

Term Information

Effective Term Spring 2026
Previous Value Autumn 2025

Course Change Information

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

The Department of African American and African Studies and History would like to offer AFAMAST 3080 as 100% distance learning.

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

We believe it can be taught effectively and meaningfully online, and we have someone who plans to teach it.

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)?

There are no programmatic changes.

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	African American & African Std
Fiscal Unit/Academic Org	African-Amer & African Studies - D0502
College/Academic Group	Arts and Sciences
Level/Career	Undergraduate
Course Number/Catalog	3080
Course Title	Slavery in the United States
Transcript Abbreviation	Slavery in the US
Course Description	The African American experience in slavery, focusing on the rise of the slave trade, slavery in the colonial and antebellum eras, the Civil War, and abolition.
Semester Credit Hours/Units	Fixed: 3

Offering Information

Length Of Course	14 Week, 12 Week, 8 Week, 7 Week, 6 Week, 4 Week
Flexibly Scheduled Course	Never
Does any section of this course have a distance education component?	Yes
Is any section of the course offered	100% at a distance Greater or equal to 50% at a distance
<i>Previous Value</i>	<i>No, Greater or equal to 50% at a distance</i>
Grading Basis	Letter Grade
Repeatable	No
Course Components	Lecture
Grade Roster Component	Lecture
Credit Available by Exam	No
Admission Condition Course	No
Off Campus	Never
Campus of Offering	Columbus, Lima, Mansfield, Marion, Newark, Wooster

Prerequisites and Exclusions

Prerequisites/Corequisites

Exclusions

Not open to students with credit for History 3080.

Electronically Enforced

Yes

Cross-Listings

Cross-Listings

Cross-listed in History.

Subject/CIP Code

Subject/CIP Code

54.0102

Subsidy Level

Baccalaureate Course

Intended Rank

Sophomore, Junior, Senior

Requirement/Elective Designation

General Education course:

Historical Study; Traditions, Cultures, and Transformations

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

Course Details

Course goals or learning objectives/outcomes

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

Content Topic List

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

Sought Concurrence

No

COURSE CHANGE REQUEST
3080 - Status: PENDING

Last Updated: Vankeerbergen,Bernadette
Chantal
09/08/2025

Attachments

- CurriculumMap&ProgramLearningGoals_AAAS.docx: Curriculum Map
(Other Supporting Documentation. Owner: Beckham,Jerrell)
- AFAMASTHIST 3080 Syllabus (in-person).docx: Syllabus
(Syllabus. Owner: Beckham,Jerrell)
- AFAMAST HISTORY 3080 Syllabus DL.docx: Syllabus Distance Learning
(Other Supporting Documentation. Owner: Beckham,Jerrell)
- AFAMAST.History 3080 reviewed.pdf: Distance Approval Cover Sheet
(Other Supporting Documentation. Owner: Beckham,Jerrell)

Comments

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Beckham,Jerrell	08/19/2025 01:20 PM	Submitted for Approval
Approved	Dew,Spencer L	08/19/2025 02:10 PM	Unit Approval
Approved	Vankeerbergen,Bernadette Chantal	09/08/2025 10:13 AM	College Approval
Pending Approval	Jenkins,Mary Ellen Bigler Neff,Jennifer Vankeerbergen,Bernadette Chantal Steele,Rachel Lea	09/08/2025 10:13 AM	ASCCAO Approval



Syllabus

History/3080

Slavery in the US

Term

Lecture, 3 credit hours

Synchronous Online, TR, 2:20pm – 3:40pm

Course overview

Instructor

- Dr. Greyson Teague
- Email Address
- Phone Number
- Course Zoom Link
- Mondays, 3:00pm – 4:00pm
 - Zoom Link

Note: My preferred method of contact is email.

Course description

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



Course expected learning outcomes

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

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

General education goals and expected learning outcomes

As part of the Traditions, Cultures, and Transformations category of the General Education curriculum, this course is designed to prepare students to be able to do the following:

Goals:

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



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

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

Expected Learning Outcomes:

Successful students are able to:

1.1. Engage in critical and logical thinking about the topic or idea of the theme.

1.2. Engage in an advance, in-depth, scholarly exploration of the topic or idea of the theme.

2.1. Identify, describe, and synthesize approaches or experiences as they apply to the theme.

2.2. Demonstrate a developing sense of self as a learner through reflection, self-assessment, and creative work, building on prior experiences to respond to new and challenging contexts.

3.1. Describe the influence of an aspect of culture (e.g., religious belief, gender roles, institutional organization, technology, epistemology, philosophy, scientific discovery, etc.) on at least one historical or contemporary issue.

3.2. Analyze the impact of a "big" idea or technological advancement in creating a major and long-lasting change in a specific culture.

3.3. Examine the interactions among dominant and sub-cultures.

3.4. Explore changes and continuities over time within a culture or society.

4.1. Recognize and explain differences, similarities, and disparities among institutions, organizations, cultures, societies, and/or individuals.



4.2. Explain ways in which categories such as race, ethnicity, and gender and perceptions of difference impact individual outcomes and broader societal issues.

How Students in the Course will Meet These Goals

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

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



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

Students will also be asked to reflect upon how this knowledge both informs and influences their understandings of contemporary issues like debates over the centrality of slavery to the American Revolution and the lasting impact of slavery on American life. The methodological, ethical, and social implications of having to examine the impact of slavery through the primary sources primarily generated by enslavers will also be examined, and how these sources should be read considering that, many times, these are sometimes the only sources we possess for understanding certain aspects of slavery.

How this online course works

Mode of delivery & pace of online activities

This course is 100% online and synchronous. Students should expect to log in to two synchronous class sessions per week and to log into Carmen multiple times a week to access course info, readings, and do assignments.

Credit hours and work expectations

This is a **3-credit-hour course**. According to Ohio State policy (go.osu.edu/credithours), students should expect around 9 hours of engagement with the class each week to receive a grade of (C) average. Actual hours spent will vary by student learning habits and the assignments each week.

Participation requirements

Because this is an online course, your attendance is based on your online activity and participation. The following is a summary of students' expected participation:



Participating in online activities

Students should log in to Carmen every week to check for announcements and do any course activities. In addition to the synchronous lectures, students should expect weekly activities like knowledge checks and discussion posts, as well as larger projects like essays (due dates posted on Carmen).

Live sessions and office hours

Students are expected to attend the synchronous class sessions, which will occur twice a week most weeks (exceptions for university holidays).

Course communication guidelines

Respectful and thoughtful communication throughout our online course is essential for nurturing a positive learning community environment. Note: Our syllabus is subject to change. Important changes made to the syllabus will be communicated to students during class or via email.

Students should expect to communicate with me and with one another using the following guidelines:

Writing style

While there is no need to participate in class discussions as if you were writing a research paper, you should remember to write using good grammar, spelling, and punctuation. A more conversational tone is fine for non-academic topics.

For longer more formal assignments like papers, you should use a less conversational tone.

Tone and civility



Let's maintain a supportive learning community where everyone feels safe and where people can disagree amicably. Critique ideas, not people. Remember that sarcasm doesn't always come across online.

Citing your sources

When we have academic discussions, please cite your sources to back up what you say. For the textbook or other course materials, list at least the title and page numbers. For online sources, include a link. Research papers must include full academic citations (full details will be given in the course assignment).

Protecting and saving your work

You are encouraged to compose all academic posts in Microsoft Word or a note-taking app, where you can save your work. Then copy and upload to Carmen.

Course materials and technologies

Textbooks

Required

1. All Readings will be available online in Carmen.

Many of the readings will detail the harsh realities of slavery. Students should take this syllabus as their general “content warning” for the purposes of this class.

Course technology

Technology support

For help with your password, university email, Carmen, or any other technology issues, questions, or requests, contact the Ohio State IT Service Desk. Standard support hours are available [at it.osu.edu/help](https://it.osu.edu/help), and support for urgent issues is available 24/7.



- Self-Service and Chat support: it.osu.edu/help
- Phone: 614-688-4357(HELP)
- Email: 8help@osu.edu
- TDD: 614-688-8743

Technology skills needed for this course

- Basic computer and web-browsing skills
- Navigating Carmen (go.osu.edu/canvasstudent)
- CarmenZoom virtual meetings (go.osu.edu/zoom-meetings)

Required Equipment

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

Required software

- Microsoft Office 365: All Ohio State students are now eligible for free Microsoft Office 365. Full instructions for downloading and installation can be found at go.osu.edu/office365help.

Carmen Access

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

- Register multiple devices in case something happens to your primary device. Visit the BuckeyePass website for more information: <https://buckeyepass.osu.edu/>



- Request passcodes to keep as a backup authentication option. When you see the Duo login screen on your computer, click **Enter a Passcode** and then click the **Text me new codes** button that appears. This will text you ten passcodes good for 365 days that can each be used once.
- Download the Duo Mobile application to all of your registered devices for the ability to generate one-time codes in the event that you lose cell, data, or Wi-Fi service

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

Grading and instructor response

How your grade is calculated

Assignment Category	Points and/or Percentage
Reflection Essays (2 for 5% each)	10%
Weekly Knowledge Check	10%
Response Papers (3 for 10% each)	30%
Discussion Posts	10%
Essay	20%
Final	20%
Total	100%



Description of major course assignments

Assignment #1 Reflection Essay

- **Description**

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

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

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

- **Academic integrity and collaboration guidelines**



You must complete this assignment by yourself, without any external help or communication. You may consult your materials if you like. If you reference course materials, please acknowledge the material with the Author, Title, and Page number (a full citation is not necessary).

Assignment #2 Weekly Knowledge Checks

- **Description**

Every week there will be a short knowledge check based on information from that week's lectures and readings. These will usually be 10 short, factual questions.

- **Academic integrity and collaboration guidelines**

You must complete the quizzes by yourself, without any external help or communication. The quizzes are not timed and are open-book and open-note, so you may consult your materials during the quiz.

Assignment #3 Response Papers

- **Description**

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

A sample question for a Response Paper would be something like this: "How did early forms of British slavery in the Americas build upon, resemble, or differ from the forms of slavery that came



before it? In answering this question, you should examine at least two other forms of slavery that were either contemporary with British slavery in the Americas or predated it.” (Sample Question 1)

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

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

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

- **Academic integrity and collaboration guidelines**

You must complete this assignment by yourself, without any external help or communication. When referencing course materials, please acknowledge the material with the Author, Title, and Page number (a full citation is not necessary). “TurnItIn,” the Carmen tool intended to help you avoid plagiarism, will be used on the essay answers.

Assignment #4 Discussion Posts



- **Description**

Discussion posts, which will be hosted on Carmen, will require students to briefly respond to the readings and class material publicly through an initial post as well as to their classmates. The instructor will pose multiple broad questions related to the most recent class material. They will often be reflective in nature. Students, therefore, will get great leeway in answering these questions. There will be multiple throughout the semester, but students only have to participate in three to receive full credit. Each initial post from a student should be approximately 150 words with thoughtful responses of 75-100 words to their classmates. Students may earn extra credit by completing 5 discussion posts. The first post is due by Wednesday at 11:59 pm and the second post (the response to a fellow student) is due at Sunday at 11:59 pm.

Academic integrity and collaboration guidelines

You must complete this assignment by yourself, without any external help or communication. When referencing course materials, please acknowledge the material with the Author, Title, and Page number (a full citation is not necessary).

Assignment #5 Essay

- **Description**

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

- **Academic integrity and collaboration guidelines**



Like other written assignments, your essay should be your own original work. For this assignment, all referenced materials should have full citations (including any course materials you may cite). You should follow the Chicago Manual of Style to cite the ideas and words of your research sources. “TurnItIn,” the Carmen tool intended to help you prevent plagiarism, will be used on your submitted paper. students are meant to complete the assignment

Assignment #6 Final

○ Description

There will be a final administered over Carmen. The final will be comprehensive and ask students to synthesize information over the entire semester to answer broad questions about different aspects of slavery in the U.S. during the period covered. Questions will often ask students to examine the evolution of a topic over time or the broader impact of slavery on an issue. Students will have to answer multiple essay questions, and they will be given more options than required answers.

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

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



- **Academic integrity and collaboration guidelines**

You must complete this assignment by yourself, without any external help or communication. This is an open-note, open-book writing based final, so you may consult any materials from the course. When referencing course materials, please acknowledge the material with the Author, Title, and Page number (a full citation is not necessary). “TurnItIn,” the Carmen tool intended to help you avoid plagiarism, will be used on the essay answers

Attendance

There is not an attendance grade for this class, but attendance at the weekly virtual class sessions is mandatory. Each student will receive two excused absences for the semester. After that, a student will suffer a one percent reduction in their final grade for each class they miss. If a student has a medical absence or other life event come up that prevents them from coming to class, they need to promptly contact the instructor. **If a student does not communicate with the instructor, then an absence will be considered unexcused. If extreme extenuating circumstances occur, then those will be dealt with on a case-by-case basis.**

Late assignments

All course assignments (quizzes, discussion contributions, exams, and paper) must be completed to pass the course. Penalties (usually 1% of final score for assignment per day late) will be issued for late submissions.

Grading Scale

- 93-100: A
- 90-92: A–
- 87-89: B+
- 83-86: B
- 80-82: B–
- 77-79: C+
- 73-76: C



- 70-72: C–
- 67-69: D+
- 60-66: D
- Under 60: E

Instructor feedback and response time

All written assignments will be returned with scores and comments explaining those scores. For shorter assignments, students will receive scores and feedback within 48 hours. For longer assignments (like the research paper), they will receive scores and feedback within 5 days. Any student is free at any time to contact me by email to arrange a Zoom meeting to discuss scores and feedback.

Preferred contact method

Students can contact me anytime for any reason through email. Monday through Friday, you may expect a response within 24 hours, unless there are mitigating circumstances.

Academic policies

Academic integrity policy

See **Descriptions of major course assignments**, above, for my specific guidelines about collaboration and academic integrity in the context of this online class.

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term “academic misconduct” includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct: <http://studentlife.osu.edu/csc/>



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

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

Other sources of information on academic misconduct (integrity) to which you can refer include:

- Committee on Academic Misconduct web page (go.osu.edu/coam)
- Ten Suggestions for Preserving Academic Integrity (go.osu.edu/ten-suggestions)

Copyright for instructional materials

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

Commitment to a diverse and inclusive learning environment

The Ohio State University affirms the importance and value of diversity of people and ideas. We believe in creating equitable research opportunities for all students and to providing programs and curricula that allow our students to understand critical societal challenges from diverse perspectives and aspire to use research to promote sustainable solutions for all. We are committed to maintaining an inclusive community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among all members; and encourages each individual to strive to reach their own potential. The Ohio State University does not discriminate on the basis of age, ancestry,



color, disability, gender identity or expression, genetic information, HIV/AIDS status, military status, national origin, race, religion, sex, gender, sexual orientation, pregnancy, protected veteran status, or any other bases under the law, in its activities, academic programs, admission, and employment.

Your mental health

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

Accessibility accommodations for students with disabilities

Requesting accommodations

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



soon as possible to discuss your accommodations so that they may be implemented in a timely fashion.

If you are 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.

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 Civil Rights Compliance: <https://civilrights.osu.edu/>

Policy: [Religious Holidays, Holy Days and Observances](#)

Intellectual Diversity

Ohio State is committed to fostering a culture of open inquiry and intellectual diversity within the classroom. This course will cover a range of information and may include discussions or debates about controversial issues, beliefs, or policies. Any such discussions and debates are intended to support understanding of the approved curriculum and relevant course objectives rather than promote any specific point of view. Students will be assessed on principles applicable to the field of study and the content covered in the course. Preparing students for citizenship includes helping them develop critical thinking skills that will allow them to reach their own conclusions regarding complex or controversial matters.

Course Schedule

Weekly Knowledge Check quizzes are due every Sunday by 11:59pm.

During Discussion post weeks, the first discussion post is due Wednesday at 11:59pm and the second discussion post is due Sunday at 11:59pm.

Assignments are typically due on the Sunday of that week by 11:59pm unless noted otherwise.



Specific due dates for each assignment will be clearly listed on Carmen.

Module 1

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

August 22: Syllabus and Introduction to the Class

Readings: Syllabus

August 24: Ancient and Biblical Slavery

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

Assignment: Reflection Paper Pt. 1

August 29: Medieval Slavery in Western Europe

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

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

August 31: Early European Encounters with Africa(ns)

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



September 5: Slavery in Africa and Europe before the Transatlantic Slave Trade

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

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

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

Module 2

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

September 7: Early African Experiences with the Americas

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

September 12: Slavery in Southern Colonies Prior to the Revolution



Readings: Peter H. Wood, “Black Pioneers” in *Black Majority: Negroes in Colonial South Carolina from 1670 Through the Stono Rebellion* (1970); selections from Betty Wood, *Women’s Work, Men’s Work: The Informal Slave Economies of Lowcountry Georgia*.

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

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

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

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

September 19: Native American Slavery

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

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

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

Module 3



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

September 21: Transatlantic Slave Trade

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

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

September 26: Early Slave Revolts in American History

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

September 28: Pre-Revolutionary Abolitionist Movements

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

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

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

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

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



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

Module 4

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

October 10: Technology and Slavery

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

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

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

October 12: Fall Break

October 17: The Internal Slave Trade

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

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

Assignment: Essay topic check-in

October 19: Urban Slavery



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

October 24: Gender and Slavery

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

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

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

Module 5

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

October 26: Slavery, the Economy, and Western Expansion

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

October 31: Slavery, Racism, and Party Politics



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

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

November 2: Slavery and Foreign Policy

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

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

November 7: Election Day

No Class

November 9: Slavery and Modernity?

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

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



Module 6

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

November 14: The Underground Railroad and Fugitive Slaves

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

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

November 16: Slave Revolts

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

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

Readings: Selections from Sinha, *supra*, and Sojourner Truth "Ain't I a Woman?"

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

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

November 23: Thanksgiving

November 28: Succession and Slavery in the Confederate States

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



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

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

Assignment: Essay due

December 5: Review For final

Readings: None

Assignment: Reflection Paper Part 2.

Final Due December 10.

HIST 3080: Slavery in the U.S.

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

Instructor: Dr. Greyson Teague

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

Course Description

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

Goals of the Course

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

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

New GE: Traditions, Cultures, and Transformations

Goals:

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

Expected Learning Outcomes:

Successful students are able to:

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

How Students in the Course will Meet These Goals

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

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

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

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

Students will also be asked to reflect upon how this knowledge both informs and influences their understandings of contemporary issues like debates over the centrality of slavery to the American Revolution and the lasting impact of slavery on American life. The methodological, ethical, and social implications of having to examine the impact of slavery through the primary sources primarily generated by enslavers will also be examined, and how these sources should be read considering that, many times, these are sometimes the only sources we possess for understanding certain aspects of slavery.

Legacy GE

Goals

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

Expected Learning Outcomes

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

How Students in the Course will Meet These Goals

This class will provide students ample opportunities to construct a factually grounded view of the history of slavery in this nation. Beginning with a brief overview of slavery prior to the European exploration of America, this course will highlight the multiple facets of slavery as regards the history of this country. This course will highlight complex topics like slavery's impact on African and Native Americans, organizing efforts for abolition both North and South, the centrality of slavery and racism to American politics and society to help illuminate contemporary issues, and provide students a strong, factual foundation through which to form their own opinions on current events.

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

Course Materials:

ALL READINGS WILL BE AVAILABLE ON CARMEN

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

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

Grading and Assignments

The class will follow the standard OSU grading scale:

A: 92.5 and above

A-: 89.5-92.4

B+: 87.5-89.4

B: 82.5-87.4

B-: 79.5-82.4

C+: 77.5-79.4

C: 72.5-77.4

C-: 69.5-72.4

D+: 67.5-69.4

D: 62-67.4

E: below 62

Assignments

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

Reflection Essay: 10%

Response Papers: 30% (10% each)

Discussion Posts: 10%

Essay: 30%

Final: 20%

Reflection Essay (10%)

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

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

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

Response Papers (30%/10% each)

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

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

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

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

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

Discussion Posts (10%)

Discussion posts, which will be hosted on Carmen, will require students to briefly respond to the readings and class material publicly through an initial post as well as to their classmates. The instructor will pose multiple broad questions related to the most recent class material. They will often be reflective in nature. Students, therefore, will get great leeway in answering these questions. There will be multiple throughout the semester, but students only have to participate in three to receive full credit. Each initial post from a student should be approximately 150 words with thoughtful responses of 75-100 words to their classmates. Students may earn extra credit by completing 5 discussion posts. While there will be in-class discussions, students will not be graded on these so as to not penalize those who otherwise might not feel comfortable speaking in a classroom setting.

Essay 30%

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

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

Final (20%)

There will be a final administered over Carmen. The final will be comprehensive and ask students to synthesize information over the entire semester to answer broad questions about different aspects of slavery in the U.S. during the period covered. Questions will often ask students to examine the evolution of a topic over time or the broader impact of slavery on an issue. Students will have to answer multiple essay questions, and they will be given more options than required answers.

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

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

Attendance

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

Academic integrity policy

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term “academic misconduct” includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct <http://studentlife.osu.edu/csc/>.

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

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

Other sources of information on academic misconduct (integrity) to which you can refer include:

- Committee on Academic Misconduct web page (go.osu.edu/coam)
- Ten Suggestions for Preserving Academic Integrity (go.osu.edu/ten-suggestions)

Student Services and Advising

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

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

Copyright for Instructional Materials

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

Statement on Title IX

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

Commitment to a Diverse and Inclusive Learning Environment

The Ohio State University affirms the importance and value of diversity in the student body. Our programs and curricula reflect our multicultural society and global economy and seek to provide

opportunities for students to learn more about persons who are different from them. We are committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among each member of our community; and encourages each individual to strive to reach his or her own potential. Discrimination against any individual based upon protected status, which is defined as age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited.

Land Acknowledgement

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

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

Your Mental Health

As a student you may experience a range of issues that can cause barriers to learn, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. No matter where you are engaged in distance learning, The Ohio State University's Student Life Counseling and Consultation Service (CCS) is here to support you. If you find yourself feeling isolated, anxious or overwhelmed, on-demand resources are available at go.osu.edu/ccsondemand. You can reach an on-call counselor when CCS is closed at 614292-5766, and 24-hour emergency help is also available through the 24/7 National Prevention Hotline at 1-800-273-TALK or at suicidepreventionlifeline.org. The Ohio State Wellness app is also a great resource available at go.osu.edu/wellnessapp.

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

Religious Accommodations

Ohio State has had a longstanding practice of making reasonable academic accommodations for students' religious beliefs and practices in accordance with applicable law. In 2023, Ohio State updated its practice to align with new state legislation. Under this new provision, students must be in early communication with their instructors regarding any known accommodation requests for religious beliefs and practices, providing notice of specific dates for which they request alternative accommodations within 14 days after the first instructional day of the course.

Instructors in turn shall not question the sincerity of a student's religious or spiritual belief system in reviewing such requests and shall keep requests for accommodations confidential.

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

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

If students have questions or disputes related to academic accommodations, they should contact their course instructor, and then their department or college office. For questions or to report discrimination or harassment based on religion, individuals should contact the Office of Institutional Equity. (Policy: Religious Holidays, Holy Days and Observances)

Accessibility Accommodations for Students with Disabilities

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

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

or fever, please let me know immediately. In cases where illness interacts with an underlying medical condition, please consult with Student Life Disability Services to request reasonable accommodations. You can connect with them at slds@osu.edu; 614-292-3307; or slds.osu.edu.

Accessibility of Course Technology

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

- Canvas accessibility (go.osu.edu/canvas-accessibility)

Class Schedule

August 22: Syllabus and Introduction to the Class

Readings: Syllabus

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

August 24: Ancient and Biblical Slavery

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

Assignment: Reflection Paper Pt. 1

August 29: Medieval Slavery in Western Europe

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

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

August 31: Early European Encounters with Africa(ns)

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

September 5: Slavery in Africa and Europe before the Transatlantic Slave Trade

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

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

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

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

September 7: Early African Experiences with the Americas

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

September 12: Slavery in Southern Colonies Prior to the Revolution

Readings: Peter H. Wood, “Black Pioneers” in *Black Majority: Negroes in Colonial South Carolina from 1670 Through the Stono Rebellion* (1970); selections from Betty Wood, *Women's Work, Men's Work: The Informal Slave Economies of Lowcountry Georgia*.

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

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

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

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

September 19: Native American Slavery

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

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

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

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

September 21: Transatlantic Slave Trade

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

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

September 26: Early Slave Revolts in American History

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

September 28: Pre-Revolutionary Abolitionist Movements

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

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

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

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

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

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

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

October 10: Technology and Slavery

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

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

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

October 12: Fall Break

October 17: The Internal Slave Trade

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

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

Assignment: Essay topic check-in

October 19: Urban Slavery

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

October 24: Gender and Slavery

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

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

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

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

October 26: Slavery, the Economy, and Western Expansion

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

October 31: Slavery, Racism, and Party Politics

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

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

November 2: Slavery and Foreign Policy

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

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

November 7: Election Day

No Class

November 9: Slavery and Modernity?

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

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

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

November 14: The Underground Railroad and Fugitive Slaves

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

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

November 16: Slave Revolts

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

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

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

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

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

November 23: Thanksgiving

November 28: Succession and Slavery in the Confederate States

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

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

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

Assignment: Essay due

December 5: Review For final

Readings: None

Assignment: Reflection Paper Part 2.

Final time TBD

Distance Approval Cover Sheet

For Permanent DL/DH Approval | College of Arts and Sciences
(Updated 2-1-24)

Course Number and Title:

Carmen Use

When building your course, we recommend using the [ASC Distance Learning Course Template](#) for CarmenCanvas. See [Carmen: Common Sense Best Practices](#) and [Carmen Fast Facts for Instructors](#) for more on using CarmenCanvas

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

If no, why not?

Syllabus

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

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

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

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

Additional comments (optional).



Instructor Presence

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

For more on Regular and Substantive Interaction: [Regular Substantive Interaction \(RSI\) Guidance](#)

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

- ☐ Instructor monitors and engages with student learning experiences on a regular and substantive cadence.

Explain your plan for understanding student experiences of the course and how the instructor will be responsive to those experiences (**required**).

- ☐ Regular instructor communications with the class via announcements or weekly check-ins.
- ☐ Instructional content, such as video, audio, or interactive lessons, that is visibly created or mediated by the instructor.
- ☐ Regular participation in class discussion, such as in Carmen discussions or synchronous sessions.
- ☐ Regular opportunities for students to receive personal instructor feedback on assignments.

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

Delivery Well-Suited to DL/DH Environment

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

- ☐ The tools used in the course support the learning outcomes and competencies.
- ☐ Course tools promote learner engagement and active learning.
- ☐ Technologies required in the course have been vetted for accessibility, security, privacy and legality by the appropriate offices and are readily and reasonably obtainable.
- ☐ Links are provided to privacy policies for all external tools required in the course.

Additional technology comments:

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

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

Workload Estimation

For more information about estimating student workload, see [Workload Estimation](#).

- ☐ Course credit hours align with estimated average weekly time to complete the course successfully.
- ☐ Course includes regular substantive interaction well-suited to the learning environment at a frequency and engagement level appropriate to the course.

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

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

Accessibility

See [Creating an Accessible Course](#) for more information. For tools and training on accessibility: [Digital Accessibility Services](#).

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

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



Additional comments (optional):

Academic Integrity

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

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

Additional comments (optional):

Frequent, Varied Assignments/Assessments

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

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

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

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

Community Building

For more information: [Student Interaction Online](#) and [Creating Community on Your Online Course](#)

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

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

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

Transparency and Metacognitive Explanations

For more information: [Increasing Transparency and Metacognition](#)

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

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

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

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

Additional Considerations

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

Syllabus and cover sheet reviewed by *Bob Mick* on *8/14/25*

Reviewer Comments:

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



Attachment from ODE/Bob Mick

History 3080 – Slavery in the U.S.

I am returning the signed Distance Approval Cover Sheet after completing the review of the distance learning syllabus and cover sheet. Below are my comments regarding the syllabus.

1. Instructor Presence and Regular Substantiative Interaction (RSI):

Regular and substantiative interaction will exist on a regular weekly basis in the course between the instructor and students that includes:

- Direct instruction (live class sessions, twice per week)
- Instructor assessing and providing feedback on student's course work and assignments
- Facilitating group discussion (live class sessions and required participation in discussion board posts that are graded)
- Instructor providing opportunities to ask questions on content of course through email, live class meetings, or scheduled one-on-one meetings

2. How this Online Course Works

This section provides clear direction for the students so they are aware of what they will be expected to complete each week and how they will interact with the instructor in this online course.

3. Credit hours and work expectations

The information in the syllabus and cover sheet states the total amount of time to be spent on this course with direct and indirect instruction is an average of 9 hours minimum per week. This is correct for a 3 cr hr, 14-week course.

4. Description of Major Assignments

All major assignments are clearly explained.

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