

Term Information

Effective Term Summer 2025
[Previous Value](#) [Spring 2013](#)

Course Change Information

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

Addition of REGD

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

The course has been redesigned to attend to the REGD Foundation

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)?

Increased enrollment, particularly among students looking for fulfill the REGD Foundatio

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	Comparative Studies
Fiscal Unit/Academic Org	Comparative Studies - D0518
College/Academic Group	Arts and Sciences
Level/Career	Undergraduate
Course Number/Catalog	2343
Course Title	Slavery, Gender, and Race in the Atlantic World
Transcript Abbreviation	Race:AtlanticWorld
Course Description	An examination of slavery in Atlantic Africa and the Western Hemisphere with particular focus on how conceptions of race, ethnicity, and gender shaped patterns of forced labor, the slave trade, and the development of European colonial societies in the Americas.
Previous Value	An examination of slavery in Atlantic Africa and the Western Hemisphere with particular focus on how conceptions of race and gender shaped patterns of forced labor, the slave trade, and the development of European colonial societies in the Americas.
Semester Credit Hours/Units	Fixed: 3

Offering Information

Length Of Course	14 Week, 12 Week, 8 Week, 7 Week, 6 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
Previous Value	Columbus, Lima, Mansfield, Marion, Newark

Prerequisites and Exclusions

Prerequisites/Corequisites

Prereq: English 1110, or equiv.

Previous Value

Prereq: English 1110 (110), or equiv.

Exclusions

Previous Value

Not open to students with credit for 243 or AfAmASt 243.

Electronically Enforced

No

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code

30.9999

Subsidy Level

Baccalaureate Course

Intended Rank

Freshman, Sophomore, Junior, Senior

Requirement/Elective Designation

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

General Education course:

Culture and Ideas; Global Studies (International Issues successors); Race, Ethnicity and Gender Diversity

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

Previous Value

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

General Education course:

Culture and Ideas; Global Studies (International Issues successors)

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

- Exploring both the geography and chronology of the Atlantic Slave trade and by analyzing how it shaped the distinct cultures of modern Americas.
- Examining the role of gender in the Atlantic slave trade, and the importance of reproduction (both forced and chosen) in establishing and reproducing both enslaved and free-Black culture and communities throughout the Americas.
- Analyze the links between Plantation Slavery and the establishment of the European Industrial Revolution and the modern global economy.
- Applying a comparative analysis; examining the G.E. Foundations of REGD through a broad range of scholarly articles, book chapters, films, artwork, and primary sources from diverse fields and disciplines across the Humanities and Social Sciences.
- Exploring how different political, economic, and cultural policies implemented by different European Empires and independent nations throughout the Americas created radically different cultural concepts of both race and ethnicity.
- Decentering the privileged role that plantation production of cotton in the U.S. South in our understanding of slavery, race, ethnicity, and culture in the Americas.

Previous Value

Content Topic List

- Americas
 - Race
 - Gender
 - Class
 - Sexuality
 - African diaspora
 - Slavery
 - Atlantic
- No

Sought Concurrence

Attachments

- CS 2343 Slavery Gender and Race in the Atlantic World 12-2024.pdf: GE Rationale
(Other Supporting Documentation. Owner: Arceno, Mark Anthony)
- Syllabus CS 2345 Slavery, Gender, and Race in the Atlantic World ver 1.1 1-2025_changes accepted.pdf: Syllabus
(Syllabus. Owner: Arceno, Mark Anthony)
- Syllabus CS 2345 Slavery, Gender, and Race in the Atlantic World ver 1.1 1-2025_track changes.docx: Syllabus with changes tracked
(Other Supporting Documentation. Owner: Arceno, Mark Anthony)
- Letter to GE Foundations REGD 1-30-2025.pdf: Cover letter to committee
(Cover Letter. Owner: Arceno, Mark Anthony)

Comments

- Sent back at dept's request *(by Vankeerbergen, Bernadette Chantal on 02/18/2025 10:21 AM)*
- Please see feedback email sent to department 01-27-2025 RLS *(by Steele, Rachel Lea on 01/27/2025 05:20 PM)*

COURSE CHANGE REQUEST
2343 - Status: PENDING

Last Updated: Vankeerbergen, Bernadette
Chantal
02/18/2025

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Arceno, Mark Anthony	12/10/2024 02:06 PM	Submitted for Approval
Approved	Perez, Ashley Hope	12/10/2024 06:14 PM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	01/08/2025 09:40 PM	College Approval
Revision Requested	Steele, Rachel Lea	01/27/2025 05:20 PM	ASCCAO Approval
Submitted	Arceno, Mark Anthony	02/17/2025 07:01 PM	Submitted for Approval
Approved	Urban, Hugh Bayard	02/18/2025 09:01 AM	Unit Approval
Revision Requested	Vankeerbergen, Bernadette Chantal	02/18/2025 10:21 AM	College Approval
Submitted	Arceno, Mark Anthony	02/18/2025 10:46 AM	Submitted for Approval
Approved	Urban, Hugh Bayard	02/18/2025 11:19 AM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	02/18/2025 11:52 AM	College Approval
Pending Approval	Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Hilty, Michael Neff, Jennifer Vankeerbergen, Bernadette Chantal Steele, Rachel Lea	02/18/2025 11:52 AM	ASCCAO Approval



1-30-2025

Dear members of the Race, Ethnicity and Gender Diversity Subcommittee of the ASC Curriculum Committee:

Many thanks to the reviewing faculty for your feedback on the GE Foundations: REGD request for Comparative Studies 2343 **Slavery, Gender, and Race in the Atlantic World**. As a fairly new faculty member at OSU this was one of my first two GE requests and I found your comments to be extremely helpful. I believe I have address all of your Contingencies and Recommendations below. The page numbers sited in this letter correlate to changes in the syllabus with the “track changes” on and visible, I think a few pages change if you go to “no markup”. Mark Anthony Arceno is currently updating the course description for the department as requested in the first **Contingency (A)** request.

I addressed the second and third **Contingency (B & C)** requests by explicitly addressing ethnicity and some of the ways we will engage with that concept in the course description (pp 2-3), by adding to the descriptions of the Assignments (p 7), and by adding detail to the weekly topics in the Calendar (pp 18-20). I also included additional context, directly referencing the language of the REGD Student Learning Outcomes in the Evaluation section (p 8) and in the descriptions of the on-line Discussion Posts (p 9).

I hope the broader description of ethnicity overall, and the specifics of the interactions of race, ethnicity, and gender in the course description (pp 2-3) address the first and second Recommendations (D & E). All additional Recommendations have been addressed in the returned syllabus.

Recommendation F (pp 7-9)

Recommendation G (p 12)

Recommendation H (8, 12 & 18)

Recommendation I (4)

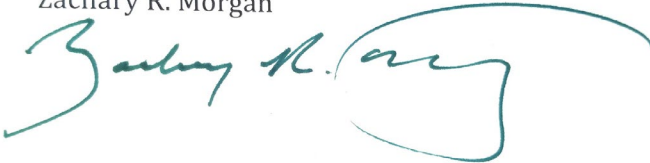
Recommendation J (11)

Recommendation K (10-11)

Again, my thanks to the members of the committee. I really appreciate the work you all perform, thanks for the thoughtful reading, the helpful recommendations, and for your service to the college.

Best,

Zachary R. Morgan

A handwritten signature in blue ink that reads "Zachary R. Morgan". The signature is stylized, with the first name "Zachary" written in a cursive script, followed by "R." and "Morgan" in a more blocky, cursive style. The signature is positioned to the right of the typed name.

Associate Professor
Department of Comparative Studies
451 Hagerty Hall
The Ohio State University
Columbus, OH 43210
917 447-3056
morgan.1942@osu.edu

Comparative Studies 2345:
Slavery, Gender, and Race in the Atlantic World
Spring XXXX
Tuesday & Thursday: Hours to be determined
Location TBA

Zachary R. Morgan, Assoc. Prof.

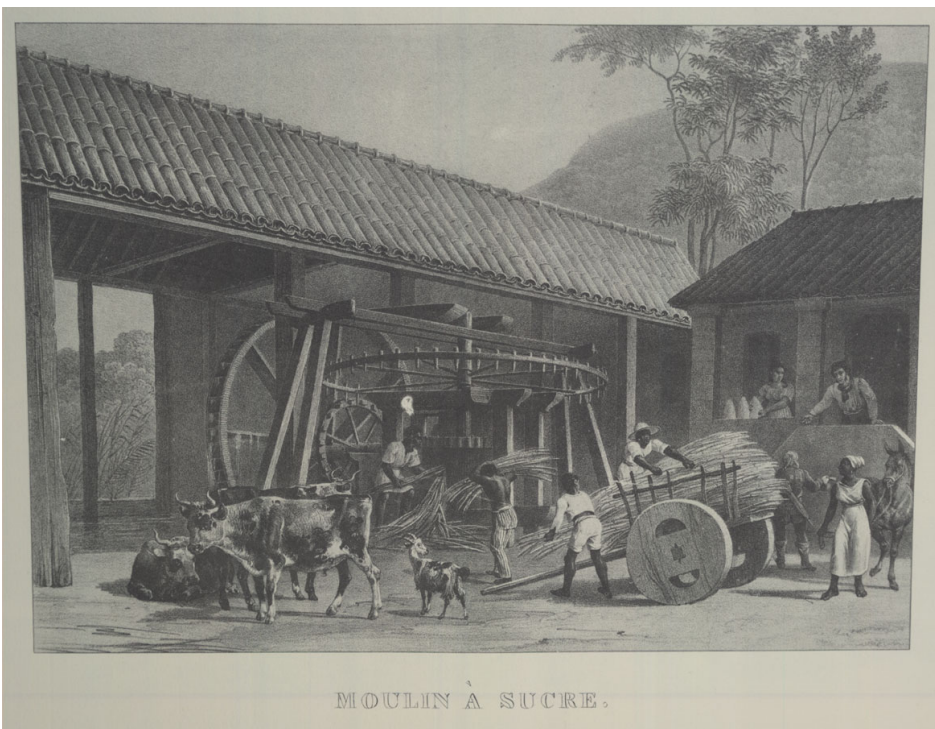
Office: Hagerty Hall, Rm. 475

Tuesday 11:00AM -12:30am, generally in my office, but by Zoom if needed. The link is on the [Carmen/Canvas site](#), and I will notify you if I switch to Zoom). If this time does not work for you, we can meet by arrangement at a better time.

e-mail: morgan.1942@osu.edu

mailbox Hagerty Hall, Rm. 451

Deleted: page



Deleted: 0

Deleted: 12-05-2024

Course Description:

It is of great interest—and more than coincidence—that slavery figured prominently in the background of some of the most "progressive" moments in world history. From ancient Athens and the Roman Empire through the centers of Islamic civilization to the foundations of the North American republic, civilizations have been built upon the forced labor of enslaved men and women. Slavery has a long history in the Near East, Europe, Asia, and Africa. However, the rise of the Atlantic slave trade and the forced relocation of more than ten million enslaved men, women and children to Europe and the Americas radically reshaped the cultures, economies, and histories of those empires, colonies, and nations involved. In this class, we will analyze the various systems of American slavery, resistance to these systems, and the diverse forms of racial and ethnic identity that developed from it.

- Deleted: exportation
- Deleted: and
- Deleted: various
- Deleted: that were
- Deleted: course

From the start of the fifteenth century Iberian "Age of Discovery/Conquest," the profit of colony—on African Atlantic islands, in Brazil, and throughout the Caribbean—was dependent on the exploitation of labor. Initially indigenous populations were enslaved, but their knowledge of the land, ability to avoid capture, and vulnerability to European disease made them impractical to enslave. By the sixteenth century enslaved Africans displaced Indigenous labor throughout the American colonies, and for nearly four-centuries, racial slavery drove the economies of the Atlantic. The creation of racist stereotypes allowed Europeans to justify their violent and perpetual exploitation of Africans, Indigenous Americans, and their descendants. Similarly, the invention of racial, cultural, and ethnic division and hierarchy—in distinct forms throughout the Americas—exploited ethnicity. By privileging American born enslaved over Africans; those who spoke European languages over African languages or creole; mulattos, mixed race, and lighter enslaved people over those with darker skin; free Blacks over enslaved; by formalizing difference between white, Indigenous, and Black, as well as difference between the various mixed race descendants that sexual contact created, colonial elites tried to build a society over which they could divide and rule.

Deleted: The nearly four-century long practice of chattel slavery in the Atlantic World has left an indelible impression on American culture and history. ...

In part, this multi-racial and multi-ethnic social hierarchy was driven by the demographic underrepresentation of European women throughout the early American colonies, and the widespread practice of European men forcibly asserting sexual access to both African and Indigenous women. Patterns of violence and sexual exploitation are ubiquitous everywhere impacted by the Atlantic slave trade, but there is no shared or singular outcome across American colonies, nations and cultures. Too often the study of race, slavery and ethnicity throughout the Americas is overly defined by concepts of racial and ethnic identity in the United

- Deleted: However, t
- Deleted: and
- Deleted: and race relations
- Deleted: 0
- Deleted: 12-05-2024

States. When examined quantitatively, fewer than five percent of the approximately 11 million enslaved people who survived the middle passage arrived in the British colony on the North American continent, so it is essential that we identify and challenge U.S.-centric scholarly models and biases that have inappropriately shaped—and continue to shape—how Ethnic and Cultural Studies have been studied and taught.

Through weekly readings, lectures, film, and discussion (both in person and through discussion threads on Carmen Canvas) we will apply the themes of the GE Foundations: Race, Ethnicity and Gender Diversity (REGD) in order to contextualize and analyze the Atlantic slave trade in the context of modern plantations, its social impact in mining communities, agriculture, and cities, and the importance of the enslaved in the global militaries in the age of independence and in armed uprisings against slavery. We will examine sexual reproduction of the enslaved, compare differences in ethnic identity and racial hierarchy that resulted from sexual contact throughout the Americas, and how these differences shape the cultures of the Americas. We will examine ties between slavery and both the industrial revolution and the modern global economy. We will do so by shifting the focus away from the United States and towards the Atlantic World.

This course fulfills the GE Foundations: Race, Ethnicity and Gender Diversity (REGD)

Race, Ethnicity and Gender Diversity

Goal 1: Successful students will engage in a systematic assessment of how historically and socially constructed categories of race, ethnicity, and gender, and possibly others, shape perceptions, individual outcomes and broader societal, political, economic and cultural systems.

Expected Learning Outcomes (ELOs):

Successful students will:

- 1.1 Describe and evaluate the social positions and representations of categories including race, gender and ethnicity, and possibly others.
- 1.2 Explain how categories including race, gender and ethnicity continue to function within complex systems of power to impact individual lived experiences and broader societal issues.
- 1.3 Analyze how the intersection of categories including race, gender and ethnicity combine to shape lived experiences.
- 1.4 Evaluate social and ethical implications of studying race, gender and ethnicity.

Deleted: This semester we will

Deleted: the

Deleted: ies

Deleted: ies that

Deleted: 0

Deleted: 12-05-2024

Goal 2: Successful students will recognize and compare a range of lived experiences of race, gender and ethnicity. Successful students are able to:

- 2.1 Demonstrate critical self-reflection and critique of their social positions and identities.
- 2.2 Recognize how perceptions of difference shape one's own attitudes, beliefs or behaviors.
- 2.3 Describe how the categories of race, gender and ethnicity influence the lived experiences of others.

This course also fulfills the GE Legacy categories of Diversity, Global Studies and Cultures and Ideas

Diversity-Global Studies

Goal: Students understand the pluralistic nature of institutions, society, and culture in the United States and across the world in order to become educated, productive, and principled citizens. Successful students will be able to:

- Understand some of the political, economic, cultural, physical, social, and philosophical aspects of one or more of the world's nations, peoples and cultures outside the U.S.
- Recognize the role of national and international diversity in shaping their own attitudes and values as global citizens.

Cultures and Ideas

Goals: Students evaluate significant cultural phenomena and ideas in order to develop capacities for aesthetic and historical response and judgment; and interpretation and evaluation. Successful students will be able to:

- Students analyze and interpret major forms of human thought, culture, and expression.
- Students evaluate how ideas influence the character of human beliefs, the perception of reality, and the norms which guide human behavior.

We will meet the above goals and expected outcomes by:

- Exploring both the geography and chronology of the Atlantic Slave trade and by analyzing how it shaped the distinct cultures of modern Americas.
- Examining the role of gender in the Atlantic slave trade, and the importance of reproduction (both forced and chosen) in establishing and reproducing both enslaved and free-Black culture and communities throughout the Americas.

Deleted: elective for

Deleted:

Deleted: -

Deleted: 0

Deleted: 12-05-2024

- Analyze the links between Plantation Slavery and the establishment of the European Industrial Revolution and the modern global economy.
- Applying a comparative analysis; examining the G.E. Foundations of REGD through a broad range of scholarly articles, book chapters, films, artwork, and primary sources from diverse fields and disciplines across the Humanities and Social Sciences.
- Exploring how different political, economic, and cultural policies implemented by different European Empires and independent nations throughout the Americas created radically different cultural concepts of both race and ethnicity.
- Analyzing the fact that both race and ethnicity are social constructs. Students will explore how racist ideas were pragmatically used to justify the establishment of empires, and the perpetual and multi-generational violent enslavement and exploitation of millions of people.
- Decentering the privileged role that plantation production of cotton in the U.S. South in our understanding of slavery, race, ethnicity, and culture in the Americas.
- Through short analytical essays, quizzes, and active participation in on-line and in person discussion, students will show their understanding of the development and impact of the American plantation system, mining, service labor, and urban slavery.
- Through discussion and on-line written participation students will analyze how slavery, and free African descended people, have shaped the various cultures, economy, and nations of the Americas, and how the history of Atlantic slavery continues to shape modern American cultures.
- Assessing students on a wide range of outputs, such as weekly informal writing, periodic synthetic and research essays, oral presentations, and student led discussions. Pushing students to think reflexively, not only examining how their understanding of these themes shift over the course of the semester, but also in their consideration of environments and practices that shaped their understandings prior to taking the course.

Required Texts

Most readings for the course will be available as pdfs on Carmen/Canvas, though there is one book we will read in entirety, which is required. Students should bring printed or downloaded copies of the readings to class. Students who elect to access the readings electronically may use laptops and tablets but accessing texts in smart phones is not acceptable. They are listed below in the order we will use them.

Deleted: 0

Deleted: 12-05-2024

Required text:

- Philip Curtin *The Rise and Fall of the Plantation Complex: Essays in Atlantic History* (Cambridge University Press, 1998)

Articles and chapters as PDFs:

- Jennifer L. Morgan, “Some Could Suckle over Their Shoulder’: Male Travelers, Female Bodies, and the Gendering of Racial Ideology, 1500-1770, *The William and Mary Quarterly*, Vol. 54, No. 1 (Jan., 1997), (pp. 167-192) and Morgan, Jennifer L. “Periodization Problems: Race and Gender in the History of the Early Republic.” *Journal of the Early Republic* 36, no. 2 (2016): 351–57. <https://www.jstor.org/stable/jearlyrepublic.36.2.351>.
- Edward Baptist, Chaps I & 2, “Feet” (pp. 138) and “Head” (pp. 39-74), *The Half has Never Been Told: Slavery and the Making of American Capitalism* (Basic Books, 2014).
- Russell-Wood, A. J. R. “Technology and Society: The Impact of Gold Mining on the Institution of Slavery in Portuguese America.” *The Journal of Economic History* 37, no. 1 (1977): 59–83. <http://www.jstor.org/stable/2119446>.
- Cowling, Camillia. “As a Slave Woman and as a Mother’: Women and the Abolition of Slavery in Havana and Rio de Janeiro.” *Social History* 36, no. 3 (2011): 294–311. <http://www.jstor.org/stable/23072587>.
- Blanchard, Peter. 2002. “The Language of Liberation: Slave Voices in the Wars of Independence.” *Hispanic American Historical Review* 82 (3): 499-523.
- Fuente, Alejandro de la. “Slaves and the Creation of Legal Rights in Cuba: *Coartación* and *Papel*.” *Hispanic American Historical Review*, 2007, 87(4), pp. 659-692
- Barragan, Y. (2021). Commerce in Children: Slavery, Gradual Emancipation, and the Free Womb Trade in Colombia. *The Americas*, 78(2), 229-257. doi:10.1017/tam.2020.136
- Meznar, Joan. “Orphans and the Transition from Slave to Free Labor in Northeast Brazil: The Case of Campina Grande, 1850-1888.” *Journal of Social History* 27, no. 3 (1994): 499–515. <http://www.jstor.org/stable/3788984>.
- *Slavery by Another Name* (PBS, 2012) (<https://www.pbs.org/video/slavery-another-name-slavery-video/>)
- Fick, Carolyn E. “The Haitian Revolution and the Limits of Freedom: Defining Citizenship in the Revolutionary Era.” *Social History* 32, no. 4 (2007): 394–414. <http://www.jstor.org/stable/25594165>.

Deleted: 0

Deleted: 12-05-2024

Assignments: Comparative Studies 2345 is an introductory level course that compares both the cultural and historical impact of the African slave trade throughout the Americas through the lens of GE Foundations for Race, Ethnicity and Gender Diversity (REGD). My intention in the design of this course is two-fold. You should complete this course with a better understanding of the various overlapping phenomena that comprise the cross disciplinary study of slavery, as well as how categories including race, gender and ethnicity continue to function within complex systems of power to impact individual lived experiences and broader societal issues. By the end of the semester, you should have a clearer picture of the ways that Indigenous enslavement and the Atlantic slave trade have shaped American cultures, both in the United States and hemispherically. You should also leave here with a clearer understanding of what it means to read and write critically and analytically and be better acquainted with the various techniques scholars use to research and interpret slavery in the Americas.

Deleted:

Deleted: .

Deleted: e

Deleted: has

Deleted: globally

This course is designed to stress scholarly essay writing. You have a series of short written assignments due over the course of the semester. You will each complete four short (~ 5 page) response papers. In each you should consider how the GE Foundations for Race, Ethnicity and Gender Diversity (REGD)

These assignments are designed to support classroom and recitation work and must be handed in on time. It goes without saying that all written work must be original, any plagiarism will result in an “F” in the course.

Especially given the impact of AI technology these days, papers must be based on clearly cited evidence from the assigned readings. Outside evidence is welcome but not required. Keep in mind that written assignments (papers and on-line discussion) allow you to demonstrate your understanding of the assigned materials, do not substitute outside materials for class readings. Not only quotes, but arguments and evidence on which you draw to build and argument, must be clearly cited following some standard citation form. Personally, as a historian, I like Chicago Manual of Style, also known as Turabian but any accepted form with which you are familiar is fine. Any paper that doesn’t follow standard citation guidelines will be returned to you without a grade. Citation format is quite specific, even if you believe that you know how to construct your citations, I strongly suggest that you examine the citation guides linked to the Canvas page for the class.

Deleted: the class readings with clearly cited evidence.

Deleted: whether from our course readings or outside research, ...

Deleted:

Evaluation: For the short papers, the goal is for you to develop an **argument**. This is different from repeating the details of the reading and is different from “I do/don’t like it.” An argument is based around a

Deleted: 0

Deleted: 12-05-2024

thesis, which answers the question I will ask you, and it should be placed in your introductory paragraph. You then need to support that thesis with clearly interpreted historical evidence from the reading. Your theses need not represent equal and balanced analysis of all of the GE Foundations for Race, Ethnicity and Gender Diversity but in each essay, please consider how one or more of these topics contribute to our understanding of culture in the Atlantic World. For example, you might address how race, ethnicity, and/or gender have shaped attitudes, beliefs, behaviors, and values in different societies.

Exam essays will be graded with the following general standards in mind:

An A essay: is clearly written with no grammatical lapses or major stylistic infelicities; it has an interesting and original argument, which is supported consistently by well-integrated and well-chosen evidence; it demonstrates a comfortable command over the course material.

A B essay: adequately answers the assigned question or topic. It might be marred by problems of presentation, a weak or lackluster argument, or evidence that is used inconsistently or poorly.

A C essay: has some significant flaw. There is no argument; evidence is used poorly; the argument is not proven; the essay ignores obvious and important sources; the argument is unbalanced; there are some major writing problems.

A D essay: might have an interesting argument but makes insufficient use of evidence. A D essay might be so encumbered by grammatical lapses that it is impossible to evaluate the prose.

An E essay: disaster has struck.

If you have any questions about citations, thesis, argument, or how you document your argument with evidence from the reading (and even if you don't it can't hurt) consult the writing guides linked to the course's Canvas page, or if you can consult the manual below.

Kate L. Turabian, *A Manual for Writers of Term Papers, Theses, and Dissertations*, 6th rev. ed. (Chicago: University of Chicago Press, 1996). O'Neill Reference: LB2369.T8 1996

Appealing a grade: If you feel you have been graded unfairly, you are invited to discuss your grade with me provided that you write a paragraph in which you explain how you feel your work has been unfairly evaluated and hand that paragraph, with the original paper, to

Deleted: F

Deleted: 0

Deleted: 12-05-2024

me for consideration **before** your conference. This paragraph should NOT address the process of writing your paper (your hard work, your overall GPA, how well you thought you had done on the paper) since it is not possible to grade effort. Rather, your paragraph must focus on the content of your paper: its thesis, structure, and evidence.

Quizzes: A map quiz will be administered during **WEEK 3** class. You will be expected to identify the nations and capitals of the American nations. Additionally, during **WEEK 12** of class, there will be a quiz on the dates of abolition throughout the Americas. Review sheets will be posted on Canvas and you will have a word bank for the map quiz.

Participation: This course meets 2 times per week. Generally, Tuesdays will be lecture. Each Thursday we have the privilege of participating in a seminar-style discussion, meaning that we will meet solely to discuss the readings/assignments on that day. For a class of this format to work, everyone needs to come to class prepared, having done and thought about the readings, and ready to discuss them. Participation is both graded and required. There are two pieces required to fulfill the participation requirement, described below. Unexcused absences will jeopardize your grade in the course. If you have a valid reason for missing class, please let me know. Otherwise, I expect you there, especially for Thursday discussion sections. Depending on enrollment size, each of you will be responsible to lead one discussion section, either alone or in a small group. I will circulate a calendar.

Discussion Posts (eight posts required, out of 10 weeks of class during which we have no papers due, so you can skip 2 at your discretion): Ideally by Wednesday night before class, but no later than 8:00 am on Thursday mornings, you must write a thoughtful discussion question of at least 150 words for each class session directly analyzing the text we've read. Most weeks I will post questions/topics I hope to address in class. Your post should include at least two possible discussion questions. You can raise a question or concern you had with an aspect/idea in the reading, you might point to something you did not understand or something with which you disagree. If the latter, your critique should be just that, a critique. It should be well supported, sustained with argument and example rather than just a more visceral response to what you read. Throughout the semester it is important that we identify and discuss how the themes of GE Foundations for Race, Ethnicity and Gender Diversity link current readings to previous course materials. For example, you might analyze how categories including race, gender and ethnicity serve as a lens through which we see how American slavery continues to impact individual lived experiences and broader societal issues. Your post can stand alone or build on someone else's post and should be approximately 150-200 words long. **Posts are due by**

Deleted: It's also useful to start drawing connections between the reading and previous class reading we've done

Deleted: 0

Deleted: 12-05-2024

8:00am on the day of class. Late posts don't count, and each post is a significant part of your grade. There will be no on-line discussion on the days that short papers are due (**WEEKS 4, 7 11, & 14**), instead we will base discussions those days on your papers, you should be prepared to present your general argument.

Films: I will use several films—in part or in whole—during classes, or as home assignments. You are responsible for their content, and I expect them to be used in your weekly discussion. If you miss an in class film contact me about where you can view them.

Attendance policy: Attendance is mandatory and will be recorded. You are allowed three unexcused absences for the semester. A fourth absence will result in the final grade being rounded down (e.g. A- becomes B+, C becomes C-) a fifth absence will cost a whole letter grade. No student missing six or more classes should expect to pass the class.

The Writing Center: [At the Center for the Study and Teaching of Writing](#) offers free help with writing at any stage of the writing process for any member of the university community. During our sessions, consultants can work with you on anything from research papers to lab reports, from dissertations to résumés, from proposals to application materials. They offer two types of appointments: **Online Drop-off consultations** and **Online Live Chat consultations**. Check out available support at

<https://cstw.osu.edu/our-programs/writing-center>

Class /University Policies

Technology Policy: Volume on your phones should be turned down, and they should not be visible or used during class. I understand if there is an emergency (however you may define that), but if you need to use your phone, please do not make a habit of it.

Please behave civilly, in-class and on-line: Address people by their preferred pronouns and be gracious when people make mistakes, treat each other with respect, refrain from personal attacks, disagree in ways that make your point without trashing the other person or his/her/their opinion.

COVID-19 Statement: You are expected to abide by Ohio State's COVID-19 health and safety guidelines. Should an increase in COVID-19 require OSU to determine that everyone be required to wear a face mask in university buildings, including classrooms, that will be the rule in my class. If you prefer to, you should feel welcome to mask in my class, no

Deleted: The Writing Center

Deleted: Appointments are available in-person at 4120 Smith Lab, as well as for online sessions. You may schedule an in-person or online appointment by visiting WC Online or by calling 614-688-4291. Please note that the Writing Center also offers daily walk-in hours—no appointment necessary—in Thompson Library. You do not have to bring in a piece of writing to schedule a writing center appointment. Many students report that some of their most productive sessions entail simply talking through ideas. Please check out our Individual Writing Support (<https://cstw.osu.edu/writing-center/individual-writing-support>) and Group Writing Support (<https://cstw.osu.edu/writing-center/group-writing-support>) pages for the types of consultations we provide. We also maintain a [Writing Resources](#) page with writing handouts and links to ¶

Deleted: 0

Deleted: 12-05-2024

one should be made to feel uncomfortable for trying to protect their health.

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 Greeneville and the forced removal of tribes through the Indian Removal Act of 1830. As a land grant institution, we want to honor the resiliency of these tribal nations and recognize the historical contexts that has and continues to affect the Indigenous peoples of this land.

Email and In-Person Etiquette: See this url: <https://bit.ly/2v2Ethk> and feel free to include it in your syllabi and TA pages if you are inclined. Unless/until told otherwise, address all professors with Prof. [Insert Last Name], get to the point quickly, make sure you've looked at the syllabus to see if the question has been answered there, and wait at least 24 hours before sending a follow-up email if you haven't received a response. You will likely need to wait until the next weekday if you've emailed on a weekend. Many, many students get these things wrong, especially when addressing faculty of color and/or women faculty.

Statement on Academic Integrity: Academic integrity is essential to maintaining an environment that fosters excellence in teaching, research, and other educational and scholarly activities. Thus, students are expected to complete all academic and scholarly assignments with fairness and honesty.

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 3335-5-48.7 \(B\)](#)). For additional information, see the [Code of Student Conduct](#).

Please note that any student found handing in work that is plagiarized, produced by AI, copied from the internet, resubmitting previously graded work submitted by you or another student, will be referred to the Committee on Academic Misconduct. You may not copy an author's phrases or sentences without placing the words in quotation marks and citing the source of terms with endnotes or footnotes. You also must cite

- Deleted: work
- Deleted: otherwise, **will fail the assignment with a numeric grade of 0 (not an F)**, and I
- Deleted: the case
- Deleted: Office of Academic Integrity
- Deleted: 0
- Deleted: 12-05-2024

historical ideas and/or arguments. If you are at all unsure of the definition of plagiarism, or of the proper format for citations and/or footnotes, please see me and ask. Remember that plagiarism is a very serious violation of OSU's rules, and submitting plagiarized work can lead to severe penalties.

Turnitin.com: All written work submitted through Canvas/Carmen will be tested through an anti-plagiarism/originality screening. The results of that examination will be visible to you and me. I do not expect 100% originality. Your quotes and your citation will turn up as "unoriginal." The concern is when the writing within your essay mirrors other unattributed sources.

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 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; 614-292-3307; or slds.osu.edu.

Mental Health and Consultation Services: As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life's Counseling and Consultation Service (CCS) by visiting ccs.osu.edu or calling [614-292-5766](tel:614-292-5766). CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on call counselor when CCS is closed at [614-292-5766](tel:614-292-5766) and 24 hour emergency

Deleted: 0

Deleted: 12-05-2024

help is also available 24/7 by dialing 988 to reach the Suicide and Crisis Lifeline.

Policy on Children in Class (Borrowed with permission from Dr. Melissa Cheyney's Syllabus): It is my belief that if we want women in academia, that we should also expect children to be present in some form. Currently, the university does not have a formal policy on children in the classroom. The policy described here is thus, a reflection of my own beliefs and commitments to student, staff and faculty parents. As possible it applied to both fathers and mothers.

- 1) All exclusively breastfeeding babies are welcome in class as often as is necessary to support the breastfeeding relationship. Because not all women can pump sufficient milk, and not all babies will take a bottle reliably, I never want students to feel like they have to choose between feeding their baby and continuing their education. You and your nursing baby are welcome in class anytime.
- 2) For older children and babies, I understand that minor illnesses and unforeseen disruptions in childcare often put parents in the position of having to choose between missing class to stay home with a child and leaving him or her with someone you or the child does not feel comfortable with. While this is not meant to be a long-term childcare solution, occasionally bringing a child to class in order to cover gaps in care is perfectly acceptable.
- 3) I ask that all students work with me to create a welcoming environment that is respectful of all forms of diversity, including diversity in parenting status.
- 4) In all cases where babies and children come to class, I ask that you sit close to the door so that if your little one needs special attention and is disrupting learning for other students, you may step outside until their need has been met. Non-parents in the class, please reserve seats near the door for your parenting classmates.
- 5) Finally, I understand that often the largest barrier to completing your coursework once you become a parent is the tiredness many parents feel in the evening once children have *finally* gone to sleep. The struggles of balancing school, childcare and at times another job are exhausting! I hope that you will feel comfortable disclosing your student-parent status to me. This is the first step in my being able to accommodate any special needs that arise. While I maintain the same high expectations for all student in my classes regardless of parenting status, I am happy to problem solve with you in a way that makes you feel supported as you strive for

Deleted: 0

Deleted: 12-05-2024

school-parenting balance. Thank you for the diversity you bring to our classroom!

Canvas: This course has an on-line component through Canvas. To avoid lost paperwork on both ends the syllabus, assignments, review maps, etc. will be available on-line. You will also submit all written assignments on-line. Assignments need to be submitted before class begins on the day they are due, or they will be marked as late.

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

Deleted: 0

Deleted: 12-05-2024

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](#))

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

Campus Free Speech Policy: Our [Shared Values](#) include a commitment to diversity and innovation. Pursuant to these values, the university promotes a culture of welcoming differences, making connections among people and ideas, and encouraging open-minded exploration, risk-taking, and freedom of expression. As a land-grant institution, the university takes seriously its role in promoting and supporting public discourse. To that end, Ohio State is steadfastly committed to protecting the First Amendment right to free speech and academic freedom on its campuses, and to upholding the university’s academic motto — “Education for Citizenship.” The [Campus Free Speech policy](#) adopted in May supports this commitment.

Inclusive Language

“Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with differences of race, culture, religion, politics, sexual orientation, gender identity and expression, and nationalities. Class rosters are provided to the instructor and may include the student’s legal name unless changed via the University Name Change policy. I will gladly honor your request to address you by another name or gender pronoun. Please advise me of this early in the semester so that I may make appropriate changes to my records.”

The course grades will be weighted as follows*:

Short papers (15% x 4)	60%
Participation (in class and online)	25%
Quizzes (7.5% x 2)	15%

*Please note that the grades are not weighed on Canvas. The “number” it churns out weighs everything equally. It tracks completion of requirements in the class, but its percentage will not be the same number as your grade in the class. Use the above weights for your grades to estimate your grade.

Deleted: ¶

Deleted: ¶
Page Break

Deleted: 0
Deleted: 12-05-2024

Grading Scale:

93-100 = A	74-76 = C
90-93 = A-	70-73 = C-
87-89 = B+	67-69 = D+
84-86 = B	60-66 = D
80-83 = B-	60-59 = E
77-79 = C+	

Deleted: 4

Deleted: 60-63 = D- ¶

Topical calendar:

Week 1: The Origins of Plantation Slavery

Read: *The Rise and Fall of the Plantation Complex* “Preface” & Chaps. 1 & 2 (pp. ix-28)

Week 2: Inventing Africans: Race, Gender, and Civilization

Read: Jennifer L. Morgan, “‘Some Could Suckle over Their Shoulder’: Male Travelers, Female Bodies, and the Gendering of Racial Ideology, 1500-1770, *The William and Mary Quarterly*, Vol. 54, No. 1 (Jan., 1997), (pp. 167-192) and Morgan, “Periodization Problems: Race and Gender in the History of the Early Republic.” *Journal of the Early Republic* 36, no. 2 (2016): 351-57. <https://www.jstor.org/stable/jearlyrepublic.36.2.351>.

Week 3: Portuguese Colonization in Africa & Brazil: the transition from Indigenous to African slavery

Deleted: :

Read: Curtin, *The Rise and Fall of the Plantation Complex* “Chaps. 3, 4 & 5 (pp. 29-72)

****Quiz of American nations and capitals class Thursday****

Week 4: The Plantation in the 17th Century

Read: *The Rise and Fall of the Plantation Complex* “Seventeenth-century transition,” Chapters 6, 7, & 8 (pp. 73-112)

****Paper #1 on “Plantations and Modernization in the Western World” due to Canvas before class on Thursday.****

Deleted: 0

Deleted: 12-05-2024

Week 5: Slavery in the Age of Revolution

Read: Curtin, *The Rise and Fall of the Plantation Complex* Chapters 9-12 in “Apogee and revolution” (pp. 113-169)

Week 6: Second Slavery

Read: Curtin, *The Rise and Fall of the Plantation Complex*, “Aftermath” Chapters 13, 14 & Retrospect (pp.173-206)

Week 7: The Exception of U.S. Cotton Plantations: Forced Reproduction and the Growth of Enslaved African-American Population

Edward Baptist, Chaps 4 & 7, “Left Hand, 1805-1861” (pp. 111-145) and “Seed, 1829-1837” (pp. 215-260), *The Half has Never Been Told: Slavery and the Making of American Capitalism* (Basic Books, 2014).

****Paper #2 on “Cotton and U.S. Exceptionalism” due to Canvas before class on Thursday.****

Week 8: The Cultural Impact of Mining: Understanding Freedom in a Slave Society

Russell-Wood, A. J. R. “Technology and Society: The Impact of Gold Mining on the Institution of Slavery in Portuguese America.” *The Journal of Economic History* 37, no. 1 (1977): 59–83. <http://www.jstor.org/stable/2119446>.

Week 9: Reproduction and Abolition in the Cities

Cowling, Camillia. “As a Slave Woman and as a Mother’: Women and the Abolition of Slavery in Havana and Rio de Janeiro.” *Social History* 36, no. 3 (2011): 294–311. <http://www.jstor.org/stable/23072587>.

Week 10: Enslaved Soldiers in the Spanish American Wars for Independence: Race, Citizenship, and Ethnicity in America

Deleted: 0

Deleted: 12-05-2024

Blanchard, Peter. 2002. "The Language of Liberation: Slave Voices in the Wars of Independence." *Hispanic American Historical Review* 82 (3): 499-523.

Week 11: The Laws of Freedom and Abolition

Fuente, Alejandro de la. "Slaves and the Creation of Legal Rights in Cuba: *Coartación* and *Papel*." *Hispanic American Historical Review*, 2007, 87(4), pp. 659-692

****Paper #3 on "Agency and Individual Freedom" due to Canvas before class on Thursday.****

Week 12: Free Womb Laws: Negotiating Generational Freedom

Barragan, Y. (2021). Commerce in Children: Slavery, Gradual Emancipation, and the Free Womb Trade in Colombia. *The Americas*, 78(2), 229-257. doi:10.1017/tam.2020.136

****Quiz on American abolition in class Thursday****

Week 13: Extracting Labor from Free Black Americans

Meznar, Joan. "Orphans and the Transition from Slave to Free Labor in Northeast Brazil: The Case of Campina Grande, 1850-1888." *Journal of Social History* 27, no. 3 (1994): 499-515. <http://www.jstor.org/stable/3788984>.

And watch *Slavery by Another Name* (PBS, 2012) (<https://www.pbs.org/video/slavery-another-name-slavery-video/>)

Week 14: Citizenship and Ethnicity in the Age of Abolition: The Haitian Revolution

Fick, Carolyn E. "The Haitian Revolution and the Limits of Freedom: Defining Citizenship in the Revolutionary Era." *Social History* 32, no. 4 (2007): 394-414. <http://www.jstor.org/stable/25594165>.

****Paper #4 on "Abolition and Forced Labor" due to Canvas before class on Thursday.****

Deleted: 0

Deleted: 12-05-2024

Comparative Studies 2343:
Slavery, Gender, and Race in the Atlantic World
Spring XXXX
Tuesday & Thursday: Hours to be determined
Location TBA

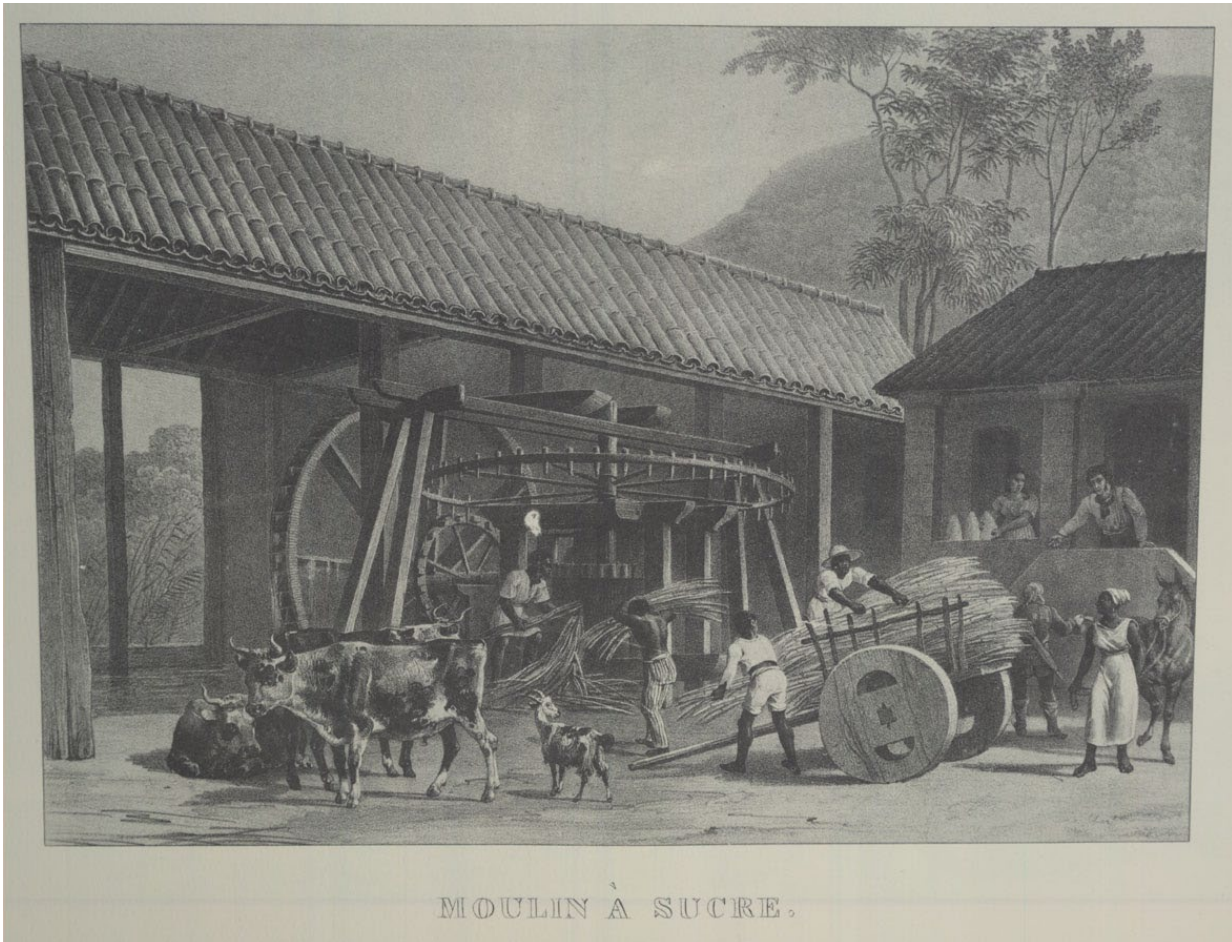
Zachary R. Morgan, Assoc. Prof.

Office: Hagerty Hall, Rm. 475

Tuesday 11:00AM -12:30am, generally in my office, but by Zoom if needed. The link is on the Carmen/Canvas site and I will notify you if I switch to Zoom). If this time does not work for you, we can meet by arrangement at a better time.

e-mail: morgan.1942@osu.edu

mailbox Hagerty Hall, Rm. 451



Course Description:

It is of great interest—and more than coincidence—that slavery figured prominently in the background of some of the most "progressive" moments in world history. From ancient Athens and the Roman Empire through the centers of Islamic civilization to the foundations of the North American republic, civilizations have been built upon the forced labor of enslaved men and women. Slavery has a long history in the Near East, Europe, Asia, and Africa. However, the rise of the Atlantic slave trade and the forced relocation of more than ten million enslaved men, women and children to Europe and the Americas radically reshaped the cultures, economies, and histories of those empires, colonies, and nations involved. In this class we will analyze the various systems of American slavery, resistance to these systems, and the diverse forms of racial and ethnic identity that developed from it.

From the start of the fifteenth century Iberian “Age of Discovery/Conquest,” the profit of colony—on African Atlantic islands, in Brazil, and throughout the Caribbean—was dependent on the exploitation of labor. Initially indigenous populations were enslaved, but their knowledge of the land, ability to avoid capture, and vulnerability to European disease made them impractical to enslave. By the sixteenth century enslaved Africans displaced Indigenous labor throughout the American colonies, and for nearly four-centuries, racial slavery drove the economies of the Atlantic. The creation of racist stereotypes allowed Europeans to justify their violent and perpetual exploitation of Africans, Indigenous Americans, and their descendants. Similarly, the invention of racial, cultural, and ethnic division and hierarchy—in distinct forms throughout the Americas—exploited ethnicity. By privileging American born enslaved over Africans; those who spoke European languages over African languages or creole; mulattos, mixed race, and lighter enslaved people over those with darker skin; free Blacks over enslaved; by formalizing difference between white, Indigenous, and Black, as well as difference between the various mixed race descendants that sexual contact created, colonial elites tried to build a society over which they could divide and rule.

In part, this multi-racial and multi-ethnic social hierarchy was driven by the demographic underrepresentation of European women throughout the early American colonies, and the widespread practice of European men forcibly asserting sexual access to both African and Indigenous women. Patterns of violence and sexual exploitation are ubiquitous everywhere impacted by the Atlantic slave trade, but there is no shared or singular outcome across American colonies, nations and cultures. Too often the study of race, slavery and ethnicity throughout the Americas is overly defined by concepts of racial and ethnic identity in the United

States. When examined quantitatively, fewer than five percent of the approximately 11 million enslaved people who survived the middle passage arrived in the British colony on the North American continent, so it is essential that we identify and challenge U.S.-centric scholarly models and biases that have inappropriately shaped—and continue to shape—how Ethnic and Cultural Studies have been studied and taught.

Through weekly readings, lectures, film, and discussion (both in person and through discussion threads on Carmen Canvas) we will apply the themes of the GE Foundations: Race, Ethnicity and Gender Diversity (REGD) in order to contextualize and analyze the Atlantic slave trade in the context of modern plantations, its social impact in mining communities, agriculture, and cities, and the importance of the enslaved in the global militaries in the age of independence and in armed uprisings against slavery. We will examine sexual reproduction of the enslaved, compare differences in ethnic identity and racial hierarchy that resulted from sexual contact throughout the Americas, and how these differences shape the cultures of the Americas. We will examine ties between slavery and both the industrial revolution and the modern global economy. We will do so by shifting the focus away from the United States and towards the Atlantic World.

This course fulfills the GE Foundations: Race, Ethnicity and Gender Diversity (REGD)

Race, Ethnicity and Gender Diversity

Goal 1: Successful students will engage in a systematic assessment of how historically and socially constructed categories of race, ethnicity, and gender, and possibly others, shape perceptions, individual outcomes and broader societal, political, economic and cultural systems.

Expected Learning Outcomes (ELOs):

Successful students will:

- 1.1 Describe and evaluate the social positions and representations of categories including race, gender and ethnicity, and possibly others.
- 1.2 Explain how categories including race, gender and ethnicity continue to function within complex systems of power to impact individual lived experiences and broader societal issues.
- 1.3 Analyze how the intersection of categories including race, gender and ethnicity combine to shape lived experiences.
- 1.4 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. Successful students are able to:

- 2.1 Demonstrate critical self-reflection and critique of their social positions and identities.
- 2.2 Recognize how perceptions of difference shape one's own attitudes, beliefs or behaviors.
- 2.3 Describe how the categories of race, gender and ethnicity influence the lived experiences of others.

This course also fulfills the GE Legacy categories of *Diversity: Global Studies and Cultures and Ideas*

Diversity-Global Studies

Goal: Students understand the pluralistic nature of institutions, society, and culture in the United States and across the world in order to become educated, productive, and principled citizens. Successful students will be able to:

- Understand some of the political, economic, cultural, physical, social, and philosophical aspects of one or more of the world's nations, peoples and cultures outside the U.S.
- Recognize the role of national and international diversity in shaping their own attitudes and values as global citizens.

Cultures and Ideas

Goals: Students evaluate significant cultural phenomena and ideas in order to develop capacities for aesthetic and historical response and judgment; and interpretation and evaluation. Successful students will be able to:

- Students analyze and interpret major forms of human thought, culture, and expression.
- Students evaluate how ideas influence the character of human beliefs, the perception of reality, and the norms which guide human behavior.

We will meet the above goals and expected outcomes by:

- Exploring both the geography and chronology of the Atlantic Slave trade and by analyzing how it shaped the distinct cultures of modern Americas.
- Examining the role of gender in the Atlantic slave trade, and the importance of reproduction (both forced and chosen) in establishing and reproducing both enslaved and free-Black culture and communities throughout the Americas.

- Analyze the links between Plantation Slavery and the establishment of the European Industrial Revolution and the modern global economy.
- Applying a comparative analysis; examining the G.E. Foundations of REGD through a broad range of scholarly articles, book chapters, films, artwork, and primary sources from diverse fields and disciplines across the Humanities and Social Sciences.
- Exploring how different political, economic, and cultural policies implemented by different European Empires and independent nations throughout the Americas created radically different cultural concepts of both race and ethnicity.
- Analyzing the fact that both race and ethnicity are social constructs. Students will explore how racist ideas were pragmatically used to justify the establishment of empires, and the perpetual and multi-generational violent enslavement and exploitation of millions of people.
- Decentering the privileged role that plantation production of cotton in the U.S. South in our understanding of slavery, race, ethnicity, and culture in the Americas.
- Through short analytical essays, quizzes, and active participation in on-line and in person discussion, students will show their understanding of the development and impact of the American plantation system, mining, service labor, and urban slavery.
- Through discussion and on-line written participation students will analyze how slavery, and free African descended people, have shaped the various cultures, economy, and nations of the Americas, and how the history of Atlantic slavery continues to shape modern American cultures.
- Assessing students on a wide range of outputs, such as weekly informal writing, periodic synthetic and research essays, oral presentations, and student led discussions. Pushing students to think reflexively, not only examining how their understanding of these themes shift over the course of the semester, but also in their consideration of environments and practices that shaped their understandings prior to taking the course.

Required Texts

Most readings for the course will be available as pdfs on Carmen/Canvas, though there is one book we will read in entirety, which is required. Students should bring printed or downloaded copies of the readings to class. Students who elect to access the readings electronically may use laptops and tablets but accessing texts in smart phones is not acceptable. They are listed below in the order we will use them.

Required text:

- Philip Curtin *The Rise and Fall of the Plantation Complex: Essays in Atlantic History* (Cambridge University Press, 1998)

Articles and chapters as PDFs:

- Jennifer L. Morgan, “Some Could Suckle over Their Shoulder’: Male Travelers, Female Bodies, and the Gendering of Racial Ideology, 1500-1770, *The William and Mary Quarterly*, Vol. 54, No. 1 (Jan., 1997), (pp. 167-192) and Morgan, Jennifer L. “Periodization Problems: Race and Gender in the History of the Early Republic.” *Journal of the Early Republic* 36, no. 2 (2016): 351–57. <https://www.jstor.org/stable/jearlyrepublic.36.2.351>.
- Edward Baptist, Chaps I & 2, “Feet” (pp. 138) and “Head” (pp. 39-74), *The Half has Never Been Told: Slavery and the Making of American Capitalism* (Basic Books, 2014).
- Russell-Wood, A. J. R. “Technology and Society: The Impact of Gold Mining on the Institution of Slavery in Portuguese America.” *The Journal of Economic History* 37, no. 1 (1977): 59–83. <http://www.jstor.org/stable/2119446>.
- Cowling, Camillia. “As a Slave Woman and as a Mother’: Women and the Abolition of Slavery in Havana and Rio de Janeiro.” *Social History* 36, no. 3 (2011): 294–311. <http://www.jstor.org/stable/23072587>.
- Blanchard, Peter. 2002. "The Language of Liberation: Slave Voices in the Wars of Independence." *Hispanic American Historical Review* 82 (3): 499-523.
- Fuente, Alejandro de la. “Slaves and the Creation of Legal Rights in Cuba: *Coartación* and *Papel*.” *Hispanic American Historical Review*, 2007, 87(4), pp. 659-692
- Barragan, Y. (2021). Commerce in Children: Slavery, Gradual Emancipation, and the Free Womb Trade in Colombia. *The Americas*, 78(2), 229-257. doi:10.1017/tam.2020.136
- Meznar, Joan. “Orphans and the Transition from Slave to Free Labor in Northeast Brazil: The Case of Campina Grande, 1850-1888.” *Journal of Social History* 27, no. 3 (1994): 499–515. <http://www.jstor.org/stable/3788984>.
- *Slavery by Another Name* (PBS, 2012) (<https://www.pbs.org/video/slavery-another-name-slavery-video/>)
- Fick, Carolyn E. “The Haitian Revolution and the Limits of Freedom: Defining Citizenship in the Revolutionary Era.” *Social History* 32, no. 4 (2007): 394–414. <http://www.jstor.org/stable/25594165>.

Assignments: Comparative Studies 2343 is an introductory level course that compares both the cultural and historical impact of the African slave trade throughout the Americas through the lens of GE Foundations for Race, Ethnicity and Gender Diversity (REGD). My intention in the design of this course is two-fold. You should complete this course with a better understanding of the various overlapping phenomena that comprise the cross disciplinary study of slavery, as well as how categories including race, gender and ethnicity continue to function within complex systems of power to impact individual lived experiences and broader societal issues. By the end of the semester, you should have a clearer picture of the ways that Indigenous enslavement and the Atlantic slave trade have shaped American cultures, both in the United States and hemispherically. You should also leave here with a clearer understanding of what it means to read and write critically and analytically and be better acquainted with the various techniques scholars use to research and interpret slavery in the Americas.

This course is designed to stress scholarly essay writing. You have a series of short written assignments due over the course of the semester. You will each complete four short (~ 5 page) response papers. In each you should consider how the GE Foundations for Race, Ethnicity and Gender Diversity (REGD)

These assignments are designed to support classroom and recitation work and must be handed in on time. It goes without saying that all written work must be original, any plagiarism will result in an “F” in the course.

Especially given the impact of AI technology these days, papers must be based on clearly cited evidence from the assigned readings. Outside evidence is welcome but not required. Keep in mind that written assignments (papers and on-line discussion) allow you to demonstrate your understanding of the assigned materials, do not substitute outside materials for class readings. Not only quotes, but arguments and evidence on which you draw to build an argument, must be clearly cited following some standard citation form. Personally, as a historian, I like Chicago Manual of Style, also known as Turabian but any accepted form with which you are familiar is fine. Any paper that doesn't follow standard citation guidelines will be returned to you without a grade. Citation format is quite specific, even if you believe that you know how to construct your citations, I strongly suggest that you examine the citation guides linked to the Canvas page for the class.

Evaluation: For the short papers, the goal is for you to develop an **argument**. This is different from repeating the details of the reading and is different from “I do/don't like it.” An argument is based around a

thesis, which answers the question I will ask you, and it should be placed in your introductory paragraph. You then need to support that thesis with clearly interpreted historical evidence from the reading. Your theses need not represent equal and balanced analysis of all of the GE Foundations for Race, Ethnicity and Gender Diversity but in each essay, please consider how one or more of these topics contribute to our understanding of culture in the Atlantic World. For example, you might address how race, ethnicity, and/or gender have shaped attitudes, beliefs, behaviors, and values in different societies.

Exam essays will be graded with the following general standards in mind:

An A essay: is clearly written with no grammatical lapses or major stylistic infelicities; it has an interesting and original argument, which is supported consistently by well-integrated and well-chosen evidence; it demonstrates a comfortable command over the course material.

A B essay: adequately answers the assigned question or topic. It might be marred by problems of presentation, a weak or lackluster argument, or evidence that is used inconsistently or poorly.

A C essay: has some significant flaw. There is no argument; evidence is used poorly; the argument is not proven; the essay ignores obvious and important sources; the argument is unbalanced; there are some major writing problems.

A D essay: might have an interesting argument but makes insufficient use of evidence. A D essay might be so encumbered by grammatical lapses that it is impossible to evaluate the prose.

An E essay: disaster has struck.

If you have any questions about citations, thesis, argument, or how you document your argument with evidence from the reading (and even if you don't it can't hurt) consult the writing guides linked to the course's Canvas page, or if you can consult the manual below.

Kate L. Turabian, *A Manual for Writers of Term Papers, Theses, and Dissertations*, 6th rev. ed. (Chicago: University of Chicago Press, 1996).
O'Neill Reference: [LB2369.T8 1996](#)

Appealing a grade: If you feel you have been graded unfairly, you are invited to discuss your grade with me provided that you write a paragraph in which you explain how you feel your work has been unfairly evaluated and hand that paragraph, with the original paper, to

me for consideration **before** your conference. This paragraph should NOT address the process of writing your paper (your hard work, your overall GPA, how well you thought you had done on the paper) since it is not possible to grade effort. Rather, your paragraph must focus on the content of your paper: its thesis, structure, and evidence.

Quizzes: A map quiz will be administered during **WEEK 3** class. You will be expected to identify the nations and capitals of the American nations. Additionally, during **WEEK 12** of class, there will be a quiz on the dates of abolition throughout the Americas. Review sheets will be posted on Canvas and you will have a word bank for the map quiz.

Participation: This course meets 2 times per week. Generally, Tuesdays will be lecture. Each Thursday we have the privilege of participating in a seminar-style discussion, meaning that we will meet solely to discuss the readings/assignments on that day. For a class of this format to work, everyone needs to come to class prepared, having done and thought about the readings, and ready to discuss them. Participation is both graded and required. There are two pieces required to fulfill the participation requirement, described below. Unexcused absences will jeopardize your grade in the course. If you have a valid reason for missing class, please let me know. Otherwise, I expect you there, especially for Thursday discussion sections. Depending on enrollment size, each of you will be responsible to lead one discussion section, either alone or in a small group. I will circulate a calendar.

Discussion Posts (eight posts required, out of 10 weeks of class during which we have no papers due, so you can skip 2 at your discretion): Ideally by Wednesday night before class, but no later than 8:00 am on Thursday mornings, you must write a thoughtful discussion question of at least 150 words for each class session directly analyzing the text we've read. Most weeks I will post questions/topics I hope to address in class. Your post should include at least two possible discussion questions. You can raise a question or concern you had with an aspect/idea in the reading, you might point to something you did not understand or something with which you disagree. If the latter, your critique should be just that, a critique. It should be well supported, sustained with argument and example rather than just a more visceral response to what you read. Throughout the semester it is important that we identify and discuss how the themes of GE Foundations for Race, Ethnicity and Gender Diversity link current readings to previous course materials. For example, you might analyze how categories including race, gender and ethnicity serve as a lens through which we see how American slavery continues to impact individual lived experiences and broader societal issues. . Your post can stand alone or build on someone else's post and should be approximately 150-200 words long. **Posts are due by**

8:00am on the day of class. Late posts don't count, and each post is a significant part of your grade. There will be no on-line discussion on the days that short papers are due (**WEEKS 4, 7 11, & 14**), instead we will base discussions those days on your papers, you should be prepared to present your general argument.

Films: I will use several films—in part or in whole—during classes, or as home assignments. You are responsible for their content, and I expect them to be used in your weekly discussion. If you miss an in class film contact me about where you can view them.

Attendance policy: Attendance is mandatory and will be recorded. You are allowed three unexcused absences for the semester. A fourth absence will result in the final grade being rounded down (e.g. A- becomes B+, C becomes C-) a fifth absence will cost a whole letter grade. No student missing six or more classes should expect to pass the class.

The Writing Center: At the Center for the Study and Teaching of Writing offers free help with writing at any stage of the writing process for any member of the university community. During our sessions, consultants can work with you on anything from research papers to lab reports, from dissertations to résumés, from proposals to application materials. They offer two types of appointments: **Online Drop-off consultations** and **Online Live Chat consultations**. Check out available support at

(<https://cstw.osu.edu/our-programs/writing-center>)

Class /University Policies

Technology Policy: Volume on your phones should be turned down, and they should not be visible or used during class. I understand if there is an emergency (however you may define that), but if you need to use your phone, please do not make a habit of it.

Please behave civilly, in-class and on-line: Address people by their preferred pronouns and be gracious when people make mistakes, treat each other with respect, refrain from personal attacks, disagree in ways that make your point without trashing the other person or his/her/their opinion.

COVID-19 Statement: You are expected to abide by Ohio State's COVID-19 health and safety guidelines. Should an increase in COVID-19 require OSU to determine that everyone be required to wear a face mask in university buildings, including classrooms, that will be the rule in my class. If you prefer to, you should feel welcome to mask in my class, no

one should be made to feel uncomfortable for trying to protect their health.

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 Greeneville and the forced removal of tribes through the Indian Removal Act of 1830. As a land grant institution, we want to honor the resiliency of these tribal nations and recognize the historical contexts that has and continues to affect the Indigenous peoples of this land.

Email and In-Person Etiquette: See this url: <https://bit.ly/2v2Ethk> and feel free to include it in your syllabi and TA pages if you are inclined. Unless/until told otherwise, address all professors with Prof. [Insert Last Name], get to the point quickly, make sure you've looked at the syllabus to see if the question has been answered there, and wait at least 24 hours before sending a follow-up email if you haven't received a response. You will likely need to wait until the next weekday if you've emailed on a weekend. Many, many students get these things wrong, especially when addressing faculty of color and/or women faculty.

Statement on Academic Integrity: Academic integrity is essential to maintaining an environment that fosters excellence in teaching, research, and other educational and scholarly activities. Thus, students are expected to complete all academic and scholarly assignments with fairness and honesty.

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 3335-5-48.7 \(B\)](#)). For additional information, see the [Code of Student Conduct](#).

Please note that any student found handing in work that is plagiarized, produced by AI, copied from the internet, resubmitting previously graded work submitted by you or another student, will be referred to the Committee on Academic Misconduct. You may not copy an author's phrases or sentences without placing the words in quotation marks and citing the source of terms with endnotes or footnotes. You also must cite historical ideas and/or arguments. If you are at all unsure of the

definition of plagiarism, or of the proper format for citations and/or footnotes, please see me and ask. Remember that plagiarism is a very serious violation of OSU's rules, and submitting plagiarized work can lead to severe penalties.

Turnitin.com: All written work submitted through Canvas/Carmen will be tested through an anti-plagiarism/originality screening. The results of that examination will be visible to you and me. I do not expect 100% originality. Your quotes and your citation will turn up as "unoriginal." The concern is when the writing within your essay mirrors other unattributed sources.

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 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; 614-292-3307; or slds.osu.edu.

Mental Health and Consultation Services: As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life's Counseling and Consultation Service (CCS) by visiting ccs.osu.edu or calling [614-292-5766](tel:614-292-5766). CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on call counselor when CCS is closed at [614-292-5766](tel:614-292-5766) and 24 hour emergency help is also available 24/7 **by dialing 988 to reach the Suicide and Crisis Lifeline.**

Policy on Children in Class (Borrowed with permission from Dr. Melissa Cheyney's Syllabus): It is my belief that if we want women in academia, that we should also expect children to be present in some form. Currently, the university does not have a formal policy on children in the classroom. The policy described here is thus, a reflection of my own beliefs and commitments to student, staff and faculty parents. As possible it applied to both fathers and mothers.

- 1) All exclusively breastfeeding babies are welcome in class as often as is necessary to support the breastfeeding relationship. Because not all women can pump sufficient milk, and not all babies will take a bottle reliably, I never want students to feel like they have to choose between feeding their baby and continuing their education. You and your nursing baby are welcome in class anytime.
- 2) For older children and babies, I understand that minor illnesses and unforeseen disruptions in childcare often put parents in the position of having to choose between missing class to stay home with a child and leaving him or her with someone you or the child does not feel comfortable with. While this is not meant to be a long-term childcare solution, occasionally bringing a child to class in order to cover gaps in care is perfectly acceptable.
- 3) I ask that all students work with me to create a welcoming environment that is respectful of all forms of diversity, including diversity in parenting status.
- 4) In all cases where babies and children come to class, I ask that you sit close to the door so that if your little one needs special attention and is disrupting learning for other students, you may step outside until their need has been met. Non-parents in the class, please reserve seats near the door for your parenting classmates.
- 5) Finally, I understand that often the largest barrier to completing your coursework once you become a parent is the tiredness many parents feel in the evening once children have *finally* gone to sleep. The struggles of balancing school, childcare and at times another job are exhausting! I hope that you will feel comfortable disclosing your student-parent status to me. This is the first step in my being able to accommodate any special needs that arise. While I maintain the same high expectations for all student in my classes regardless of parenting status, I am happy to problem solve with you in a way that makes you feel supported as you strive for school-parenting balance. Thank you for the diversity you bring to our classroom!

Canvas: This course has an on-line component through Canvas. To avoid lost paperwork on both ends the syllabus, assignments, review maps, etc. will be available on-line. You will also submit all written assignments on-line. Assignments need to be submitted before class begins on the day they are due, or they will be marked as late.

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](#))

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

Campus Free Speech Policy: Our [Shared Values](#) include a commitment to diversity and innovation. Pursuant to these values, the university promotes a culture of welcoming differences, making connections among people and ideas, and encouraging open-minded exploration, risk-taking, and freedom of expression. As a land-grant institution, the university takes seriously its role in promoting and supporting public discourse. To that end, Ohio State is steadfastly committed to protecting the First Amendment right to free speech and academic freedom on its campuses, and to upholding the university’s academic motto — “Education for Citizenship.” The [Campus Free Speech policy](#) adopted in May supports this commitment.

Inclusive Language

“Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with differences of race, culture, religion, politics, sexual orientation, gender identity and expression, and nationalities. Class rosters are provided to the instructor and may include the student’s legal name unless changed via the University Name Change policy. I will gladly honor your request to address you by another name or gender pronoun. Please advise me of this early in the semester so that I may make appropriate changes to my records.”

The course grades will be weighted as follows*:

Short papers (15% x 4)	60%
Participation (in class and online)	25%
Quizzes (7.5% x 2)	15%

*Please note that the grades are not weighed on Canvas. The “number” it churns out weighs everything equally. It tracks completion of requirements in the class, but its percentage will not be the same number as your grade in the class. Use the above weights for your grades to estimate your grade.

Grading Scale:

93-100 = A
90-93 = A-
87-89 = B+
84-86 = B
80-83 = B-
77-79 = C+

74-76 = C
70-73 = C-
67-69 = D+
60-66 = D
00-59 = E

Topical calendar:**Week 1: The Origins of Plantation Slavery**

Read: *The Rise and Fall of the Plantation Complex* “Preface” & Chaps. 1 & 2 (pp. ix-28)

Week 2: Inventing Africans: Race, Gender, and Civilization

Read: Jennifer L. Morgan, “‘Some Could Suckle over Their Shoulder’: Male Travelers, Female Bodies, and the Gendering of Racial Ideology, 1500-1770, *The William and Mary Quarterly*, Vol. 54, No. 1 (Jan., 1997), (pp. 167-192) and Morgan, “Periodization Problems: Race and Gender in the History of the Early Republic.” *Journal of the Early Republic* 36, no. 2 (2016): 351–57. <https://www.jstor.org/stable/jearlyrepublic.36.2.351>.

Week 3: Portuguese Colonization in Africa & Brazil: the transition from Indigenous to African slavery

Read: Curtin, *The Rise and Fall of the Plantation Complex* “Chaps. 3, 4 & 5 (pp. 29-72)

****Quiz of American nations and capitals class Thursday****

Week 4: The Plantation in the 17th Century

Read: *The Rise and Fall of the Plantation Complex* “Seventeenth-century transition,” Chapters 6, 7, & 8 (pp. 73-112)

****Paper #1 on “Plantations and Modernization in the Western World” due to Canvas before class on Thursday.****

Week 5: Slavery in the Age of Revolution

Read: Curtin, *The Rise and Fall of the Plantation Complex* Chapters 9-12 in “Apogee and revolution” (pp. 113-169)

Week 6: Second Slavery

Read: Curtin, *The Rise and Fall of the Plantation Complex*, “Aftermath” Chapters 13, 14 & Retrospect (pp.173-206)

Week 7: The Exception of U.S. Cotton Plantations: Forced Reproduction and the Growth of Enslaved African-American Population

Edward Baptist, Chaps 4 & 7, “Left Hand, 1805-1861” (pp. 111-145) and “Seed, 1829-1837” (pp. 215-260), *The Half has Never Been Told: Slavery and the Making of American Capitalism* (Basic Books, 2014).

****Paper #2 on “Cotton and U.S. Exceptionalism” due to Canvas before class on Thursday.****

Week 8: The Cultural Impact of Mining: Understanding Freedom in a Slave Society

Russell-Wood, A. J. R. “Technology and Society: The Impact of Gold Mining on the Institution of Slavery in Portuguese America.” *The Journal of Economic History* 37, no. 1 (1977): 59–83. <http://www.jstor.org/stable/2119446>.

Week 9: Reproduction and Abolition in the Cities

Cowling, Camillia. “As a Slave Woman and as a Mother’: Women and the Abolition of Slavery in Havana and Rio de Janeiro.” *Social History* 36, no. 3 (2011): 294–311. <http://www.jstor.org/stable/23072587>.

Week 10: Enslaved Soldiers in the Spanish American Wars for Independence: Race, Citizenship, and Ethnicity in America

Blanchard, Peter. 2002. "The Language of Liberation: Slave Voices in the Wars of Independence." *Hispanic American Historical Review* 82 (3): 499-523.

Week 11: The Laws of Freedom and Abolition

Fuente, Alejandro de la. "Slaves and the Creation of Legal Rights in Cuba: *Coartación* and *Papel*." *Hispanic American Historical Review*, 2007, 87(4), pp. 659-692

****Paper #3 on "Agency and Individual Freedom" due to Canvas before class on Thursday.****

Week 12: Free Womb Laws: Negotiating Generational Freedom

Barragan, Y. (2021). Commerce in Children: Slavery, Gradual Emancipation, and the Free Womb Trade in Colombia. *The Americas*, 78(2), 229-257. doi:10.1017/tam.2020.136

****Quiz on American abolition in class Thursday****

Week 13: Extracting Labor from Free Black Americans

Meznar, Joan. "Orphans and the Transition from Slave to Free Labor in Northeast Brazil: The Case of Campina Grande, 1850-1888." *Journal of Social History* 27, no. 3 (1994): 499-515.
<http://www.jstor.org/stable/3788984>.

And watch *Slavery by Another Name* (PBS, 2012)
(<https://www.pbs.org/video/slavery-another-name-slavery-video/>)

Week 14: Citizenship and Ethnicity in the Age of Abolition: The Haitian Revolution

Fick, Carolyn E. "The Haitian Revolution and the Limits of Freedom: Defining Citizenship in the Revolutionary Era." *Social History* 32, no. 4 (2007): 394-414.
<http://www.jstor.org/stable/25594165>.

****Paper #4 on "Abolition and Forced Labor" due to Canvas before class on Thursday.****

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 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.