Course Name: Slavery in the Americas
Course Number: HST/REL 353
Term Offered: Winter 2019
Credits: 4

Instructor name: Nicole von Germeten
Email: Nicole.vongermeten@oregonstate.edu
Office hours: TBD

Course Description
A survey of the roles of Africans and their descendants in Latin American history, linking the history of the Americas, Europe and Africa. The course will examine slavery and bound labor in the Atlantic world, as well as the social, cultural, and spiritual roles of Africans in the Americas.

Communication
Please contact me via email rather than Canvas, I can respond quickly and easily to email from anywhere. I will strive to return all emails within 24 hours Monday through Friday and within 48 hours if contacted over the weekend. Note that I may be unavailable on holidays.

Course Credits
This course combines approximately 120 hours of instruction, online activities, and assignments for 4 credits.

Learning Resources
Textbooks:
All readings will be available for free via eBook through OSU Libraries or via Canvas.

Measurable Student Learning Outcomes
- Examine the role of Africans and their descendants in the construction of social and cultural identities.
  - This outcome is fulfilled using both formative and summative assessments: course readings, discussion facilitation and participation, midterm and final papers.
- Assess the biases of primary sources in terms of views of race, religion, gender, civilization, the physical body, sexuality, economy and political views, especially the documentation produced in the imperial context, in homework assignments.
  - This outcome is fulfilled using both formative and summative assessments as well. The “Expert” assignment will particularly encourage students to assess such biases as they lead the class in discussion and analysis on their determined date. Equally, their conference panel presentations will require historical research that meets these criteria as well.
- Analyze the role of African spirituality in the construction of religious belief systems amidst European, African, and Indigenous contact.
  - This outcome is fulfilled using both formative and summative assessments: course readings, discussion facilitation and participation, midterm and final papers. Historical research conducted for the summative assessment papers and for the research paper and conference presentation will satisfy this measurable learning outcome.
- Students will be able to:
  - Think critically given specific historical contexts and biases
Properly cite sources using Turabian citation style  
Understand the histories of various cultures pre and post contact with the European world  
Recognize the contributions of Africans and Afro-descended peoples in the forging of today’s social landscape

**Bacc Core Requirement**

This course satisfies the Cultural Diversity requirement in the Baccalaureate Core. It does this through examining slavery in a variety of different contexts outside of the United States and the ways in which this institution has contributed to the cultural landscapes that exist in Latin America today. This means as a result of taking this class you will gain knowledge and skills that enable you to do the following:

- Identify and analyze characteristics of a cultural tradition outside of European /American culture.
  - This outcome is fulfilled by formative assessments in the form of homework summaries, conference presentations, and discussion facilitation. Each unit will require that students demonstrate their growing content knowledge with submission of weekly formative assessments.
  - For this outcome: Identify and analyze characteristics of a cultural tradition outside of European /American culture, students will...
    - Recognize African diaspora and roles of Africans in the Americas
    - Outline the historical timelines pertaining to slavery throughout the Atlantic World
    - Identify and analyze aspects of African spirituality present in religious practices throughout the colonial world.
    - Interpret social and economic experiences of slavery through the use of primary source documents.

- Demonstrate an understanding of how perspectives can change depending on cultural or historical contexts.
  - This outcome is fulfilled by the use of ethnohistoric perspectives which emphasize the use of contextually appropriate sources in the study of African diaspora and slavery. Students will critique sources based upon identification of potential biases within a given historical context. This outcome is also fulfilled by summative assessments in the form of midterm and final papers, in addition to weekly formative assessments. Summative assessments will require that students explain how potential biases of given historical sources either support or contradict historical narrative and historical fact.
  - For this outcome: Demonstrate understanding of how perspectives can change depending upon cultural or historical contexts, students will...
    - Appraise origin of primary sources
    - Explain potential biases of historical perspectives based upon source appraisal
    - Differentiate between created historical narrative and historical fact

- Describe aspects of Non-Western culture that influence or contribute to global cultural, scientific, or social processes.
  - This outcome is fulfilled by course readings and subsequent formative assessments, including: reading summaries, discussion facilitation, primary source research, and conference panel presentations. Ethnohistorical sources will demonstrate the continued and thriving presence of African spirituality, language, and culture postconquest. Students will then examine and assess the ways in which western historical narratives contradict this reality. Students will have the opportunity to demonstrate this analysis with completion of the summative assessments as well.
  - For this outcome: Describe aspects of Non-Western culture that influence or contribute to global cultural, scientific, or social processes, students will...
    - Identify aspects of cultural continuity in the context of conquest and slavery
Examine how evidence from written and pictorial sources supports European imperialism and the resilience of African and indigenous civilizations

**Evaluation of Student Performance**

**Discussion Leadership: 20%**

2 days x 10 points

In week one, students will sign up for two days as the class “expert” on the topic of the readings. In preparation, read the readings in advance and complete any other research you wish. Email me three detailed analytical/content questions, which I will forward to the class. If you sign up for a Monday class leadership, your questions are due on Friday at 3pm. If you sign up for a Wednesday class leadership, your questions are due Tuesday at 9am. On your two “expert” days, you will sit up at the front of the class, answer student questions, and contribute to class content. See the evaluation sheet at the end of the syllabus to learn how you will be evaluated for your “expertise”. You may not submit an evaluation or reading summary on a day that you are a class expert.

**Evaluations of Class Leadership and Summary of Class Notes: 10%**

2 days x 5 points

On a day that you are NOT the class expert, complete the form at the end of this syllabus. Be sure to include an entire page of class notes on the back, summarizing the content of the class that day. You need to do this exercise 2 times during the term for full credit. You may not submit a written reading summary on the days in which you complete an evaluation.

**Student Conference: 20%**

In almost all of our class sessions, we will set aside 20-30 minutes for conference planning. For the first few weeks, we will focus on brainstorming topics. Your topics will relate to class material and center on Africa and Iberian America.

Each student will analyze some sort of primary source. During class, I will help you identify a source that interests you. Once we find a source, it will be helpful to bring in a device or printouts so you can read your source during class. Once you feel like you have a good source/topic, students can start to group themselves into panels by theme, era, or geography. You will organize the conference sessions as you wish.

Each day in week 8 we will have 50 minutes to 1 hour dedicated to our conference presentations. Panels must have a chair, at least two speakers, and a commentator. If you would like, I am willing to present my original research on your panel, but I will not chair or comment. According to your planning, you may be a chair or a commentator on one panel, but you are required to present your original research. Your original research presentation will last precisely 10 minutes. You may use visuals as you wish, but take care to use your time wisely. You do not need to hand in any written material. However, it is very common for participants in academic panels to read their presentation off notes or a formal paper. Commentators will have 5 minutes to present their formal comments. The audience will have approximately 10 minutes to comment and ask questions. The panel chair will serve as timekeeper.

The panel chair will introduce the panelists very briefly, with no more than a 2-sentence biography at the start of the panel. All students should participate in creating a brief program of the panels. Please provide me with a printed copy of the program in week 7, so I can approve it before the planning is finalized. Once I approve the program, I will circulate our conference information around the university. Please invite anyone you wish to attend the conference. Your grade on this assignment will be calculated according to your overall effort over the term, and your final presentation.

**Class Participation: 15%**

Each class day I will note who is speaking and asking questions in class. I will tabulate this total at the end of the term. If class participation is not something you feel strongly about, or if attendance becomes an issue, feel free to do up to three extra HW summaries to make up these points. Any extra credit HWs must precisely follow ALL guidelines below.

**Midterm: 10%**

One essay, in class, based on readings and discussion. More details forthcoming.

**Final: 10%**
One essay, take home, based on readings and discussion. More details forthcoming.

**Written Summaries of Class Readings: 15%**

**3 summaries x 5 points**

Students will select the days on which they will hand in summaries. You may not submit a reading summary on the days that you are a class “Expert”. You may not submit a reading summary on the day that you hand in an “expert” evaluation. There are 17 class sessions with assigned readings. You may not hand in a summary if you do not attend class **FOR ANY REASON**. You can miss several and still get 100% credit on this assignment. You may only submit a reading summary on a day in which you attend class, the whole class. No emailed summaries accepted. No summaries accepted outside of class meeting times.

- Each summary will be 300 words of text with **8 single spaced footnotes**, citing a variety of sections in the reading due for that day.
- **Single spaced**, one or two sides of a piece of paper if possible.
- No title or heading needed other than your name.
- Include your word count at the top of the first page.
- Single space your summary and your footnotes.
- Footnotes just include short title of reading and page.
- Do not include anything more than above in your footnotes.
- Do not use any direct quotes (word for word copying out of the text) from the reading
- Summarize the reading in your own words.

**Grading Scale:**

There are a total of 100 points possible in this course. Therefore, each point earned for an assignment equates to a percentage point toward your grade. The grading scale is as follows:

- 100-94% = A
- 93.99-90 = A-
- 89.99-84 = B
- 83.99-80% = B-
- 79.99-74 = C
- 73.99-70% = C-
- 69.99-0% = F
**Course Content:**
*Note that readings are subject to change. All readings will be posted to Canvas and available in the corresponding module.*

<table>
<thead>
<tr>
<th>Week</th>
<th>Day</th>
<th>Readings / Screenings</th>
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<tbody>
<tr>
<td>01</td>
<td>Monday</td>
<td>Course Intro: Start “Black Orpheus”</td>
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<td></td>
<td>Wednesday</td>
<td>*Black Africans in Renaissance Europe: Introduction</td>
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<td>02</td>
<td>Monday</td>
<td>*Black Africans in Renaissance Europe: Slavery and Juan Ladino</td>
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<td></td>
<td>Wednesday</td>
<td>*Africa’s Botanical Legacy</td>
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<td>03</td>
<td>Monday</td>
<td><em>Treatise on Slavery</em></td>
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<td></td>
<td>Wednesday</td>
<td>*Kongolese Saint Anthony</td>
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<td>04</td>
<td>Monday</td>
<td><em>Quito 1599: Castaways</em></td>
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<td></td>
<td>Wednesday</td>
<td>*Catholic Brotherhoods for Afro-descended Men and Women</td>
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<td>05</td>
<td>Monday</td>
<td>Midterm</td>
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<td></td>
<td>Wednesday</td>
<td><em>Martin de Porres</em></td>
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<td>06</td>
<td>Monday</td>
<td>Witch Trials</td>
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<td>Wednesday</td>
<td>Chica da Silva</td>
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<td>07</td>
<td>Monday</td>
<td>Purchasing Whiteness</td>
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<td></td>
<td>Wednesday</td>
<td>Rebellion in Bahia</td>
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<td>08</td>
<td>Monday</td>
<td>Death is a Festival</td>
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<td></td>
<td>Wednesday</td>
<td>Student Conference Panels I</td>
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<td>Blacks of the Rosary</td>
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<td>Student Conference Panels II</td>
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<td>09</td>
<td>Monday</td>
<td>The Alienist and Other Stories</td>
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<td></td>
<td>Wednesday</td>
<td>Continue “Black Orpheus”</td>
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<td>10</td>
<td>Monday</td>
<td>Prince of the People</td>
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<td></td>
<td>Wednesday</td>
<td>Continue “Black Orpheus”</td>
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<td>Modern Bahia</td>
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<td></td>
<td></td>
<td>Finish “Black Orpheus”</td>
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<td></td>
<td>Finals Week</td>
<td>Monday</td>
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Course Policies:
Classroom Etiquette
I will not respond to any rude, aggressive, or unsigned emails or other inappropriate methods of communication, in person or electronically. If I receive any of the above, I will report them to OSU Department of Public Safety and Oregon State Police.
If you must use devices beyond taking class notes, leave the room, so you do not distract those who are engaged with the work.
Instructor Contact:
Contact me via the email address listed, NOT via the Canvas site.
Late Work and Extra Credit
I do not accept late work in this course. I do not accept any assignments via email. All submissions will take place in class. Any assignments received via email will not receive credit.

Statement Regarding Students with Disabilities
Accommodations for students with disabilities are determined and approved by Disability Access Services (DAS). If you, as a student, believe you are eligible for accommodations but have not obtained approval please contact DAS immediately at 541-737-4098 or at http://ds.oregonstate.edu. DAS notifies students and faculty members of approved academic accommodations and coordinates implementation of those accommodations. While not required, students and faculty members are encouraged to discuss details of the implementation of individual accommodations.

Expectations for Student Conduct
Student conduct is governed by the university’s policies, as explained in the Student Code of Conduct available here:

Academic Integrity
Students are expected to comply with all regulations pertaining to academic honesty. For further information, visit Student Conduct and Community Standards at:
http://studentlife.oregonstate.edu/studentconduct/offenses-0, or contact the office of Student Conduct and Mediation at 541-737-3656.

OAR 576-015-0020 (2) Academic or Scholarly Dishonesty:

a) Academic or Scholarly Dishonesty is defined as an act of deception in which a Student seeks to claim credit for the work or effort of another person, or uses unauthorized materials or fabricated information in any academic work or research, either through the Student’s own efforts or the efforts of another.

b) It includes:
   i) CHEATING - use or attempted use of unauthorized materials, information or study aids, or an act of deceit by which a Student attempts to misrepresent mastery of academic effort or information. This includes but is not limited to unauthorized copying or collaboration on a test or assignment, using prohibited materials and texts, any misuse of an electronic device, or using any deceptive means to gain academic credit.
   ii) FABRICATION - falsification or invention of any information including but not limited to falsifying research, inventing or exaggerating data, or listing incorrect or fictitious references.
   iii) ASSISTING - helping another commit an act of academic dishonesty. This includes but is not limited to paying or bribing someone to acquire a test or assignment, changing someone’s grades or academic records, taking a test/doing an assignment for someone else by any means, including misuse of an
electronic device. It is a violation of Oregon state law to create and offer to sell part or all of an educational assignment to another person (ORS 165.114).

iv) TAMPERING - altering or interfering with evaluation instruments or documents.

v) PLAGIARISM - representing the words or ideas of another person or presenting someone else's words, ideas, artistry or data as one's own, or using one's own previously submitted work. Plagiarism includes but is not limited to copying another person's work (including unpublished material) without appropriate referencing, presenting someone else's opinions and theories as one's own, or working jointly on a project and then submitting it as one's own.

c) Academic Dishonesty cases are handled initially by the academic units, following the process outlined in the University's Academic Dishonesty Report Form, and will also be referred to SCCS for action under these rules.
GRADING RUBRIC FOR “EXPERT” STUDENT PRESENTATION AND CLASS NOTES

Date___________________

Your name________________________________________

Name of expert student______________________________

Summarize the comments made by the student that directly related to their “expertise” on the topic of today’s reading. Grade each of these comments on a scale of 1 to 3. 3/3 means the comment was highly useful and directly related to the reading:

Comment:

Comment:

Comment:

Total points:

Did the student make more than 3 relevant comments? Do you think they earned another point for extra comments, or bringing something original to our class discussion? If so, explain.

Please write your class notes on the back of this piece of paper.