Area African American & African Std  
Fiscal Unit/Academic Org African-Amer & African Studies - D0502  
College/Academic Group Arts and Sciences  
Level/Career Undergraduate  
Course Number/Catalog 2295  
Course Title Resisting Slavery in the Americas  
Transcript Abbreviation RstSlvryAmericas  
Course Description This class examines the history of slave uprisings in the Americas to explore how slavery was experienced, imagined, & contested by the enslaved. We use primary & secondary written sources to delve deeper into the ideologies, tactics, & meanings of slave resistance. We explore how race, gender, ethnicity & class as well as their intersectionality shaped the contours of slavery in the America.  
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  
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 Yes

## Cross-Listings

Cross-Listings

## Subject/CIP Code

Subject/CIP Code 05.0201  
Subsidy Level Baccalaureate Course  
Intended Rank Freshman, Sophomore, Junior, Senior

## Requirement/Elective Designation

Race, Ethnicity and Gender Diversity

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**

- Think productively about slavery and slave resistance by interrogating the conditions that produced them.
- Identify and describe the significance of important events, individuals, and ideas associated with resistance to transatlantic slavery.
- Describe and assess different modes of resistance to transatlantic slavery.

### **Content Topic List**

- Theorizing Resistance
- The Black Spartans
- Gendering Resistance
- Multiracial Alliances

### **Sought Concurrence**

Yes

## Attachments

- Scott-GE-Foundations-Submission.pdf: GE Form REGD  
*(Other Supporting Documentation. Owner: Beckham, Jerrell)*
- AFAMAST2295\_Concurrence\_History.pdf: Concurrence Letter  
*(Concurrence. Owner: Beckham, Jerrell)*
- Scott-Resisting Slavery-Syllabus.docx: Syllabus  
*(Syllabus. Owner: Beckham, Jerrell)*
- CurriculumMap&ProgramLearningGoals\_AAAS\_Updated\_29May2024.docx: Curriculum Map  
*(Other Supporting Documentation. Owner: Beckham, Jerrell)*
- S.Scott-Resisting Slavery-Syllabus.docx: Revised Syllabus 11.14.24  
*(Syllabus. Owner: Beckham, Jerrell)*

## Comments

- Please see feedback email sent to department 09-20-2024 RLS *(by Steele, Rachel Lea on 09/20/2024 09:10 AM)*
- If this course will be able to count in the AAAS BA (even as an elective in the major), please upload an updated curriculum map of your major. Thank you! *(by Vankeerbergen, Bernadette Chantal on 05/21/2024 10:08 AM)*

**COURSE REQUEST**  
2295 - Status: PENDING

Last Updated: Vankeerbergen, Bernadette  
Chantal  
02/13/2025

**Workflow Information**

Status	User(s)	Date/Time	Step
Submitted	Beckham, Jerrell	05/20/2024 04:17 PM	Submitted for Approval
Approved	Skinner, Ryan Thomas	05/21/2024 08:49 AM	Unit Approval
Revision Requested	Vankeerbergen, Bernadette Chantal	05/21/2024 10:08 AM	College Approval
Submitted	Beckham, Jerrell	05/30/2024 09:13 AM	Submitted for Approval
Approved	Skinner, Ryan Thomas	05/30/2024 09:39 AM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	08/21/2024 01:31 PM	College Approval
Revision Requested	Steele, Rachel Lea	09/20/2024 09:10 AM	ASCCAO Approval
Submitted	Beckham, Jerrell	11/14/2024 03:39 PM	Submitted for Approval
Approved	Rucker-Chang, Sunnie Trine'e	02/12/2025 02:07 PM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	02/13/2025 10:28 AM	College Approval
Pending Approval	Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Hilty, Michael Neff, Jennifer Vankeerbergen, Bernadette Chantal Steele, Rachel Lea	02/13/2025 10:28 AM	ASCCAO Approval

## African American and African Studies

### AFAMAST 2090: Resisting Slavery in the Americas

#### Course and Contact Information

Instructor: Shavagne Scott  
Email: [scott.2972@osu.edu](mailto:scott.2972@osu.edu) [Contact via Canvas]  
Office Location: University Hall, 386N  
Office Hours TR 3:00-4:00pm or by appointment

Mode of Delivery: In person  
Course Time: TBD  
Course Location: TBD

#### Course Description

Slavery existed from the earliest history of civilization. However, the transatlantic slave trade—the oceanic trade that forced removal of Africans mainly to the Americas—was unprecedented in nature, scope, and arguably consequences. At every moment, Africans and their descendants provided stiff resistance to the conditions that “new world” slavery produced. This class will examine the history of slave uprisings in the Americas to explore how slavery was experienced, imagined, and contested by the enslaved. We will use primary and secondary written sources to delve deeper into the ideologies, tactics, and meanings of slave resistance. To this end, we will explore how race, gender, ethnicity, and class as well as their intersectionality shaped the contours of slavery in the Americas and contests over its rise and perpetuation. In considering racial slavery from a hemispheric viewpoint, we will assess the extent to which geography and ethnicity influenced responses to slavery. Students will learn how to think productively about resistance in the past and will apply their knowledge to contemporary fights for racial justice.

#### Course Learning Outcomes (CLOs):

Upon successful completion of this course, students will be able to:

1. Think productively about slavery and slave resistance by interrogating the conditions that produced them.
2. Identify and describe the significance of important events, individuals, and ideas associated with resistance to transatlantic slavery.
3. Describe and assess different modes of resistance to transatlantic slavery.

4. Explain how different societies and social groups in Africa, Europe, and the Americas participated in and were shaped by the slave resistance.
5. Apply their knowledge to contemporary fights for racial justice.

## **GE Foundation: Race, Ethnicity, and Gender Diversity (REGD)**

### **REGD Expected Learning Outcomes (ELOs)**

**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.

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.

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.

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

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

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.

**GE Rationale:** This course explores the broad theme of “Race, Ethnicity, and Gender” as it relates to the system of Atlantic slavery. Atlantic slavery produced interlocking levels of domination and privileges that were themselves configured by race, ethnicity, and gender. Resistance against slavery was also shaped by these salient categories. With these groupings of identities at the core of our explorations, the course demonstrates how systems of power and fights to change such systems shape the experience of all.

### **How This Course Works**

**Mode of Delivery:** This course is 100% in person at a scheduled time and location. It requires use of Canvas for submitting assignments, quizzes, and discussion board.

**Credit Hours and Work Expectations:** This is a 3 credit-hour course. Students should expect around 3 hours per week of time spent on direct instruction in addition to 6 hours of homework to receive a grade of C average.

## Course Materials

### Required Book Purchases:

1. Frederick Douglas, *Narrative of the Life of Frederick Douglass*
2. Harriet Jacobs, *Incidents in The Life of a Slave Girl*

All other course materials such as syllabus, readings, handouts, notes, etc. can be found on the Canvas Learning Management System website: <https://carmen.osu.edu/>. You are responsible for accessing the course materials there.

## Evaluation

**Attendance and class participation: 20%**

**Weekly Reading Reflections: 10%**

**In Class Quizzes: 10%**

**Film Reflection Essay: 10%**

**Group Presentation: 5%**

**Argumentative Essay: 20%**

**Primary Document Assignments: (25%)**

**Proposal: 5%**

**Analysis: 20%**

**Attendance:** Students are expected to attend and actively participate in class. If you are sick or have a personal emergency that requires your absence from class, please provide the appropriate documentation.

**Weekly Reading Reflections:** Each week, students will post reading reflections (250-300 words) to a group discussion page or online discussion tool on CANVAS [e.g., by Sunday at 11:59p]. Reflections should include responses to 2 out of 3 questions:

1. What is the main point of the reading?
2. What information did you find surprising? Why?
3. What did you find confusing? Why?

**Quizzes:** In class assessments of themes and facts covered in class.

**Film Reflections:** Students will write two brief reflection pieces of 2 double-spaced pages (500 words) that demonstrate critical analysis of the films we screen in class. The goal is to think critically about how the films/documentary challenge or perpetuate stereotypes of the enslaved and/or critique social and political issues, especially those around issues of race, ethnicity, and gender as well as their intersectionality.

\*No weekly reading reflections during weeks Film Reflections are due.

**Group Presentation:** Each group of four students will give a 5-minute presentation on an organization working to address issues in Columbus, OH. Students will give an overview of the issue the organization seeks to address and the organization's ideas and efforts to effect change. Students will argue for the importance of the work being done by said organization.

**Argumentative Essay:** Write a paper of approximately 1500 words (six double-spaced pages) on the following: Historians sometimes make distinctions between individual acts of resistance that negated a slave owner's authority and collected acts of resistance that theoretically worked to abolish the slave system? Write an essay in which you agree or disagree with this dichotomy. In your analysis, be sure to consider how attention to race, gender, and/or ethnicity supports your position.

**Primary Document Analysis Proposal and Essay:** Students must write a 3000 words (twelve double-spaced pages) primary document analysis. Students may choose a primary source from a list provided by the professor or select a source on their own. Students must submit a proposal for their primary source analysis with an annotated bibliography, which may include up to 5 course readings and at least 1 book and 2 academic articles that are not on the syllabus.

### **Grading Rubric for Participation**

- A** You are consistently well prepared for class, actively listen to your peers and offer constructive critiques of their arguments; you actively participate in collaborative discussion and contribute thought-provoking insights to the class.
- B** You are prepared for class and demonstrate thoughtful engagement with the material, peers, and me. This is commendable, but you could do more.
- C** You are inconsistent in your preparation for class and infrequently engaged with your peers and the instructor. Your intellectual contributions are minimal.
- D** You attended class without participating
- E** You were absent in mind, body, and spirit.

### **Grading Rubric for Papers**

- A** Signifies an excellent paper. It is exemplary, with little to no oversights in grammar, critical analysis, and clarity in writing.
- A-** Signifies top-rate work, but certain areas within the paper need to be refined.
- B+** Signifies that the paper represents solid work. The paper stands out in terms of its thoughtfulness and level of engagement with the matter, but a few notable "problem areas."
- B/B-** Signifies a competent work that is good. The paper meets the basic stipulations of the assignment and the argument presented is fairly clear with occasional oversight. Use of evidence is sufficient.

- C+/C** Signifies a competent piece of work that is not yet good. Basic expectations and requirements are met, but significant sections should be revised to develop a more coherent paper. Use of evidence may be inadequate.
- C-/D/D-** Signifies a piece of work that demonstrates some efforts on your part is too marred by technical problems or flaws in thinking or development of ideas to be considered competent work.
- E** You did not meet any of the stipulations of the assignment or did not turn it in.

### Grading Scale

Letter Grade	Points
A	93–100
A-	90–92
B+	87–89
B	83-86
B-	80-82
C+	77-79
C	73-76
C-	70-72
D+	67-69
D	60-66
E	Below 60

### Course Policies & Resources

**Academic Integrity and Collaboration:** Your written assignments, including discussion posts, should be your own original work. In formal assignments, you should follow Chicago style to cite the ideas and words of your research sources. You are encouraged to ask a trusted person to proofread your assignments before you turn them in but no one else should revise or rewrite your work.

**Late Assignments:** Please refer to Carmen and 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.



**Classroom Inclusivity:** The classroom space represents an environment where individuals with different backgrounds, perspectives, and experiences come together to engage in the teaching and learning process. I am committing to fostering an atmosphere for learning that respects and honors diversity. I encourage you to share your unique experiences, values, and beliefs, while being respectful and open to the views of others that may differ from your own. I expect that you will communicate in a manner that is thoughtful, honors the uniqueness of your peers, and appreciates the opportunity to learn, engage, and be challenged by your colleagues and me. Our collective goal is to exemplify civil discourse with the hopes of engaging in the creative exchange of ideas.

**Statement on 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/>.

**Statement about Disability Services:** 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 accommodation(s), I may request that you register with Student Life Disability Services. After registration, arrange with me as soon as possible to discuss your accommodation(s) so that they may be implemented promptly.

\*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).

**Statement on Religious Accommodations:** Ohio State has had a longstanding practice of making reasonable academic accommodations for students' religious beliefs and practices in accordance with applicable law. In 2023, Ohio State updated its practice to align with new state legislation. Under this new provision, students must be in early communication with their instructors regarding any known accommodation requests for religious beliefs and practices, providing notice of specific dates for which they request alternative accommodations within 14 days after the first instructional day of the course. Instructors in turn shall not question the sincerity of a student's religious or spiritual belief system in reviewing such requests and shall keep requests for accommodations confidential.

With sufficient notice, instructors will provide students with reasonable alternative accommodations with regard to examinations and other academic requirements with respect to students' sincerely held religious beliefs and practices by allowing up to three absences each semester for the student to attend or participate in religious activities. Examples of religious accommodations can include, but are not limited to, rescheduling an exam, altering the time of a student's presentation, allowing makeup assignments to substitute for missed class work, or flexibility in due dates or research responsibilities. If concerns arise about a requested accommodation, instructors are to consult their tenure initiating unit head for assistance.

A student's request for time off shall be provided if the student's sincerely held religious belief or practice severely affects the student's ability to take an exam or meet an academic requirement and the student has notified their instructor, in writing during the first 14 days after the course begins, of the date of each absence. Although students are required to provide notice within the first 14 days after a course begins, instructors are strongly encouraged to work with the student to provide a reasonable accommodation if a request is made outside the notice period. A student may not be penalized for an absence approved under this policy.

If students have questions or disputes related to academic accommodations, they should contact their course instructor, and then their department or college office. For questions or to report discrimination or harassment based on religion, individuals should contact the [Office of Institutional Equity](#).

**Statement on Harassment and Sexual Misconduct:** 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).

**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 many other Indigenous peoples. Specifically, the university resides on land ceded in the 1795 Treaty of Greenville 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.

## COURSE OVERVIEW

WEEK 1	JANUARY 6-8	Introduction & Course Overview
WEEK 2	JANUARY 13-15	The Making of a “Slave”
WEEK 3	JANUARY 20-22	Docile Slaves and the Early Historiography
WEEK 4	JANUARY 27-29	The Role of Ethnicity
WEEK 5	FEBRUARY 3-5	Theorizing Resistance
WEEK 6	FEBRUARY 10-12	The Black Spartans
WEEK 7	FEBRUARY 17-19	Writing Rebellion
WEEK 8	FEBRUARY 24-26	Gendering Resistance
WEEK 9	MARCH 3-5	SPRING BREAK
WEEK 10	MARCH 10-12	(Re)Gendering Resistance
WEEK 11	MARCH 17-19	Creating Insurgent Testimonies
WEEK 12	MARCH 24-26	Cross-Alliances
WEEK 13	MAR/APR 31-2	Reflections
WEEK 14	APRIL 8-9	Primary Document Analysis

## TENTATIVE COURSE SCHEDULE

### PART I

**Week 1      Introduction and Overview**

Monday: Course Overview

Wednesday: Read Chapters 1-3 in Gomez’s *Reversing Sail* and Chapter 1 in *An Indigenous Peoples’ History*

**Week 2      The Making of a “Slave”**

Monday: Read Chapter 4-5 in Gomez’s *Reversing Sail* and Chaplin’s “Enslavement of Indians in Early America: Captivity without Narrative” (2015)

Wednesday: Read *Narrative of Frederick Douglass*

- Week 3**      **“Docile Slaves” and the Early Historiography**  
Monday: Read Chapter 6 in Gomez’s *Reversing Sail*  
Wednesday: Read *Narrative of Frederick Douglass*  
**IN CLASS QUIZ**
- Week 4**      **The Role of Ethnicity**  
Monday: Read Walter Rucker’s “Fires of Discontent, Echoes of Africa” in *The River Flows On* (2006) and John Thornton’s “The Coromantees: An African Cultural Group in Colonial North America and the Caribbean” (1998)  
Wednesday: Film, *Prince among Slaves* (2006)
- Week 5**      **Theorizing Resistance**  
Monday: **FILM REFLECTION DUE**  
Read “The Turning Point” in Eugene Genovese’s *From Rebellion to Revolution: Afro-American Slave Revolts in the Making of the Modern World* (1992)  
Wednesday: Read Sinclair Thomas, “Contours for a History of Power and Political Transformation in the Aymara Highlands,” in *We Alone will Rule* (2002)  
(In Class) *Tupac Amaru’s Proclamation of Freedom for the Enslaved*  
**IN CLASS QUIZ**
- Week 6**      **The Black Spartans**  
Monday: Read C.L.R James’s *The Black Jacobins*  
Wednesday: **PRIMARY SOURCE WORKSHOP**
- Week 7**      **Writing Rebellion**  
Monday: Read C.L.R James’s *The Black Jacobins*  
Wednesday: **ARGUMENTATIVE ESSAY DUE**
- Week 8**      **Gendering Resistance**  
Monday: Read Angela Davis’s “Reflections on the Black Woman’s Role in the Community of Slaves” in *The Massachusetts Review* (1972) and Stephanie Camp’s “The Pleasure of Resistance: Enslaved Women and Bodies Politics in the Plantation South” (2002)  
Wednesday: Read Harriet Jacobs’ *Incidents in The Life of a Slave Girl*  
**IN CLASS QUIZ**
- Week 9**      **Spring Break**
- Week 10**      **(Re)Gendering Resistance**  
Monday: Read Stephanie Camp’s “‘WHAT LOOKS LIKE A REVOLUTION’: Enslaved Women and Gendered Terrain of Slave Insurgencies in Cuba, 1843-1844” (2014) and Harriet Jacobs’ *Incidents in The Life of a Slave Girl*  
Wednesday: **PRIMARY DOCUMENT PROPOSAL**

**Week 11**      **Creating Insurgent Testimonies**  
Monday: Read “Name, Face, and Body” **and** “The Construction of the Confessions of Nat Turner” in *Nat Turner: a Slave Rebellion in History and Memory*  
Wednesday: (In Class) Film, *Descendant* (2022)  
**IN CLASS QUIZ**

**Week 12**      **Cross-Alliances**  
Monday: **FILM RELECTION DUE**  
Read, Edward Morgan’s “Book III: The Volatile Society” in *American Slavery, American Freedom* (2000)  
Wednesday: Read James D. Rice’s “Bacon’s Rebellion in Indian Country” (In Class)  
*The Declaration of the People*

**Week 13:**      **REFLECTIONS/GROUP PRESENTATIONS**

**Week 14:**      **PRIMARY SOURCE ANALYSIS**

# 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)

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

**Expected Learning Outcome 2.3: Successful students are able to critically evaluate and responsibly use information from the social and behavioral sciences.** Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

**GE Rationale: Foundations: Historical or Cultural Studies (3 credits)**

Requesting a GE category for a course implies that the course fulfills the expected learning outcomes (ELOs) of that GE category. To help the reviewing panel evaluate the appropriateness of your course for the Foundations: Historical and Cultural Studies, please answer the following questions for each ELO. Note that for this Foundation, a course need satisfy **either** the ELOs for Historical Studies **or** the ELOs for Cultural Studies.

**A. Foundations**

Please explain in 50-500 words why or how this course is introductory or foundational in the study of History **or** Cultures.

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

**B. Specific Goals of Historical *or* Cultural Studies**

**Historical Studies (A) Goal:** 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 Outcome 1.1A:** Successful students are able to identify, differentiate, and analyze primary and secondary sources related to historical events, periods, or ideas. 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 1.2A:** Successful students are able to use methods and theories of historical inquiry to describe and analyze the origin of at least one selected contemporary issue. 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 1.3A: Successful students are able to 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.** 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 1.4A: Successful students are able to evaluate social and ethical implications in historical studies.** 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: \_\_\_\_\_

Cultural Studies (B) Goal: Successful students will evaluate significant cultural phenomena and ideas to develop capacities for aesthetic and cultural response, judgment, interpretation, and evaluation.

**Expected Learning Outcome 1.1B: Successful students are able to analyze and interpret selected major forms of human thought, culture, ideas or expression.** Please link this ELO to the course goals and topics and identify the *specific* activities/assignments through which it will be met. (50-700 words)

**Expected Learning Outcome 1.2B: Successful students are able to describe and analyze selected cultural phenomena and ideas across time using a diverse range of primary and secondary sources and an explicit focus on different theories and methodologies.** 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 1.3B: Successful students are able to use appropriate sources and methods to construct an integrated and comparative perspective of cultural periods, events or ideas that influence human perceptions, beliefs, and 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)

**Expected Learning Outcome 1.4B: Successful students are able to evaluate social and ethical implications in cultural studies.** Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met.

### **GE Rationale: Foundations: Writing and Information Literacy (3 credits)**

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

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

### A. Foundations

Please explain in 50-500 words why or how this course is introductory or foundational in the study of Writing and Information Literacy.

### B. Specific Goals of Writing and Information Literacy

GOAL 1: Successful students will demonstrate skills in effective reading, and writing, as well as oral, digital, and/or visual communication for a range of purposes, audiences, and context.

**Expected Learning Outcome 1.1: Successful students are able to compose and interpret across a wide range of purposes and audiences using writing, as well as oral, visual, digital and/or other methods appropriate to the context.**

Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. Explain how the course includes opportunities for feedback on writing and revision. Furthermore, please describe how you plan to insure sufficiently low instructor-student ratio to provide efficient instruction and feedback. (50-700 words)

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

**Expected Learning Outcome 1.2: Successful students are able to use textual conventions, including proper attribution of ideas and/or source, as appropriate to the communication situation.** Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. Is an appropriate text, writing manual, or other resource about the pedagogy of effective communication being used in the course? (50-700 words)

**Expected Learning Outcome 1.3: Successful students are able to generate ideas and informed responses incorporating diverse perspectives and information from a range of sources, as appropriate to the communication situation.** 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 1.4: Successful students are able to evaluate social and ethical implications in writing and information literacy practices.** Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

GOAL 2: Successful students will develop the knowledge, skills, and habits of mind needed for information literacy.

**Expected Learning Outcome 2.1: Successful students are able to demonstrate responsible, civil, and ethical practices when accessing, using, sharing, or creating information.** 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 2.2: Successful students are able to locate, identify and use information through context appropriate search strategies.** 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 2.3: Successful students are able to employ reflective and critical strategies to evaluate and select credible and relevant information sources.** 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: \_\_\_\_\_

**GE Rationale: Foundations: Literary, Visual, or Performing Arts (3 credits)**

Requesting a GE category for a course implies that the course fulfills **all** expected learning outcomes (ELOs) of that GE category. To help the reviewing panel evaluate the appropriateness of your course for the Foundations: Literary, Visual, and Performing Arts, 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 Literary, Visual, or Performing Arts.

**B. Specific Goals**

Goal 1: Successful students will analyze, interpret, and evaluate major forms of human thought, cultures, and expression; and demonstrate capacities for aesthetic and culturally informed understanding.

**Expected Learning Outcome 1.1: Successful students are able to analyze and interpret significant works of design or visual, spatial, literary or performing arts.** 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 1.2: Successful students are able to describe and explain how cultures identify, evaluate, shape, and value works of literature, visual and performing art, and design.** 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 1.3: Successful students are able to evaluate how artistic ideas influence and shape human beliefs and the interactions between the arts and human perceptions and behavior.** 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 1.4: Successful students are able to evaluate social and ethical implications in literature, visual and performing arts, and design.** Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Goal 2: Successful students will experience the arts and reflect on that experience critically and creatively.

**Expected Learning Outcome 2.1: Successful students are able to engage in informed observation and/or active participation within the visual, spatial, literary, or performing arts and design.** 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 2.2: Successful students are able to critically reflect on and share their own experience of observing or engaging in the visual, spatial, literary, or performing arts and design.**

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

**GE Rationale: Foundations: Natural Science (4 credits)**

Requesting a GE category for a course implies that the course fulfills **all** expected learning outcomes (ELOs) of that GE category. To help the reviewing panel evaluate the appropriateness of your course for the Foundations: Natural 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 Natural Science.

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

## **B. Specific Goals for Natural Sciences**

GOAL 1: Successful students will engage in theoretical and empirical study within the natural sciences, gaining an appreciation of the modern principles, theories, methods, and modes of inquiry used generally across the natural sciences.

**Expected Learning Outcome 1.1: Successful students are able to explain basic facts, principles, theories and methods of modern natural sciences; describe and analyze the process of scientific inquiry.** 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 identify how key events in the development of science contribute to the ongoing and changing nature of scientific knowledge and methods.** 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 employ the processes of science through exploration, discovery, and collaboration to interact directly with the natural world when feasible, using appropriate tools, models, and analysis of data.** Please explain the 1-credit hour equivalent experiential component included in the course: e.g., traditional lab, course-based research experiences, directed observations, or simulations. Please note that students are expected to analyze data and report on outcomes as part of this experiential component. *(50-1000 words)*

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

GOAL 2: Successful students will discern the relationship between the theoretical and applied sciences, while appreciating the implications of scientific discoveries and the potential impacts of science and technology.

**Expected Learning Outcome 2.1: Successful students are able to analyze the inter-dependence and potential impacts of scientific and technological developments.** 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 natural scientific discoveries.** 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 critically evaluate and responsibly use information from the natural sciences.** 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: \_\_\_\_\_

**GE Rationale: Foundations: Mathematical and Quantitative Reasoning (or Data Analysis) (3 credits)**

Requesting a GE category for a course implies that the course fulfills **all** expected learning outcomes (ELOs) of that GE category. To help the reviewing panel evaluate the appropriateness of your course for the Foundations: Mathematical and Quantitative Reasoning (or Data Analysis), 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 Mathematical & Quantitative Reasoning (or Data Analysis).

**B. Specific Goals for Mathematical & Quantitative Reasoning/Data Analysis**

Goal: Successful students will be able to apply quantitative or logical reasoning and/or mathematical/statistical analysis methodologies to understand and solve problems and to communicate results.

**Expected Learning Outcome 1.1: Successful students are able to use logical, mathematical and/or statistical concepts and methods to represent real-world situations.** 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 1.2: Successful students are able to use diverse logical, mathematical and/or statistical approaches, technologies, and tools to communicate about data symbolically, visually, numerically, and verbally.** 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 1.3: Successful students are able to draw appropriate inferences from data based on quantitative analysis and/or logical reasoning.** 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 1.4: Successful students are able to make and evaluate important assumptions in estimation, modeling, logical argumentation, and/or data analysis.** 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 1.5: Successful students are able to evaluate social and ethical implications in mathematical and quantitative reasoning.** Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)



Monday, May 20, 2024 at 14:55:33 Eastern Daylight Time

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**Subject:** Re: Concurrence Request: "Resisting Slavery"  
**Date:** Saturday, May 18, 2024 at 2:37:52 AM Eastern Daylight Time  
**From:** Soland, Birgitte  
**To:** Skinner, Ryan, Getson, Jennifer L.  
**CC:** Beckham, Jerrell  
**Attachments:** image001.png

Hi Ryan,

I am on a study abroad trip, thus my delay in getting back to you more. My apologies.

However, History is eager to have this course offered, so we happily grant concurrence.

Best,  
Birgitte

Birgitte Sjøland, Assoc. Prof.  
Chair of Undergraduate Studies  
Department of History  
106 Dulles Hall  
230 Annie and John Glenn Avenue  
Columbus, Ohio 43201

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**From:** "Skinner, Ryan" <[skinner.176@osu.edu](mailto:skinner.176@osu.edu)>  
**Date:** Wednesday, May 15, 2024 at 3:39 PM  
**To:** Soland Birgitte <[soland.1@osu.edu](mailto:soland.1@osu.edu)>, "Getson, Jennifer L." <[getson.3@osu.edu](mailto:getson.3@osu.edu)>  
**Cc:** "Beckham, Jerrell" <[beckham.4@osu.edu](mailto:beckham.4@osu.edu)>  
**Subject:** Concurrence Request: "Resisting Slavery"

Dear Birgitte and Jen,

I hope this message finds you both well!

Shavagne Scott, who is a Provost's Postdoctoral Fellow (set to start a tenure track position in AU25), developed a new course for AAAS, titled "Resisting Slavery in the Americas" (provisionally AFAMAST 2090).

This is one of Dr. Scott's areas of expertise, so we are anxious to add the class to our undergraduate

curriculum.

The course proposal has been developed for the Race, Ethnicity, and Gender Diversity GE Foundation, which is why we chose a 2000-level course number. (We chose “2090” so that the course would be proximate to the African American History courses, 2080 and 2081.)

I am writing to request concurrence from History for this course proposal. Please let us know if you have any questions or concerns about this course.

Many thanks,

Ryan

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THE OHIO STATE UNIVERSITY

[Ryan Skinner](#)

Associate Professor

School of Music

African American and African Studies (AAAS)

Area Coordinator of [Musicology](#) (School of Music)

Director of [Undergraduate Studies](#) (AAAS)

Author of:

[Afro-Sweden: Becoming Black in a Colorblind Country](#) (Minnesota, 2022)

[Bamako Sounds: The Afropolitan Ethics of Malian Music](#) (Minnesota, 2015)

<b>Program Learning Goals</b>			
	<b>Goal A:</b> Demonstrate an understanding of the cultural, socio-political, and historical formations, connections, conditions, and transformations evident throughout the African and Black Diaspora.	<b>Goal B:</b> Identify, critique, and appreciate the intersections between race, class, gender, ethnicity, and sexuality from the historical and existential perspectives of African and African-descended peoples.	<b>Goal C:</b> Implement interdisciplinary research methods and methodological perspectives applicable to advanced study, community development, and public service.
<b>Core Courses</b>			
2201	Beginning	Intermediate	
3310	Intermediate	Intermediate	
3440	Intermediate	Advanced	Beginning
4921	Intermediate	Advanced	Intermediate
<b>Elective Courses</b>			
<b>2000-Level (Max of 3 courses)</b>	Beginning	Beginning	Beginning
<b>3000- Level (Max of 3 courses)</b>	Beginning/Intermediate	Beginning/Intermediate	Beginning/Intermediate
<b>4000-Level</b>	Advanced	Advanced	Advanced
<b>5000-Level</b>	Advanced	Advanced	Advanced