

HISTORY 2080 African American History to 1877

Instructor: Abby Schreiber

Online course, office hours via meetings.io by appointment

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Online courses require **continual attention and participation** from the students who are enrolled. Unlike traditional courses where you spend several hours per week learning through lectures or in-class discussion, you will spend nearly all of your time on this course working independently. **You should expect to spend around 8-10 hours per week on course assignments.** This course will not be easier than a traditional course, it may in fact be more difficult. Please carefully consider this time commitment.

All students must be officially enrolled in the course by August 30, 2013. No requests to add the course will be approved after that time. Enrolling officially and on time is solely the responsibility of the student. See the OSU Registrar's website for [important registration dates](#).

Official Course Description: The study of the African American experience in America from arrival through the era of Reconstruction, focusing on slavery, resistance movements, and African American culture. GE Historical Study

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.

Course Organization and Requirements

The organizational unit of this course is a module. Each module is 14 days (two weeks) long, and begins at 12:00 am Monday (EST) and ends at 11:59 pm on Sunday (EST). The two exceptions to this are the Introductory Module and Module 7, see the schedule below for more details. Each module's assignments are due by the cutoff at 11:59 pm Sunday. **Late assignments will not be accepted under any circumstances.** If you will be in a different time zone at any point in the term, it is your responsibility to keep track of how that will impact your cutoffs. Carmen is based in Eastern Standard Time.

The last module of the course ends on Thursday December 5 at 11:59 pm.

There is no final exam.

Grade Scheme & Expectations

This course works on a “choose-your-own-adventure” model. You **must attempt 300 points** worth of graded work for the course. 150 of those points are the required Content Reviews (Quizzes) and Intro Module assignments. The other 150 points can be attempted through a combination of Discussion, Internet Assignments, Papers and Movie Responses. That combination is up to you. Point values are described in more detail below. You are responsible for ensuring that you complete enough assignments to attempt the full 300 points. Students are not allowed to complete extra assignments beyond the 300 point mark. Anything completed beyond 300 points will not be graded and will not count toward your grade.

All assignments in this course are to be completed by the enrolled student with no collaboration or consultation with others. This means that anything you submit for a grade must be the result of your own intellectual labor. When referring to the writing or work of another person, you must use citations.

Content Reviews (Quizzes): The readings for each module are covered in these quizzes. Most questions are multiple choice, multiple select, or true/false. Quizzes are open book/open note and you may take as much time as needed to complete them. You may not work in partnership with anyone or share answers. Each quiz is worth 10 points.

Discussions: These forums are meant to take the place of classroom discussions and are graded separately from the Internet Assignment forums. Discussion posts should be well-developed and should cite content from the readings (including page numbers or links as appropriate). The length expectation for posts is 250-300 words, though when you are responding to other students a thorough response may be shorter than that. Posts will only receive credit when they show the writer’s engagement with the content and with other posters. You are required to read the posts of other class members, and respond to them appropriately. You must post 4 times to get full credit for the module discussion, and at least 3 of those posts must be responses to other students. In order to facilitate an actual discussion, you must post two times during the first week of the module (the cutoff is 11:59 pm Sunday) and two times the second week. Respect for your classmates and instructor is required. Do not make comments in posts that you would not say in person. Each Module Discussion is worth 10 points.

Internet Assignments: These posts will require you to engage with a wide range of materials from historic data to museum collections. Think of these as short interpretive essays of primary sources. These assignments will be shared with the class via designated discussion boards on Carmen. Students must post their assignment (which should be about 300-350 words) and respond to at least 2 other students’ posts (responses may be shorter in length). The main post of the assignment is due in the first week of the module (the cutoff is 11:59 pm

Sunday), but the commentary may take place during the second week. Unless noted in the prompt, your post must draw from a source that nobody else has consulted. Each Internet Assignment is worth 10 points.

Papers: This is an analytic essay of 1500-2000 words in length. Essays may be written based on the three monographs assigned in the course. Prompts for the essays are posted in the content for the corresponding module. Your writing should be more than a simple book report. It will address your chosen writing prompt through specific references to the book. No outside materials are required, though the inclusion of other primary sources is welcome. A guide to paper writing is posted on Carmen, and you must consult this document before you will be allowed to access the writing prompt documents. I am happy to accept rough drafts at least 48 hours before the deadline for each essay. Rewrites may be considered for students who earn grades lower than B-. Papers are submitted to designated Dropbox folders on Carmen. Each Paper is worth 20 points.

I am willing to consider alternatives to a traditional essay, such as a related primary source round up on www.vuvox.com or www.prezi.com, a song, interpretive dance, reenactment, play, or any other creative or expressive work that is created by the student(s) under the guidance of the instructor. Anyone wishing to pursue a non-essay project should contact the instructor before proceeding to gain approval and understand expectations.

Movie Responses: These short essays are analytic responses of 500-750 words that demonstrate that the student has watched the movie and thought about it in the context of the assigned reading for the module. The essay is not simply a summary of the movie, but rather a thoughtful critique of how it depicts themes, people, or ideas. A successful response will cite multiple scenes from the movie and passages from the assigned reading. Prompts for each movie will be posted in the content section for that module. Each Movie Response is worth 10 points.

Instructor Expectations: Students should expect responses to personal emails within 48 hours. I will post a few short lectures to help explain the context of some of the course content. I will make myself available on meetings.io at agreed upon times. While it is not required to interact in this fashion, it may facilitate your discussion posts or help you to make connections in the material if you are feeling lost. I will also be lurking on the discussion boards and posting regularly there.

Grading Scale:

93 - 100 (A)

90 - 92.9 (A-)

87 - 89.9 (B+)

83 - 86.9 (B)

80 - 82.9 (B-)

77 - 79.9 (C+)
73 - 76.9 (C)
70 - 72.9 (C-)
67 - 69.9 (D+)
60 - 66.9 (D)
Below 60 (E)

Books

This course will be based mostly off of the RTAP, three monographs, a graphic novel and several articles and websites. The books are available at the SBX. See their website <http://www.sbx-osu.com/> for location info. You can buy the monographs online but **the RTAP can only be purchased at SBX**. If you are not in Columbus, you can call SBX and order a copy of the RTAP to be mailed to you.

Copies of these books are on reserve at Thompson Library. The articles are available on Carmen.

Required Books:

1. *Retrieving the American Past*, History 2080 – A. Schreiber Autumn 2013. Make sure you have the right instructor, there are many versions that look the same but have different contents. This book is only available at SBX. <http://www.sbx-osu.com/>
2. Ira Berlin, *Many Thousands Gone: the First Two Centuries of Slavery in North America*, ISBN: 978-0674002111
3. Deborah Gray White, *Ar'n't I a Woman? Female Slaves in the Plantation South*, ISBN: 978-0393314816
4. Zimmerman and Vasant, *The Hammer and the Anvil*, ISBN: 978-080905358
5. Eric Foner, *Forever Free: The Story of Emancipation and Reconstruction*, ISBN: 978-0375702747

Technology

Somewhat obviously, you will need internet access to complete all assignments in this class.

This course will be hosted through Carmen, so expect to spend much of your time using that website (www.carmen.osu.edu). I encourage you to create an avatar or upload a (G-rated) photo of yourself on your Carmen profile so I, and your classmates, can associate a face with your name. You should also provide a short introduction in your discussion group and internet assignment group. Do this in the first week of class in order to verify that you have access to these forums.

You will need to download the LockDown Browser to take the quizzes. You will be prompted to do this when you first take the Syllabus Quiz. If you are using a computer in a campus lab, LockDown should already be installed. LockDown makes it impossible for you to use any other functions of your computer while you are working on the quiz.

I will be using meetings.io for video conferencing. If you would like to participate in office hours, you will need a webcam (or, at the very least a microphone).

You will be asked to use the OSU Library website (www.library.osu.edu) to access several databases. If you have never used the library website, familiarize yourself with it as soon as you can.

Schedule and Assignments

Each Module begins on Monday at 12:00 am and ends on Sunday at 11:59 pm. There are two exceptions: the “Introductory Module” and “Module 7”. See the schedule below for specific details.

Introductory Module: Syllabus and Course Setup, Aug 21 - 25

1. Read the Syllabus - every word!
2. Watch the “Introductory Video”
3. You are automatically enrolled in an Internet Assignment group and a Discussion Group. These are separate from one another and correspond to the Internet Assignment Forum and the Module Discussion Forum. Check which ones you are in via the Groups tab - you will only be able to post in the forums for those groups.
4. Fill out the “Semester Plan” spreadsheet and post to the Dropbox.
5. Take the “Syllabus Quiz” found in the Quiz tab on Carmen
6. Introduce yourself to your Discussion Group and your Internet Assignment group in the Discussions tab (it’s ok to use the same blurb for both boards)
7. Content for Module 1 and following will be available to you once you complete all these steps. Verify this by visiting the Content tab and viewing content for Module 1.

**Keep in mind that access to some parts of the course (such as quizzes and the discussion boards) is contingent upon you completing or accessing other content. Please follow these instructions exactly and in order.

Module 1: Africa, the Middle Passage, and Africans in the Colonies, Aug 26 - Sept 8

Required Reading

Ira Berlin, *Many Thousands Gone: the First Two Centuries of Slavery in North America*, Prologue and Parts 1 & 2 (Ch 1-8)

Slave Voyages Database “A Brief Overview of the Trans-Atlantic Slave Trade” by David

Eltis (<http://goo.gl/i9aOJ>) and “Introductory Maps” (<http://goo.gl/FKhAC>)

Discussion

Prompts are located on the Discussion forum for this module

Internet Assignment

You will access the Slave Voyages Database and create a graph from the data that answers a user-defined question brought forth by the required essays.

Paper

Due Sept 8, 11:59 pm. Prompts are located in the Content area for this module.

Movie

Roots (Part 1). Response due Sept 8, 11:59 pm. Prompts are located in the Content area for this module.

Module 2: Colonial Slavery and Gender, Sept 9 - 22

Required Reading

Deborah Gray White, *Arn't I a Woman? Female Slaves in the Plantation South*

Discussion

Prompts are located on the Discussion forum for this module

Internet Assignment

You will visit the Monticello website and choose an object or personal possession that illuminates a part of the slave narrative at that historic site.

Paper

Due Sept 22, 11:59 pm. Prompts are located in the Content area for this module.

Movie

Sankofa. Response due Sept 22, 11:59 pm. Prompts are located in the Content area for this module.

Module 3: Slave Community and the American Revolution, Sept 23 - Oct 6

Required Reading

Sparks, Randy J., “Gold Coast Merchant Families, Pawning, and the Eighteenth-Century

British Slave Trade," *The William and Mary Quarterly* 70, no. 2 (April 2013), pp. 317-340.

Retrieving the American Past (RTAP), "Culture and Religion in the Slave Community"

Retrieving the American Past (RTAP), "The Radicalism of the American Revolution"

Frey, Sylvia R., "Between Slavery and Freedom: Virginia Blacks in the American Revolution," *The Journal of Southern History* 49, no. 3 (Aug., 1983), pp. 375-398.

Discussion

Prompts are located on the Discussion forum for this module

Internet Assignment

Access the Black Loyalist website and choose an individual to learn more about, compare findings with classmates.

Movie

Roots (Part 2). Response due Oct 6, 11:59 pm. Prompts are located in the Content area for this module.

Module 4: Slavery and Freedom in the New Republic, Oct 7 - 20

Required Reading

Retrieving the American Past (RTAP), "Lewis and Clark: The Opening of the American West"

Berlin, *Many Thousands Gone*, Part III: Slave and Free (ch 9-12)

Discussion

Prompts are located on the Discussion forum for this module

Internet Assignment

You will visit the website for Drayton Hall, read the relevant essays, and choose one aspect of the interpretation to critique.

Module 5: Resistance and Abolitionism, Oct 21 - Nov 3

Required Reading

Retrieving the American Past (RTAP), "Abolitionism"

Egerton, Douglas R. "Slaves to the Marketplace: Economic Liberty and Black Rebelliousness in the Atlantic World," *Journal of the Early Republic*, 26 (Winter 2006), pp. 617-639.

Retrieving the American Past (RTAP), "Nat Turner and Slave Resistance"

Buchanan, Thomas C. "Rascals on the Antebellum Mississippi: African American Steamboat Workers and the St. Louis Hanging of 1841," *Journal of Social History* 34, no 4 (Summer, 2001), pp 797-816.

Discussion

Prompts are located on the Discussion forum for this module

Internet Assignment

Use library databases to search for runaway slave advertisements and then comment on and compare findings.

Movie

Amistad. Response due Nov 3, 11:59 pm. Prompts are located in the Content area for this module.

Module 6: Civil War, Nov 4 - 17

Required Reading

Zimmerman and Vasant, *The Hammer and the Anvil*, ISBN: 978-0809053582

Ayers, Edward L. *What Caused the Civil War: Reflections on the South and Southern History* (WW Norton, 2005), "Worrying about the Civil War"

Thomas, William G III and Ayers, Edward L., "The Differences Slavery Made: A Close Analysis of Two American Communities," <http://www2.vcdh.virginia.edu/AHR/>

Discussion

Prompts are located on the Discussion forum for this module

Internet Assignment

Students will access diaries, journals and personal letters from the Civil War period to facilitate discussion of personal experiences.

Movie

Glory. Response due Nov 17, 11:59 pm. Prompts are located in the Content area for this module.

Module 7: Emancipation, and Reconstruction, Nov 18 - Dec 5

Required Reading

Eric Foner, *Forever Free: The Story of Emancipation and Reconstruction*, ISBN: 978-0375702747

Suggested Watching (not required, just interesting)

Emancipation Panel Discussion, <http://emancipation.neh.gov/live/> (start the video at 16:30 and watch through the audience Q&A)

Discussion

Prompts are located on the Discussion forum for this module

Internet Assignment

Students will access major museum collections online and choose objects that relate to the daily life of slaves.

Paper

Due Dec 5, 11:59 pm. Prompts are located in the Content area for this module.

Required Addenda

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://sja.osu.edu/page.asp?id=1>).

Students with disabilities that have been certified by the Office for Disability Services will be appropriately accommodated, and should inform the instructor as soon as possible of their needs. The Office for Disability Services is located in 150 Pomerene Hall, 1760 Neil Avenue; telephone 292-3307, TDD 292-0901; <http://www.ods.ohio-state.edu>