

## Term Information

Effective Term Autumn 2025  
*Previous Value* Spring 2018

## Course Change Information

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

Adding GEN TCT category.

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

Part of the department's initiative to add more classes to the new GE

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? No

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 3080  
Course Title Slavery in the United States  
Transcript Abbreviation Slavery in the US  
Course Description The African American experience in slavery, focusing on the rise of the slave trade, slavery in the colonial and antebellum eras, the Civil War, and abolition.  
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  
*Previous Value* Yes, Greater or equal to 50% at a distance  
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  
*Previous Value* Columbus, Lima, Mansfield, Marion, Newark

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## Prerequisites and Exclusions

### Prerequisites/Corequisites

#### *Previous Value*

*Prereq or concur: English 1110.xx; or permission of instructor.*

### Exclusions

Not open to students with credit for AfAmASt 3080.

#### *Previous Value*

Not open to students with credit for 559 or AfAmASt 3080.

### 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

Sophomore, Junior, Senior

## Requirement/Elective Designation

Required for this unit's degrees, majors, and/or minors

General Education course:

Historical Study; Traditions, Cultures, and Transformations

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

### *Previous Value*

*Required for this unit's degrees, majors, and/or minors*

*General Education course:*

*Historical Study*

*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 increase their factual knowledge of the history of slavery in North America from the colonial era to the Civil War.
- Students will learn how to discuss ideas in a classroom setting.
- Students will develop their abilities to think critically and systematically.

**COURSE CHANGE REQUEST**  
3080 - Status: PENDING

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

**Content Topic List**

- Transatlantic slave trade
- Slavery
- African American culture
- Resistance movements
- Abolition
- Civil War
- Reconstruction
- Slavery in literature
- Underground Railroad
- Plantation economy

**Sought Concurrence**

No

**Attachments**

- HIST 3080 GE Form.pdf: GE Form  
*(Other Supporting Documentation. Owner: Getson, Jennifer L.)*
- HIST 3080 Syllabus (revised).docx: Syllabus (revised)  
*(Syllabus. Owner: Getson, Jennifer L.)*

**Comments**

- Revised schedule attached. *(by Getson, Jennifer L. on 02/12/2025 01:29 PM)*
- Please see feedback email sent 1-21-25. *(by Neff, Jennifer on 01/21/2025 10:21 AM)*

**Workflow Information**

Status	User(s)	Date/Time	Step
Submitted	Getson, Jennifer L.	11/20/2024 01:00 PM	Submitted for Approval
Approved	Reed, Christopher Alexander	11/20/2024 01:20 PM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	01/02/2025 09:48 AM	College Approval
Revision Requested	Neff, Jennifer	01/21/2025 10:21 AM	ASCCAO Approval
Submitted	Getson, Jennifer L.	02/12/2025 01:29 PM	Submitted for Approval
Approved	Reed, Christopher Alexander	02/12/2025 01:31 PM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	02/13/2025 10:03 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 10:03 AM	ASCCAO Approval

HIST 3080: Slavery in the U.S.

TTH at 2:00 p.m.-3:20 p.m. times

Instructor: Dr. Greyson Teague

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

## Course Description

This course will examine the history of slavery in the United States. It will provide an overview of the institution inner workings, its effects on its victims, and its overall influence on America generally. The course will primarily focus on the actions, lived experiences, and resistance of the enslaved, but certain segments of the course will also focus on situating slavery within the broader context of American society so as to highlight the importance of slavery to America's development.

## Goals of the Course

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

- Provide a basic overview of the history of slavery in the United States
- Develop skills to properly evaluate, synthesize, and make use of primary sources
- Understand the central role that slavery played in the oppression of African Americans and in the development of the United States
- Learn about how slavery influenced the development of racial, social, political, and economic aspects of American life and identity
- Understand how slavery influence gender, religion, ethnicity, social class, and other aspects of identity in America

## New GE: Traditions, Cultures, and Transformations

### Goals:

1. Successful students will analyze an important topic or idea at a more advanced and in-depth level than in the Foundations component. [Note: In this context, "advanced" refers to courses that are e.g., synthetic, rely on research or cutting-edge findings, or deeply engage with the subject matter, among other possibilities.]
2. Successful students will integrate approaches to the theme by making connections to out-of-classroom experiences with academic knowledge or across disciplines and/or to work they have done in previous classes and that they anticipate doing in future.
3. Successful students will engage in a systematic assessment of how cultures and sub-cultures develop and interact, historically or in contemporary society.
4. Successful students will engage in a systematic assessment of differences among societies, institutions, and individuals' experience within traditions and cultures.

## **Expected Learning Outcomes:**

Successful students are able to:

- 1.1. Engage in critical and logical thinking about the topic or idea of the theme.
- 1.2. Engage in an advance, in-depth, scholarly exploration of the topic or idea of the theme.
- 2.1. Identify, describe, and synthesize approaches or experiences as they apply to the theme.
- 2.2. Demonstrate a developing sense of self as a learner through reflection, self-assessment, and creative work, building on prior experiences to respond to new and challenging contexts.
- 3.1. Describe the influence of an aspect of culture (e.g., religious belief, gender roles, institutional organization, technology, epistemology, philosophy, scientific discovery, etc.) on at least one historical or contemporary issue.
- 3.2. Analyze the impact of a "big" idea or technological advancement in creating a major and long-lasting change in a specific culture.
- 3.3. Examine the interactions among dominant and sub-cultures.
- 3.4. Explore changes and continuities over time within a culture or society.
- 4.1. Recognize and explain differences, similarities, and disparities among institutions, organizations, cultures, societies, and/or individuals.
- 4.2. Explain ways in which categories such as race, ethnicity, and gender and perceptions of difference impact individual outcomes and broader societal issues.

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

Students will meet these goals through analyzing various primary and secondary sources related to slavery in the United States. These sources will present various facets of the daily life of enslaved African Americans and the horrors that slavery wrought upon them. The development of community despite the horrors of slavery will also be a primary focus. The course will also examine how the concept of race was developed and used to justify the enslavement of African Americans and how it became central to American life (see 4.2 above). How slavery impacted the beliefs of white Americans will also be examined to show how slavery's impact stretched far beyond the physical boundaries of the institution itself, particularly in how it shaped the views of both Black and white Americans (see 3.3, 4.1, and 4.2 above). Students will also learn about how slavery became a central component of this nation's economic and political life and how the exploitation of its victims helped shaped the contours of the United States, particularly how slavery enriched various institutions throughout the country even if they did not directly participate in enslavement (see 4.1 above). Resistance at all levels to slavery will also be

examined to provide insight into how those impacted by slavery both tried to improve their lot in life but also tried to end the institution all together.

Students will learn of the experiences and impact of slavery through both primary and secondary sources. The main primary sources that will be used for the course will be slave narratives produced by African Americans detailing their experiences while enslaved. These narratives, and the conditions that brought them about, will provide students a way to see how the enslaved viewed their own experiences, but also see how factors like the narratives' intended audience impacted their creation and how African Americans told their stories. Students will not only be expected to simply read and understand the narratives, but critically examine the purpose of the narratives, the editorial control exercised over them, and how those facets further illuminate or distort our understanding of the narrative created by enslaved Americans.

Secondary sources on a wide array of topics will also be utilized to highlight both lived experiences of the enslaved as well as the broader societal impact that slavery had on the United States. Students will read from a diverse group of scholars who examine various facets of slavery and resistance to slavery throughout the institution's existence.

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 and the lasting impact of slavery on American life. The methodological, ethical, and social implications of having to examine the impact of slavery through the primary sources primarily generated by 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 certain aspects of slavery.

## **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 the history of slavery in this nation. Beginning with a brief overview of slavery prior to the European exploration of America, this course will highlight the multiple facets of slavery as regards the history of this country. This course will highlight complex topics like slavery's impact on African and Native Americans, organizing efforts for abolition both North and South, the 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:**

#### **ALL READINGS WILL BE AVAILABLE ON CARMEN**

Students will need to regularly access Carmen in order to fully participate in and receive a high grade in the course due to Carmen's necessity for obtaining the readings.

Many of the readings will detail the harsh realities of slavery. Students should take this syllabus as their general "content warning" for the purposes of this class. Due to the nature of the material and how it impacts various individuals, if students need to temporarily remove themselves from class/class discussion, they can do so. Students will not be penalized for doing so.

### **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:

Reflection Essay: 10%

Response Papers: 30% (10% each)

Discussion Posts: 10%

Essay: 30%

Final: 20%

#### **Reflection Essay (10%)**

Students will engage in a two-part reflection essay. The first part will consist of a 2–3-page free form essay written during the first week of class where the student discusses their current understanding of American slavery, what they expect to learn in the class, and to what extent they think that slavery still impacts American society. Students will only be graded for completion/writing something appropriate to the prompt.

The second part will take place during the last week of class where students will engage in another 2-3 page reflection where they examine their essay from the first week of class and see if/how their opinions and understanding regarding American slavery have changed. Again, students will be graded for completion/writing something appropriate to the prompt.

The goal of the reflection essay is to have students critically engage with their own understandings of American slavery so that they can reflect upon how it informs their understanding of the nation and its impact on it. Students are not expected or required to think or feel any particular way about slavery, but instead freely express their opinions. This assignment is aimed at having students not only examine their own development throughout the course after gaining knowledge, but also to have them reflect upon what the history of slavery and how it is taught expand our knowledge of America's history and how it impacts how we view it today. (See 4.2 above)

#### **Response Papers (30%/10% each)**



Students will complete three response papers throughout the semester. Four opportunities will be offered. Each response paper will be 4-5 pages and will ask students to critically examine a topic from the course through questions provided by the instructor. The goal of the response papers is to have students practice synthesizing course material in a relatively low-risk environment grade-wise to help prepare them for the type of analysis needed for the essay and final. Each set of response paper prompts will relate to a broad theme from recent course material. The theme for each set of response paper prompts can be found in the course schedule.

A sample question for a Response Paper would be something like this: “How did early forms of British slavery in the Americas build upon, resemble, or differ from the forms of slavery that came before it? In answering this question, you should examine at least two other forms of slavery that were either contemporary with British slavery in the Americas or predated it.” (Sample Question 1)

Another sample question would be: “What factors influenced Northern states to largely adopt gradual abolition in the late 18<sup>th</sup> and early 19<sup>th</sup> centuries? In answering this question, you may want to consider the status of slavery in the North during the Revolutionary and Early Republic periods, the role African Americans played in Northern society during these periods, the differences between Black and white abolitionists, and the impact of race and racism in the North.” (Sample Question 2)

The general topics for each of the response papers and how they tie with the overall themes of the course are found in the class schedule below.

In general, the response paper questions will ask students to examine some facet of slavery relevant to the recently studied material. Many questions, including the Sample Question 1 above, will ask students to examine the evolving nature of slavery and its impact on American society. (See 3.4 above) Others, like Sample Question 2, will ask students to engage the interconnected components of American slavery, racism, and resistance to it to explore the various cultural components that intersected with American slavery. (See 4.1 and 4.2 above)

### **Discussion Posts (10%)**

Discussion posts, which will be hosted on Carmen, will require students to briefly respond to the readings and class material publicly through an initial post as well as to their classmates. The instructor will pose multiple broad questions related to the most recent class material. They will often be reflective in nature. Students, therefore, will get great leeway in answering these questions. There will be multiple throughout the semester, but students only have to participate in three to receive full credit. Each initial post from a student should be approximately 150 words with thoughtful responses of 75-100 words to their classmates. Students may earn extra credit by completing 5 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.

### **Essay 30%**

The essay will require students to further read and research various slave narratives beyond what is required reading in the course to conduct a research paper on some aspect of the lived experiences of the enslaved. Students, with the help of the instructor, will craft their own research question and then conduct primary and secondary source research to write a 7-10 page paper answering that question.

The goal of the essay is for students to make use of primary sources critically to help them engage with a topic of their choosing. Students may take multiple approaches. Some may take a temporal approach (i.e. examine how X evolved over time) or thematic (i.e. examine how X influenced gender relations between Black men and women). Regardless, although students will receive great leeway in crafting a topic, the primary focus of the paper must be on some aspect of the lived experiences of the enslaved instead of the general impact of slavery on American society.

### **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 slavery in the U.S. during the period covered. Questions will often ask students to examine the evolution of a topic over time or the broader impact of slavery on an issue. Students will have to answer multiple essay questions, and they will be given more options than required answers.

Sample Prompt 1: How did slave revolts and responses to them evolve or not evolve over time? In answering this question, you must examine at least three slave revolts and at least one must come from before the American Revolution and at least one after the Revolution. (See 3.3 above)

Sample Prompt 2: A historian once argued that the Civil War occurred when it did because the political/constitutional system was not designed to handle a conflict centered around a sectional issue like slavery. Do you think this argument is correct or not and why? You may want to consider: the creation and destruction of the Second Party system, the role slavery played in crafting the constitution, whether the historian's argument confuses cause and effect, the similarities and differences between abolitionists and the Republican Party, and the extent that slavery impacted national politics before the 1850s. (See 4.1 and 4.2 above)

### **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).

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.

## **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 make-up 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. (Policy: Religious Holidays, Holy Days and Observances)

## **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 ill and need to miss class, including if you are staying home and away from others while experiencing symptoms of a viral infection

or fever, please let me know immediately. In cases where illness interacts with an underlying medical condition, please consult with Student Life Disability Services to request 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

These first few classes will provide students with a very truncated history of slavery up until European settlement of the Americas. The goal of this section is to provide students with a necessary background on slavery so as to not present American slavery as something totally alien to world history but instead an unfortunate evolution of a horrible reality of human history. The time periods chosen for early examination reflect the myriad of influences that American enslavers would later use. So they not only provide essential background information, but also a baseline to later engage with the thoughts of enslavers and how they conceived of slavery.

### August 24: Ancient and Biblical Slavery

Readings: Selections from the Bible (see Carmen); selections from *Slavery in the Roman World*, Sandra Joshel (Carmen)

Assignment: Reflection Paper Pt. 1

### August 29: Medieval Slavery in Western Europe

Readings: Debra Blumenthal, *Slavery in Medieval Iberia* in *Cambridge World History of Slavery*, Vol. 2.

Assignment: Discussion Post 1 (This discussion post will serve as the introductory one for the course and will ask students to identify basic concepts of slavery in the ancient and medieval world to use as a baseline for what will be discussed in class over the next few weeks. It will also help students set up for the first Response Paper.)

### August 31: Early European Encounters with Africa(ns)

Readings: Steven A. Epstein, *Attitudes Towards Blackness* in *Cambridge World History of Slavery*, Vol. 2.

### September 5: 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.

Slave Narrative: Joseph Pitts of Exon, *A true and faithful account of the religion & manners of the Mahometans*.

Response Paper 1 (This response paper will ask students to broadly examine the evolution of slavery as examined over the first few classes in the course and analyze multiple components related to its evolution. Topics for analysis may include justifications, economics of slavery, the social role slaves played in various societies, early slave trades, and other aspects of slavery. See 4.1 and 4.2 above.)

These next few 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 the 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.

#### September 7: Early African Experiences with the Americas

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

#### September 12: Slavery 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); selections from Betty Wood, *Women's Work, Men's Work: The Informal Slave Economies of Lowcountry Georgia*.

#### September 14: Slavery in Mid-Atlantic and New England Colonies Prior to the Revolution

Readings: Selections from Ira Berlin, *Many Thousands Gone: The First Two Centuries of Slavery in North America*

Slave Narrative: Arthur, *The Life, and Dying Speech of Arthur, a Negro Man, Who Was Executed at Worcester, October 20th, 1768, For a Rape Committed on the Body of one Deborah Miller*

Assignment: Discussion Post 2 (This discussion post will help introduce students to the analysis of slave narratives throughout the course. Students will be asked to examine the slave narrative assigned for class and assess its narrative, why it was created, who pushed for its creation, what purpose it serves, and what agenda, if any, it promotes. Students will be asked to examine the intersection of race and gender as well in examining the narrative and use that as part of their analysis for the questions listed earlier. See 3.3 and 4.2 above)

#### September 19: Native American Slavery

Readings: Selections from Andrés Reséndez, *The Other Slavery, The Uncovered Story of Indian Enslavement in America*

Slave Narrative: Briton Hammond, *A Narrative of the Uncommon Sufferings, and Surprising Deliverance of Briton Hammon, a Negro Man*

Assignment: Response Paper 2 (Response Paper 2 will ask students to compare and contrast the enslavement of Native Americans and African Americans with a particular emphasis on examining how different racial justifications were used to justify enslavement of both. See 3.3, 4.1, and 4.2 above)



The next set of lessons begin to examine the broader impact slavery and resistance to it had on American society. The lesson about the Transatlantic Slave Trade, beyond describing its horrors and impacts on African Americans, shows the international impact and complicity in American slavery. Early examinations of abolitionist movements and slave revolts further highlight the contested nature of slavery in North America against the often prevalent narrative that slavery was just something that “everyone did/accepted” during the past. Finally, examining slavery and politics helps set the stage for the role that slavery would play in the new nation.

#### September 21: Transatlantic Slave Trade

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

Slave Narrative: Ottobah Cugano, *Narrative of the Enslavement of Ottobah Cugoano, a Native of Africa; Published by Himself, in the Year 1787*

#### September 26: Early Slave Revolts in American History

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

#### September 28: Pre-Revolutionary Abolitionist Movements

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

#### October 3: Slavery in American Politics During the Revolutionary and Early Republic Periods

Readings: George William Van Cleve, “From Union to Confederation” in *A Slaveholder’s Union: Slavery, Politics, and The Constitution in the Early American Republic* Chapter 2; selections from U.S. Constitution

Slave Narrative: Sojourner Truth, *Narrative of Sojourner Truth, A Northern Slave* pgs. 1-59

#### October 5: International Impact of the American Revolution: The Haitian Revolution and its impact on U.S. Slavery

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

The next few classes return to focusing on the lives and experiences of the enslaved after the Revolution. In particular, examining the lived experiences of the enslaved as the 19<sup>th</sup> Century and its technological advancements dawned. Gender will also be examined, both as it functioned within slave communities but also how it influenced the relationships between Black and white women.

### October 10: Technology and Slavery

Readings: Selections from Edward Baptist, *The Half Has Never Been Told: Slavery and the Making of American Capitalism*

Slave Narrative: James Williams, *Narrative of James Williams, an American Slave, who Was for Several Years a Driver on a Cotton Plantation in Alabama*

Assignment: Discussion Post 3 (Discussion Post 3 will explicitly ask students to examine the impact technological development had on slavery and its development in America through how these changes impacted the lives of the enslaved or furthered their exploitation. See 3.2 above.)

### October 12: Fall Break

### October 17: The Internal Slave Trade

Readings: Selections from Michael Tadman, *Speculators and Traders*

Slave Narrative: Henry Watson, *Narrative of Henry Watson, a Fugitive Slave*

Assignment: Essay topic check-in

### October 19: Urban Slavery

Readings: Selections from Richard Wade, *Slavery in the Cities: The South, 1820-1860* and Martha S. Jones, *Birthright Citizens: A History of Race and Rights in North America*

### October 24: Gender and Slavery

Readings: Selections from Victoria Bynum, *Unruly Women: The Politics of Social and Sexual Control in the Old South* and Stephanie Jones-Rodgers, *They Were Here Property: White Women as Slave Owners in the American South*

Slave Narrative: *Memoir of Old Elizabeth, a coloured women, taken mainly from her own lips in her 97th Year*

Assignment: Response Paper 3 (Response Paper 3 will give students the option to write about the impact of gender and/or urbanity on the lives on the enslaved and how the ways that different enslaved individuals experienced enslavement differently based on those factors. See 4.2 above.)

The next few classes return to examining the broader impact of slavery on various facets of American society. Financial institutions, the economy, foreign policy, and party politics will take center stage to showcase how slavery became entrenched in American life and a central component of its society. Classes during this period will also examine the concept of modernity in relation to slavery and explore debates (both historic and contemporary) about the nature of slavery and whether it represented a new path forward or a return to an idealistic past for those who supported it.

### October 26: Slavery, the Economy, and Western Expansion

Readings: Selections from Sharon Ann Murphy, *Banking on Slavery: Financing Southern Expansion in the United States*; Van Cleave, *supra*, Chapter 6

### October 31: Slavery, Racism, and Party Politics

Readings: Selections from Joanne Freeman, *The Field of Blood: Violence in Congress and the Road to Civil War*, J. Mills Thornton, *Politics and Power in a Slave Society: Alabama, 1800-1860*, and John C. Calhoun, *South Carolina Exposition and Protest*

Assignments: Discussion Post 4 (Discussion Post 4 will require students to examine the changes and development of American slavery in the context of American politics from the Revolutionary Era through the Antebellum Era. Students will be asked to compare and contrast the various approaches to slavery found in state and national politics to explore how these changes impacted the growth and development of slavery. See 3.4 above)

#### November 2: Slavery and Foreign Policy

Readings: Selections from Matthew Karp, *This Vast Southern Empire: Slaveholders at the Helm of American Foreign Policy*

Slave Narrative: Moses Roper, *Narrative of the Adventures and Escape of Moses Roper, From American Slavery. With an Appendix, Containing a List of Places Visited by the Author in Great Britain and Ireland and the British Isles; and Other Matter*

#### November 7: Election Day

No Class

#### November 9: Slavery and Modernity?

Readings: Selections from Baptist, *supra*, Eugene Genovese, *Roll Jordan Roll: The World The Slave's Made*, and George Fitzhugh, *Sociology for the South*

Assignment: Response Paper 4 (Response Paper 4 will ask students to examine materials from the previous few classes to determine if slavery should be viewed as modern/capitalistic or an ultimately feudal enterprise. Students will be asked to examine the economic impact of slavery, how the treatment of the enslaved fit into the economic concerns of enslavers, contemporary views of both the enslaved and enslavers on the matter, and more. See 3.1, 3.2, 3.3, and 4.2 above)

The last classes will focus on resistance to slavery in the lead up to the Civil War. The Underground Railroad, Second Wave Abolition, and Slave Revolts take center stage in this section of the course as national tensions continue to arise over slavery. Finally, the course will end by examining slavery during the Civil War and the destruction of America's "peculiar institution."

#### November 14: The Underground Railroad and Fugitive Slaves

Readings: Selections from Eric Foner, *Gateway to freedom: The Hidden History of the Underground Railroad*

Slave Narrative: *Narrative of the Life of Frederick Douglas*

#### November 16: Slave Revolts

Readings: Selection of primary sources from Nat Turner's Rebellion

#### November 21: Second Wave Abolition and the Coming of the Civil War

Readings: Selections from Sinha, *supra*, and Sojourner Truth “Ain’t I a Woman?”

Slave Narrative: Sojourner Truth, *supra*, at 60-end

Assignments: Discussion Post 5 (Discussion Post 5 will focus on examining the political ideologies inherent in various discussions of abolition and anti-slavery more broadly. Students will be asked to link these ideologies to various contemporary discussions around Black liberation and politics more broadly, especially as relates to the Black Lives Matter movement.) See 3.1 above)

November 23: Thanksgiving

November 28: Succession and Slavery in the Confederate States

Readings: selections from Thornton, *supra*, and Stephanie McCurry, *Confederate Reckoning: Power and Politics in the Civil War South*

November 30: The Civil War and the End of Slavery in the United States

Readings: Selections from James Oakes, *Freedom National: The Destruction of Slavery in the United States* and Reséndez, *supra*

Assignment: Essay due

December 5: Review For final

Readings: None

Assignment: Reflection Paper Part 2.

Final time TBD

# GE Theme course submission worksheet: Traditions, Cultures, & Transformations

## Overview

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Courses in the GE Themes aim to provide students with opportunities to explore big picture ideas and problems within the specific practice and expertise of a discipline or department. Although many Theme courses serve within disciplinary majors or minors, by requesting inclusion in the General Education, programs are committing to the incorporation of the goals of the focal theme and the success and participation of students from outside of their program.

Each category of the GE has specific learning goals and Expected Learning Outcomes (ELOs) that connect to the big picture goals of the program. ELOs describe the knowledge or skills students should have by the end of the course. Courses in the GE Themes must meet the ELOs common for **all** GE Themes and those specific to the Theme, in addition to any ELOs the instructor has developed specific to that course. All courses in the GE must indicate that they are part of the GE and include the Goals and ELOs of their GE category on their syllabus.

The prompts in this form elicit information about how this course meets the expectations of the GE Themes. The form will be reviewed by a group of content experts (the Theme Advisory) and by a group of curriculum experts (the Theme Panel), with the latter having responsibility for the ELOs and Goals common to all themes (those things that make a course appropriate for the GE Themes) and the former having responsibility for the ELOs and Goals specific to the topic of **this** Theme.

Briefly describe how this course connects to or exemplifies the concept of this Theme (Traditions, Cultures, & Transformations)

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In a sentence or two, explain how this class “fits’ within the focal Theme. This will help reviewers understand the intended frame of reference for the course-specific activities described below.

*(enter text here)*

## Connect this course to the Goals and ELOs shared by *all* Themes

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Below are the Goals and ELOs common to all Themes. In the accompanying table, for each ELO, describe the activities (discussions, readings, lectures, assignments) that provide opportunities for students to achieve those outcomes. The answer should be concise and use language accessible to colleagues outside of the submitting department or discipline. The specifics of the activities matter—listing “readings” without a reference to the topic of those readings will not allow the reviewers to understand how the ELO will be met. However, the panel evaluating the fit of the course to the Theme will review this form in conjunction with the syllabus, so if readings, lecture/discussion topics, or other specifics are provided on the syllabus, it is not necessary to reiterate them within this form. The ELOs are expected to vary in their “coverage” in terms of number of activities or emphasis within the course. Examples from successful courses are shared on the next page.

**Goal 1:** Successful students will analyze an important topic or idea at a more advanced and in-depth level than the foundations. In this context, “advanced” refers to courses that are e.g., synthetic, rely on research or cutting-edge findings, or deeply engage with the subject matter, among other possibilities.

**Goal 2:** Successful students will integrate approaches to the theme by making connections to out-of-classroom experiences with academic knowledge or across disciplines and/or to work they have done in previous classes and that they anticipate doing in future.

	Course activities and assignments to meet these ELOs
<b>ELO 1.1</b> Engage in critical and logical thinking.	
<b>ELO 1.2</b> Engage in an advanced, in-depth, scholarly exploration of the topic or ideas within this theme.	
<b>ELO 2.1</b> Identify, describe, and synthesize approaches or experiences.	
<b>ELO 2.2</b> Demonstrate a developing sense of self as a learner through reflection, self-assessment, and creative work, building on prior experiences to respond to new and challenging contexts.	

*Example responses for proposals within “Citizenship” (from Sociology 3200, Comm 2850, French 2803):*

<b>ELO 1.1</b> Engage in critical and logical thinking.	<i>This course will build skills needed to engage in critical and logical thinking about immigration and immigration related policy through: Weekly reading response papers which require the students to synthesize and critically evaluate cutting-edge scholarship on immigration; Engagement in class-based discussion and debates on immigration-related topics using evidence-based logical reasoning to evaluate policy positions; Completion of an assignment which build skills in analyzing empirical data on immigration (Assignment #1)</i>
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	<p>Completion 3 assignments which build skills in connecting individual experiences with broader population-based patterns (Assignments #1, #2, #3)</p> <p>Completion of 3 quizzes in which students demonstrate comprehension of the course readings and materials.</p>
<p><b>ELO 2.1</b> Identify, describe, and synthesize approaches or experiences.</p>	<p>Students engage in advanced exploration of each module topic through a combination of lectures, readings, and discussions.</p> <p><u>Lecture</u>  Course materials come from a variety of sources to help students engage in the relationship between media and citizenship at an advanced level. Each of the 12 modules has 3-4 lectures that contain information from both peer-reviewed and popular sources. Additionally, each module has at least one guest lecture from an expert in that topic to increase students' access to people with expertise in a variety of areas.</p> <p><u>Reading</u>  The textbook for this course provides background information on each topic and corresponds to the lectures. Students also take some control over their own learning by choosing at least one peer-reviewed article and at least one newspaper article from outside the class materials to read and include in their weekly discussion posts.</p> <p><u>Discussions</u>  Students do weekly discussions and are given flexibility in their topic choices in order to allow them to take some control over their education. They are also asked to provide information from sources they've found outside the lecture materials. In this way, they are able to explore areas of particular interest to them and practice the skills they will need to gather information about current events, analyze this information, and communicate it with others.</p> <p>Activity Example: Civility impacts citizenship behaviors in many ways. Students are asked to choose a TED talk from a provided list (or choose another speech of their interest) and summarize and evaluate what it says about the relationship between civility and citizenship. Examples of Ted Talks on the list include Steven Petrow on the difference between being polite and being civil, Chimamanda Ngozi Adichie's talk on how a single story can perpetuate stereotypes, and Claire Wardle's talk on how diversity can enhance citizenship.</p>
<p><b>ELO 2.2</b> Demonstrate a developing sense of self as a learner through reflection, self-assessment, and creative work, building on prior experiences to respond to new and challenging contexts.</p>	<p>Students will conduct research on a specific event or site in Paris not already discussed in depth in class. Students will submit a 300-word abstract of their topic and a bibliography of at least five reputable academic and mainstream sources. At the end of the semester they will submit a 5-page research paper and present their findings in a 10-minute oral and visual presentation in a small-group setting in Zoom.</p> <p>Some examples of events and sites:  The Paris Commune, an 1871 socialist uprising violently squelched by conservative forces</p>

	<p><i>Jazz-Age Montmartre, where a small community of African-Americans—including actress and singer Josephine Baker, who was just inducted into the French Pantheon—settled and worked after World War I.</i></p> <p><i>The Vélodrome d’hiver Roundup, 16-17 July 1942, when 13,000 Jews were rounded up by Paris police before being sent to concentration camps</i></p> <p><i>The Marais, a vibrant Paris neighborhood inhabited over the centuries by aristocrats, then Jews, then the LGBTQ+ community, among other groups.</i></p>
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**Goals and ELOs unique to Traditions, Cultures, & Transformations**

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Below are the Goals and ELOs specific to this Theme. As above, in the accompanying Table, for each ELO, describe the activities (discussions, readings, lectures, assignments) that provide opportunities for students to achieve those outcomes. The answer should be concise and use language accessible to colleagues outside of the submitting department or discipline. The ELOs are expected to vary in their “coverage” in terms of number of activities or emphasis within the course. Examples from successful courses are shared on the next page.

**GOAL 3:** Successful students will engage in a systematic assessment of how cultures and sub-cultures develop and interact, historically or in contemporary society.

**GOAL 4:** Successful students will engage in a systematic assessment of differences among societies, institutions, and individuals’ experience within traditions and cultures.

	Course activities and assignments to meet these ELOs
<b>ELO 3.1</b> Describe the influence of an aspect of culture (religious belief, gender roles, institutional organization, technology, epistemology, philosophy, scientific discovery, etc.) on at least one historical or contemporary issue.	
<b>ELO 3.2</b> Analyze the impact of a “big” idea or technological advancement in creating a major and long-lasting change in a specific culture.	
<b>ELO 3.3</b> Examine the interactions among dominant and sub-cultures.	
<b>ELO 3.4</b> Explore changes and continuities over time within a culture or society.	
<b>ELO 4.1</b> Recognize and explain differences, similarities, and disparities among institutions, organizations, cultures, societies, and/or individuals.	
<b>ELO 4.2</b> Explain ways in which categories such as race, ethnicity, and gender and perceptions of difference, impact individual outcomes and broader societal issues	