NOTE to prospective students: This syllabus is intended to provide students who are considering taking this course an idea of what they will be learning. A more detailed syllabus will be available on the course site for enrolled students and may be more current than this sample syllabus. Summer term courses may be accelerated – please check the Ecampus Schedule of Classes for more information.

HST 353
Slavery in the Americas

COURSE CREDITS:
(4) This course combines approximately 120 hours of instruction, online activities, and assignments for 4 credits.

PREREQUISITES, CO-REQUISITES AND ENFORCED PREREQUISITES:
See the Office of the Registrar website for information on Prerequisite Enforcement.

COURSE DESCRIPTION FROM CATALOG

HST 353. SLAVERY IN THE AMERICAS (4).

A comparative examination of slavery and bound labor in the Americas, the Caribbean, and the Atlantic World from the 1600-1900s. Focuses on slavery as an economic system, a set of social and cultural practices, and power relationships. Examines legacies of racial discrimination and social and cultural consequences of slave resistance, rebellion, manumission, emancipation, and abolition. (Bacc Core Course)

Baccalaureate Core Course Attributes: Core, Pers, Cult Diversity

CONTACT INFORMATION:
Instructor name: Thomas Bahde
Instructor email: bahdet@onid.orst.edu (preferred, or contact through Canvas e-mail)
Instructor phone: (541) 737-1868

For more information, contact: DAVID BISHOP, 322B Milam Hall, 541-737-8918
Sample syllabi may not have the most up-to-date information. For accuracy, please check the ECampus Schedule of Classes to see the most current instructor information. You can search for contact information by name from the OSU Home Page.

LEARNING RESOURCES:
1) Stanley L. Engerman, Slavery, Emancipation & Freedom: Comparative Perspectives (Louisiana State University Press, 2007)


4) David Brion Davis, Inhuman Bondage: The Rise and Fall of Slavery in the New World (Oxford University Press, 2006)

5) Other required readings will be available on Canvas and are listed on the schedule.

NOTE: For textbook accuracy, please always check the textbook list at the OSU Bookstore website. Sample syllabi may not have the most up-to-date information.

Students can also click the OSU Beaver Store link associated with the course information in the Ecampus schedule of classes for course textbook information and ordering.

COURSE SPECIFIC MEASURABLE STUDENT LEARNING OUTCOMES:

Measurable Student Learning Outcomes: 1) Identify the important characteristics of slavery in North America, South America, and the Caribbean; 2) Analyze slavery in the Americas from several cultural perspectives, including African, Native American, European, Latin American, and North American to understand both the similar and dissimilar practices of slavery and unfree labor in these different cultural and historical contexts; 3) Compare the relationships and interactions within slave systems in their various forms and locations; 4) Contextualize some forms of modern day undocumented and coerced labor within a historical spectrum of bound labor; and 5) Examine the role of slavery in the construction of social and cultural identities, as well as contemporary legacies of inequality and discrimination. To fulfill these learning objectives, students will use discussion to assess, synthesize, and analyze major historical events, and will work individually (reading, researching, writing journals, and responding to essay prompts) and within a group (engaging in discussion with and presenting information to their fellow classmates) to develop their historical skills. Students will demonstrate critical and analytical thinking and historical reasoning commensurate with the expectations of a 300-level course.
Cultural Diversity Baccalaureate Core Learning Outcomes: This course meets all of the “Cultural Diversity” Baccalaureate Core Learning Outcomes. Students will: 1) Identify and analyze characteristics of a cultural tradition outside of European/American culture; 2) Demonstrate an understanding of how perspectives can change depending on cultural or historical contexts; 3) Describe aspects of Non-Western culture that influence or contribute to global cultural, scientific, or social processes.

EVALUATION OF STUDENT PERFORMANCE:

<table>
<thead>
<tr>
<th>Evaluation of Student Performance</th>
<th>Discussions</th>
<th>20% Journals</th>
<th>20% Papers (2)</th>
</tr>
</thead>
<tbody>
<tr>
<td>40% Final Exam</td>
<td>20%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>system: A</td>
<td>C+</td>
<td>A-</td>
<td>C</td>
</tr>
<tr>
<td>94-100%</td>
<td>77-79%</td>
<td>90-93%</td>
<td>74-76%</td>
</tr>
<tr>
<td>C-</td>
<td>70-73%</td>
<td>B</td>
<td>80-83%</td>
</tr>
<tr>
<td>B</td>
<td>84-86%</td>
<td>D</td>
<td>F</td>
</tr>
<tr>
<td>84-86%</td>
<td>60-69%</td>
<td>80-83%</td>
<td>0-59%</td>
</tr>
</tbody>
</table>

Grading: This course follows OSU’s general grading system.

COURSE CONTENT AND POLICIES:

All readings listed on the schedule should be completed by Wednesday of each week. Readings labeled “Canvas” are available online through the course site. Readings labeled “Textbooks” are from the required texts for course. Assignments listed on this schedule should be completed by the date listed.

WEEK 1: INTRODUCTION TO SLAVERY & SLAVERY IN THE OLD WORLD

Textbooks: Davis, *Inhuman Bondage*, 27-76.

Canvas: Patterson, *Slavery and Social Death*, pp. 17-76

Davis, *The Problem of Slavery in Western Culture*, pp. 223-261

Assignments: Journal Entry #1 (due Friday night)

Week 1 Discussion Board posts (due Sunday night)

WEEK 2: NEW WORLD SLAVE SYSTEMS

Textbooks: Davis, *Inhuman Bondage*, 77-102


Assignments: Week 2 Discussion Board Posts (due Sunday night)

Paper #1 Assignment Posted (Friday)
WEEK 3: THE RISE OF PLANTATION ECONOMIES
Textbooks: Klein & Vinson, African Slavery in Latin America & the Caribbean, pp. 49-64
Bergad, The Comparative Histories of Slavery, pp. 33-63
Canvas: Berlin, Many Thousands Gone, pp. 95-141
Assignments: Journal Entry #2 (due Friday night)
Week 3 Discussion Board Posts (due Sunday night)

WEEK 4: THE EURO-AMERICAN SLAVE SYSTEMS MATURE
Textbooks: Klein & Vinson, African Slavery in Latin America & the Caribbean, pp. 85-118
Bergad, The Comparative Histories of Slavery, pp. 96-131
Canvas: Klein, The Atlantic Slave Trade, pp. 132-161
Berlin, Many Thousands Gone, pp. 177-194
Assignments: Week 4 Discussion Board Posts (due Sunday night)

WEEK 5: VARIETIES OF UNFREE LABOR
Textbooks: Davis, Inhuman Bondage, 103-140.
Klein & Vinson, African Slavery in Latin America & the Caribbean, pp. 65-83
Assignments: Paper #1 Due (due Friday night)
Journal Entry #3 (due Friday night)
Week 5 Discussion Board Posts (due Sunday night)

WEEK 6: SLAVES AND SLAVEHOLDERS
Textbooks: Bergad, The Comparative Histories of Slavery, pp. 64-95
Canvas: Genovese, Roll, Jordan, Roll, pp. 113-158
Assignments: Week 6 Discussion Board Posts (due Sunday night)
Paper #2 Assignment Posted (Monday)

WEEK 7: SLAVE COMMUNITIES
This course is offered through Oregon State University Extended Campus. For more information, contact:
Web: ecampus.oregonstate.edu Email: ecampus@oregonstate.edu Tel: 800-667-1465
This course is offered through Oregon State University Extended Campus. For more information, contact:

Web: ecampus.oregonstate.edu   Email: ecampus@oregonstate.edu   Tel: 800-667-1465

Textbooks:  
Davis, *Inhuman Bondage*, 193-204  
Bergad, *The Comparative Histories of Slavery*, pp. 165-201  

Canvas:  
Stevenson, *Life in Black and White*, 226-257 [eBook available online at OSU Libraries]

Assignments:  
Journal Entry #4 (due Friday night)

**WEEK 8: RESISTANCE & REBELLION**

Textbooks:  

Canvas:  
Blackburn, *The Overthrow of Colonial Slavery*, pp. 213-264  

Assignments:  
Week 8 Discussion Board Posts (due Sunday night)

**WEEK 9: ENDING SLAVERY**

Textbooks:  
Davis, *Inhuman Bondage*, 231-267  
Bergad, *The Comparative Histories of Slavery*, pp. 251-290  

Canvas:  
Cooper, Holt, Scott, *Beyond Slavery*, pp. 33-59

Assignments:  
Journal Entry #5 (due Friday night)

Week 9 Discussion Board Posts (due Sunday night)

**WEEK 10: LEGACIES OF SLAVERY IN THE AMERICAS**

Textbooks:  
Davis, *Inhuman Bondage*, 297-331  
Engerman, *Slavery, Emancipation, and Freedom*, pp. 73-92

Canvas:  
Bales, *Disposable People*, pp. 1-33 and pp. 121-148  
[eBook available online at OSU Libraries]

Assignments:  Paper #2 Due (due Thursday night)
               Week 10 Discussion Board Posts (due Sunday night)

Information About Assignments and Course Policies

Discussion Boards: A new Discussion Board topic will be posted each week. I will start a discussion on Wednesday morning with a couple of brief questions. More questions will then be posed and answered by both the instructor and your fellow students. The Discussion Boards will be open to all students to engage one another on significant questions; you are required to make at least three posts per week (one original post and two replies).

Journals: A new journal topic will be posted every other week. The journals are to be short essay-style reflections that will explore a topic in greater depth. Unlike the Discussion Board, other students will not be able to see your journal responses. Your answers will be evaluated on how clearly you articulate an argument in the opening sentence, then follow with relevant information, which may include references to specific documents or texts.

Papers: Two papers will be assigned during the course. The topics of the papers will be connected to the documents, readings, videos, and class discussions. You will receive the topic at least one week prior to the due date. Papers will be submitted via Canvas in Word (.doc or .docx) or PDF format, typed, double spaced, and must follow the assignment guidelines posted on Canvas.

Late Papers: Late papers will be assessed a penalty of 15% per weekday up to a third day when the highest score will be half of the total. If you are having a problem completing your assignments on time, please inform the instructor to work out a solution.

Plagiarism: Plagiarism is a serious violation of academic and ethical standards. The first instance of plagiarism will result in a failing grade for that assignment. Before another assignment is assessed, the student will redo the first assignment for no grade. The second instance will result in failure for the course. For OSU’s policy, see: http://oregonstate.edu/admin/stucon/plag.htm.

Final Exam: This course will have a final essay exam, conducted via Canvas. The exam will be comprehensive and will require a consecutive two hours to complete. Students will select two of four essay prompts to answer, using specific examples from the course readings and materials. The exam will be available on Tuesday at noon of finals week and is due by Thursday at 11:59 PM.*

*Note: All times given on this syllabus, the schedule of readings and assignments, and on the course site are based on the Pacific Time Zone in which Oregon State University is located. Please plan accordingly or contact the instructor if you live in a different time zone and believe this will present a problem.

Discussion Participation
Students are expected to participate in all graded discussions. While there is great flexibility in online
courses, this is not a self-paced course. You will need to participate in our discussions on at least two different days each week, with your first post due no later than Wednesday evening, and your second and third posts due by the end of each week.

**Incompletes**
Incomplete (I) grades will be granted only in emergency cases (usually only for a death in the family, major illness or injury, or birth of your child), and if the student has turned in 80% of the points possible (in other words, usually everything but the final paper). If you are having any difficulty that might prevent you completing the coursework, please don’t wait until the end of the term; let me know right away.

**Guidelines for a Productive and Effective Online Classroom**
Students are expected to conduct themselves in the course (e.g., on discussion boards, email) in compliance with the university’s regulations regarding civility.

Civility is an essential ingredient for academic discourse. All communications for this course should be conducted constructively, civilly, and respectfully. Differences in beliefs, opinions, and approaches are to be expected. In all you say and do for this course, be professional. Please bring any communications you believe to be in violation of this class policy to the attention of your instructor.

Active interaction with peers and your instructor is essential to success in this online course, paying particular attention to the following:

- Unless indicated otherwise, please complete the readings and view other instructional materials for each week before participating in the discussion board.
- Read your posts carefully before submitting them.
- Be respectful of others and their opinions, valuing diversity in backgrounds, abilities, and experiences.
- Challenging the ideas held by others is an integral aspect of critical thinking and the academic process. Please word your responses carefully, and recognize that others are expected to challenge your ideas. A positive atmosphere of healthy debate is encouraged.

**COURSE SITE LOGIN INFORMATION**
Information on how to login to your course site can be found [HERE](#).

**STATEMENT REGARDING STUDENTS WITH DISABILITIES**
Oregon State University is committed to student success; however, we do not require students to use accommodations nor will we provide them unless they are requested by the student. The student, as a legal adult, is responsible to request appropriate accommodations. The student must take the lead in applying to Disability Access Services (DAS) and submit requests for accommodations each term through DAS Online. OSU students apply to DAS and request accommodations at our [Getting Started with DAS](#) page.
Accommodations are collaborative efforts between students, faculty and Disability Access Services (DAS). Students with accommodations approved through DAS are responsible for contacting the faculty member in charge of the course prior to or during the first week of the term to discuss accommodations. Students who believe they are eligible for accommodations but who have not yet obtained approval through DAS should contact DAS immediately at 541-737-4098.

ACADEMIC INTEGRITY AND STUDENT CONDUCT (OSU POLICY)

Students are expected to be honest and ethical in their academic work. Intentional acts of academic dishonesty such as cheating or plagiarism may be penalized by imposing an “F” grade in the course.

Student conduct is governed by the universities policies, as explained in the Office of the Dean of Student Life: Student Conduct and Community Standards. In an academic community, students and faculty, and staff each have responsibility for maintaining an appropriate learning environment, whether online or in the classroom. Students, faculty, and staff have the responsibility to treat each other with understanding, dignity, and respect.

Students are expected to conduct themselves in the course (e.g. on discussion boards, email postings, etc.) in compliance with the university’s regulations regarding civility. Students will be expected to treat all others with the same respect as they would want afforded to themselves. Disrespectful behavior (such as harassing behavior, personal insults, inappropriate language) or disruptive behaviors are unacceptable and can result in sanctions as defined by Student Conduct and Community Standards.

For more info on these topics please see:

- Statement of Expectations for Student Conduct
- Student Conduct and Community Standards - Offenses
- Policy On Disruptive Behavior

PLAGIARISM

You are expected to submit your own work in all your assignments, postings to the discussion board, and other communications, and to clearly give credit to the work of others when you use it. Academic dishonesty will result in a grade of “F.”

- Statement of Expectations for Student Conduct
- Avoiding Academic Dishonesty

TECHNICAL ASSISTANCE

This course is offered through Oregon State University Extended Campus. For more information, contact:

Web: ecampus.oregonstate.edu   Email: ecampus@oregonstate.edu   Tel: 800-667-1465
If you experience computer difficulties, need help downloading a browser or plug-in, assistance logging into the course, or if you experience any errors or problems while in your online course, contact the OSU Help Desk for assistance. You can call (541) 737-3474, email osuhelpdesk@oregonstate.edu or visit the OSU Computer Helpdesk online.

TUTORING
For information about possible tutoring for this course, please visit our Ecampus NetTutor page. Other resources include:

- Writing Center
- Online Writing Lab

STUDENT EVALUATION OF TEACHING
We encourage you to engage in the course evaluation process each term — online, of course. The evaluation form will be available toward the end of each term, and you will be sent instructions through ONID. You will login to “Online Services/MyOSU” to respond to the online questionnaire. The results on the form are anonymous and are not tabulated until after grades are posted. Course evaluation results are very important and are used to help improve courses and the learning experience of future students. Results from questions are tabulated anonymously and go directly to instructors and unit heads/supervisors. Unless a comment is “signed,” which will associate a name with a comment, student comments on the open-ended questions are anonymous and forwarded to each instructor. “Signed” comments are forwarded to the unit head/supervisor.

REFUND POLICY INFORMATION
Please see the Ecampus website for policy information on refunds and late fees.