

AFR 224 - Slavery, Universities and Complex Legacies (Fall 2020)

MW, 8:05am to 9:20am

Academic credit: 3 credit hours

Course format: Hybrid (synchronous Monday lectures and asynchronous Wednesday discussion/assignments/workshops).

Instructor's information

Hilary N. Green

2020-2021 Vann Professor of Ethics in Society

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Preferred pronouns: she/her/hers

Online office hours (recurring Zoom links): Tuesday, 1pm to 4pm and other times by appointment.

What is this course about?

This course introduces students to the major themes, issues, and questions related to slavery and emancipation at institutions of higher education, with emphasis on Davidson College and the University of Alabama. The guiding questions include: How do institutions of higher education attempt to reconcile their slave pasts and legacies for the present-day stakeholders? How might the current scholarship provide a pathway forward for encouraging truth and reconciliation?

Over the course of the semester, we will read selections from Craig Wilder's foundational work as well as newer works by Leslie Harris, Al Brophy, Lolita Buckner Inniss, and other scholars for understanding the institution of slavery and its legacy at colleges and universities.

Students will explore this unique and often underappreciated topic of campus history for understanding the lives of the enslaved and consequences for the postwar African American and campus communities through reading foundational scholarly texts as well as newer works, participating in discussions and trips to Davidson College archives, completing short writing assignments grounded in primary and secondary sources, and a final project exploring how should universities reckon with this history and tell fuller and inclusive narratives to current and future stakeholders.

What will I learn in this course?

Student Learning Outcomes:

Over the course of the semester,

- Students will be able to evaluate primary and secondary sources in order to understand varying historical interpretations on higher education's role in institution of slavery and its complex legacies.
- Students will be able to employ primary and secondary sources in crafting their own interpretations of historical evidence.
- Students will be able to employ analytical reasoning/critical thinking skills in addressing global issues and historical problems revolving around the study of slavery as practiced at pre-1865 college and

university campuses, the lived African American experience, and the post-emancipation struggles for memory and a racially inclusive campus and its surrounding community.

- Students will be able to analyze and compare political economic, social and intellectual institutions, structures and processes across a range of historical periods through written assignments and discussions.

Course Objectives: Over the course of the semester,

- Professor will teach students how to use primary and secondary sources and a variety of methodologies necessary for improving critical thinking and writing skills through readings, participating in mini-skills workshops, and conducting library and DH research.
- Professor will familiarize students with major themes, chronology, problems and historical issues of institutional slavery, the enslaved African American experience, and legacy for campus stakeholders and descendant communities, especially as it intersects with a group's identity defined by race, class, and gender through readings, discussions, and optional outside of classtime virtual Zoom webinars, talks, and/or presentations
- Professor will enable students to hone their abilities to create and defend well-reasoned written and oral arguments as well as critique arguments that are unsound through short reading reflections, in-class discussion, and final project.

What will I do in this course?

Synchronous Class Lectures and Discussions: Each week there will be synchronous Zoom lectures and discussions at our scheduled class time(s). These sessions are outlined clearly on Moodle and in the syllabus. Attendance at synchronous Zoom class sessions is highly encouraged to better facilitate mastery of course learning objectives, build a sense of shared purpose and community, and create a space for live class debate and discussion. However, all synchronous sessions will be recorded and posted to Moodle for those who may not be able to participate in real time. It will then be your responsibility to view the recorded session posted to Moodle to receive credit for "attending" the class. During synchronous class sessions, please be respectful of your professor and peers by following the recommendations below:

1. Arrive on time (wake up early and log in a few minutes early)
2. Try to find a quiet place for your Zoom session if possible.
3. Be prepared (make sure your computer is charged, camera is on, and use headphone or earbuds if you have them).
4. Mute yourself when your professor or another student is talking to reduce ambient noise.
5. Be focused, be attentive, and be an active participant in the discussion.
6. Raise your hand to speak (the hand raise feature is in the participant box) and/or type questions into the chat box. I will assign an individual to monitor the chat during the synchronous session.
7. Identify yourself when you speak because everyone may not be able to clearly see who is speaking.
8. Be flexible and have a sense of humor. This will be the first fully online class for many of us, so it is ok to make mistakes.

Semi-synchronous Assignments—Students will be assigned to groups in group discussions during the synchronous class lectures.

Asynchronous Assignments: As previously noted, students are expected to engage their peers in a collaborative knowledge production process. Much of this work will take place asynchronously, such as developing a collective annotated bibliography and providing feedback on final projects in a peer review process. Other assignments, such as the initial reflections, weekly response papers, and other skills development exercises, will be done individually and help to ensure success on the final research projects.

Moodle is an essential component to our class since we are not using a textbook this semester. Class announcements, links to related videos and websites, and grades will be posted to Moodle.

For general course questions, particularly questions about assignments, please use the course discussion forum on Moodle. I will respond to your questions in the forum. By using the course discussion forum, it allows for everyone to see questions and responses that maybe beneficial for everyone in the course. If you have a personal question, feel free to email me your question, drop in on my Zoom office hours, or schedule a time to meet with me.

How can I prepare for the class sessions to be successful?

Review the readings before class, post a one-two paragraph reflection post on the readings, and come to class with one to two discussion questions based on the readings.

For the online meeting, students should expand the original reflection post to reflect the their in-class discussion and complete the asynchronous group discussion/assignments. Any remaining questions to be addressed in subsequent in-person meetings with class or office hours with professor.

What required texts, materials, and technologies will I need?

Alfred L. Brophy, *University, Court, and Slave: Pro-Slavery Thought in Southern Colleges and Courts and the Coming of Civil War*. New York: Oxford University Press, 2016. ISBN: 9780199964239.

Leslie Harris, James T. Campbell, Alfred L. Brophy, *Slavery and the University: Histories and Legacies*. Athens: University of Georgia Press, 2019. ISBN: 9780820354422.

Lolita Buckner Inniss, *The Princeton Fugitive Slave: The Trials of James Collins Johnson*. New York: Fordham University Press, 2019. ISBN 9780823285341.

Craig Steven Wilder, *Ebony and Ivory: Race, Slavery and the Troubled History of America's Universities*. New York: Bloomsbury Press, 2013. ISBN: 9781608194025.

In addition to these books, we will read occasional articles and other documents available on the course's Moodle site. All documents designated below with an asterisk will be available as either pdfs or links to digital content.

In terms of technologies and software, students will be required to use Zoom, use MS Office, GSuite, and/or Adobe Spark (does not require a specific Adobe Creative Commons license), and free open-source Canva.

What optional texts or resources might be helpful?

The Chicago Manual of Style, 17th edition, available online at Davidson College Library.

Davidson College's [Commission on Race and Slavery](#).

P. Gabrielle Forman, et. al, "[Writing about 'Slavery'? This Might Help](#)," a crowdsourced writing guide.

Sarah H.D. Mellin, "Beneath the Bricks: Reckoning with Legacies of Colonialism, Slavery, and White Supremacy at Davidson College," Senior Honors Thesis for Anthropology, Davidson College, Spring 2020.

Hilary N. Green, [The Hallowed Grounds Project](#).

How will my grade be determined?

Initial reflections and Discussion questions (10%): Before the start of class, post one to two paragraphs offering some preliminary thoughts on the readings and prepare 1-2 questions for the synchronous discussion on Monday.

For the content, you can summarize the reading as well as identify passages that helped to building the arguments being made, address major course themes and/or need further clarification. These are preliminary understandings of the reading that will be expanded in the fuller two-page reflection assignment due at the end of the week.

You will be required to post in the Weekly Moodle forum before the start of the Monday synchronous class. Both the content and questions will be used in facilitating discussion.

Weekly response papers (20%): Weekly response papers are both descriptive and analytical papers on the week's class topic noted in the syllabus and are based entirely on the assigned weekly readings and Monday synchronous class discussions. These two-page papers expand on the initial reflection posts and must contain a thesis and a series of paragraphs backed by detailed evidence and persuasive reasoning.

Format: The papers must be typed in Times New Roman 12 point font, double spaced with one-inch margins and submitted as a MS Word, Google Doc, and/or pdf.

Required sources: Assigned weekly readings and Monday class materials. No other sources can be used.

Due date: No later than 11:59pm on Fridays via the designated Moodle submission link.

Grading: Notwithstanding any late penalties, the grade per entry will be either a "0" (did not submit), "50" (did not meet either formatting or content requirements), "75" (did not meaningfully incorporate the assigned readings and Monday discussion as evidence), or "100" (fulfilled all requirements). The grade is entirely based on submission by the date due and meeting all of the assignment's instructions. Make up assignments will not be accepted.

Group Collective Annotated Bibliography (10%): In order to develop a common set of resources for understanding the history of campus slavery, this group assignment will facilitate the creation of a crowdsourced annotated bibliography of primary and secondary materials, print and digitized, for selecting research topics and developing final research projects. Moreover, the final document will assess the current archival resources and secondary literature necessary for deepening knowledge on the role of slavery, the enslaved experience, and legacy at Davidson College and its place among other institutions grappling with a similar history.

Students will be divided into four groups tasked in identifying resources, summarizing the scope of the collection for understanding a particular theme, and submitting the completed Google Doc to Dr. Green. The group composition will remain consistent over the multi-week assignment. Each group member is expected to equally contribute in the drafting and editing of the document. The grade assessed will be for the entire group. See the course schedule for the submission deadlines.

Developing Historical Research Skills Assignments and Workshops (10%): In order to be successful on your final research projects, you will be required to watch short recordings on how to use select software and complete mini-assignments to build your comfort using DH projects and resources and select software (Adobe Spark, Canva and Google My Maps). See the course schedule for the submission deadlines.

Final Research Project (50%): For your final research project, you have two options:

A) *The Digital Visual Essay*: Using Adobe Spark, craft a visual essay (about 5-7 page traditional paper text) that explores a person, institution, and/or event detailing the history of slavery and the enslaved experience at Davidson College, 1837-1866.

As a visual essay, you must incorporate a minimum of five primary sources detailing aspects of slavery, the enslaved experiences and immediate emancipation experiences at Davidson College, 1837-1866. These digital images should advance the argument being made in the essay and should not be mere window dressing.

Since this assignment is exploring the history of campus slavery, you cannot explore institutional legacy topics, including (and not limited to) Reconstruction, Jim Crow segregation, the long Civil Rights Movement, post-desegregation campus, and current legacy. You must limit your topic, discussion, and primary sources employed to the history of slavery and the immediate emancipation experience.

The essay must include endnotes and a bibliography. The bibliography is not included in the page count. In the submission, you must submit both the Adobe Spark page link and a pdf version of the essay with the images included.

Sample Adobe Spark projects, [Hallowed Grounds: Race, Slavery and the University of Alabama](#), Dr. Rhondda Thomas "[Call My Name Project](#)" at Clemson University, and Musical Passage Project Team's [Musical Passage](#).

OR B) *The Digital Unessay*: Selecting an appropriate research topic, create a new object that best explains the most significant aspect of institutional slavery, the enslaved experience, and immediate emancipation experience at Davidson College, 1837-1866.

Examples include (and are not limited to): digital collage, poetry created in response to the primary sources selected, a play, children's book prototypes, a 10-min. documentary, Google My Map of an enslaved person's movements on campus, and 3-D digital model of monuments (using SketchUp and other software).

Since this assignment is exploring the history of campus slavery, you cannot explore institutional legacy topics, including (and not limited to): Reconstruction, Jim Crow segregation, the long Civil Rights Movement, post-desegregation campus, and current legacy. You must limit your topic, discussion, and primary sources employed to the history of slavery and the immediate emancipation experience. You also must incorporate a minimum of three to five primary sources detailing aspects of slavery, the enslaved experiences and immediate emancipation experiences at Davidson College, 1837-1866.

In addition, you will be required to submit a 2-4 page artist statement explaining how your rationale for the object created, the questions that you were trying to answer and how the final object advances your argument in addressing the selected research topic. The statement must include endnotes and a bibliography. These components are not included in the page count.

Due Dates for Both Options:

Proposal (5%): October 9, 2020

Progress Meeting with Professor (5%): November 4, 2020

Peer review of rough draft (10%): November 18, 2020 (upload draft by 11:59pm on Tuesday, November 17)

Final submission (30%): December 1-8, 2020

What are the course policies?

Notification of Changes: The instructor will make every effort to follow the guidelines of this syllabus as listed; however, the instructor reserves the right to amend this document as the need arises. In such instances, the instructor will notify students in class and/or via email and will endeavor to provide reasonable time for students to adjust to any changes.

Discussion Guidelines: 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. 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 course, paying particular attention to the following:

- 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.
- Read your online discussion posts carefully before submitting them.

Academic Integrity: As a Davidson student, you are honor bound to refrain from stealing, lying about College business, and cheating on academic work. Stealing is the intentional taking of any property without right or permission. Lying is intentional misrepresentation of any form. Cheating is any practice, method, or assistance, whether explicitly forbidden or unmentioned, that involves any degree of dishonesty, fraud, or deceit. Cheating includes plagiarism, which is representing another's ideas or words as one's own.

All students, faculty, and other employees of Davidson College are responsible for familiarity with and support of the [Honor Code](#).

Honor Pledge of Davidson College:

- "On my honor I have neither given nor received unauthorized information regarding this work, I have followed and will continue to observe all regulations regarding it, and I am unaware of any violation of the Honor Code by others."

Writing Resources: The Davidson College [Writing Center](#) is an excellent resource as you write your papers. They will read drafts, help with citations, and answer any questions you have. I recommend making an appointment with a writing tutor before your turn in your final essay. Check out the [Davidson Writer website](#).

Library Resources: The Davidson College Library is an excellent resource as you research and develop your final research projects. A research guide for the course will be available shortly. They will help you identify additional possible research collections, suggested possible secondary literature and answer any questions you have. I recommend making an appointment or use their drop in sessions. For general library questions, email [library@davidson.edu](mailto:library@ davidson.edu) and campus archival research assistance, email Archives, Special Collections and Community at archives@davidson.edu.

Accessibility Statement: The college welcomes requests for accommodations related to disability and will grant those that are determined to be reasonable and maintain the integrity of a program or curriculum. To

make such a request or to begin a conversation about a possible request, please contact the Office of Academic Access and Disability Resources, which is located in the Center for Teaching and Learning in the E.H. Little Library: Beth Bleil, Director, [bebleil@davidson.edu](mailto:bebleil@ davidson.edu), 704-894-2129; or Alysén Beaty, Assistant Director, albeaty@davidson.edu, 704-894-2939. It is best to submit accommodation requests within the drop/add period; however, requests can be made at any time in the semester. Please keep in mind that accommodations are not retroactive.

What is the expected course schedule?

Module 1: Foundations

By the end of this module, students should be able to answer the following guiding questions: Why is *Ebony and Ivy* a classic text? How does Wilder shape a scholarly subfield and institutional reconciliation projects? What issues remain unfulfilled and questions unanswered that may shape future inquiry?

Week 1

Dates	Monday, August 24, 2020 Wednesday, August 26, 2020
Monday synchronous class unit/topic name	Foundations: Introduction to the Course
Pre-Monday synchronous class work for students	Optional reading: *Leslie M. Harris “ Higher Education Reckoning With Slavery ,” <i>Academe</i> (Winter 2020). * Davidson College’s Commission on Race and Slavery . * P. Gabrielle Forman, et. al, “ Writing about ‘Slavery’?: This Might Help ,” a crowdsourced writing guide.
Planned Wednesday asynchronous in-class activities	Discussion Forums: Introduce yourself to me and your classmates in at least one to two paragraphs in the Introduction forum. In two to three paragraphs, answer the following: If money, time and sustained institutional commitment was not a problem, how do you envision the Davidson campus community once it has fully addressed its past history of slavery and its legacy?
Assignments due	Complete both discussion forums no later than 11:59pm on Wednesday, August 26.

Week 2

Dates	Monday, August 31, 2020 Wednesday, September 2, 2020
Monday synchronous class unit/topic name	Early Colleges and their Slavery Foundations (Missions, Students, Faculty and Trustees)
Pre-Monday synchronous class work for students	Read: Wilder, <i>Ebony and Ivy</i> , prologue, chapter 1 and chapter 2.

	Before the start of class, post one to two paragraphs offering some preliminary thoughts on the readings and prepare 1-2 questions for the synchronous discussion on Monday.
Planned Wednesday asynchronous in-class activities	<p>Group Assignment: Building a Collective Annotated Bibliography: Digital Campus History Collections</p> <p>Groups: One (Regulations), Two (Financials), 3 (Faculty Role) and 4 (Trustees and Presidents Role)</p> <p>As a group, identify specific titles and individual visual cultural examples within the digitized Archives and Special Collections and submit a final listing with a minimum of ten primary sources. Format the selection using the Chicago Manual of Style bibliographic entry.</p> <p>Use Google Doc for building the collective document and submit as one document no later than 11:29pm on September 2.</p>
Assignments due	Weekly response paper is due no later than 11:59pm on Friday, September 4 via Moodle submission link.

Week 3

Dates	Monday, September 7, 2020 Wednesday, September 9, 2020
Monday synchronous class unit/topic name	Foundations: Early Roots of Pro-slavery Intellectualism and Institutional Legacy
Pre-Monday synchronous class work for students	<p>Read: Wilder, <i>Ebony and Ivy</i>, chapter 3 and chapter 4.</p> <p>Before the start of class, post one to two paragraphs offering some preliminary thoughts on the readings and prepare 1-2 questions for the synchronous discussion on Monday.</p>
Planned Wednesday asynchronous in-class activities	<p>Group Assignment: Building a Collective Annotated Bibliography: Scholarly Articles, Essays and Book Chapters</p> <p>Using the same groups from Week 2, identify five to seven scholarly articles, book chapters and/or essays from JSTOR and/or Project Muse that will help to contextualize campus history of slavery at Davidson.</p> <p>For each identified selection, as a group, provide an annotation (Chicago Manual of Style bibliographic entry, 3-4 keywords, and then a three to four sentence description of the topic, scope of the selection, and how it might be used for deepening scholarly understanding of slavery at Davidson College.</p> <p>Use Google Doc for building the collective document and submit as one document no later than Wednesday, September 9.</p>

Assignments due	Weekly response paper is due no later than 11:59pm on Friday, September 11 via Moodle submission link.
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Week 4

Dates	Monday, September 14, 2020 Wednesday, September 16, 2020
Monday synchronous class unit/topic name	Foundations: Institutional Development of Race, Racial Thought and Race Science
Pre-Monday synchronous class work for students	Read: Wilder, <i>Ebony and Ivy</i> , chapters 5, 6 and 7. Before the start of class, post one to two paragraphs offering some preliminary thoughts on the readings and prepare 1-2 questions for the synchronous discussion on Monday.
Planned Wednesday asynchronous in-class activities	Group Assignment: Building a Collective Annotated Bibliography: Scholarly Books Using the same groups from Week 2, identify five to seven scholarly monographs (single-author academic books) and/or edited volumes that will help to contextualize campus history of slavery at Davidson. You are unable to use any assigned course texts as your selection. For each identified selection, as a group, provide an annotation (Chicago Manual of Style bibliographic entry, 3-4 keywords, note whether an e-book version is available through Davidson College library, and then two to three paragraph description of the topic, scope of the work, and how it might be used for deepening scholarly understanding of slavery at Davidson College. Use Google Doc for building the collective document and submit as one document no later than 11:59pm on Wednesday, September 16.
Assignments due	Weekly response paper is due no later than 11:59pm on Friday, September 18 via Moodle submission link.

Week 5

Dates	Monday, September 21, 2020 Wednesday, September 23, 2020
Monday synchronous class unit/topic name	Foundations: Institutional Responses to Racial Others and Legacy
Pre-Monday synchronous class work for students	Read: Wilder, <i>Ebony and Ivy</i> , chapter 8 and epilogue.

	Before the start of class, post one to two paragraphs offering some preliminary thoughts on the readings and prepare 1-2 questions for the synchronous discussion on Monday.
Planned Wednesday asynchronous in-class activities	Group Assignment: Using the same groups from the past few weeks, develop a group response to the guiding questions for Module 1. For each question, prepare a one-two paragraph response in a Google Doc and submit as one document no later than 11:59pm on Wednesday, September 23: All Groups: Why is <i>Ebony and Ivy</i> a classic text? AND Groups 1 and 2: How does Wilder shape a scholarly subfield and institutional reconciliation projects? Groups 3 and 4: What issues remain unfulfilled and questions unanswered that may shape future inquiry?
Assignments due	Weekly response paper is due no later than 11:59pm on Friday, September 25 via Moodle submission link.

Module 2: Centering the Enslaved and their Descendants

By the end of this module, students should be able to answer the following guiding questions: What are the main challenges for deepening understanding of the enslaved campus laborers, their experiences and legacies for institutions of higher education? How might Buckner Inniss's *The Princeton Fugitive Slave* provide a framework for Davidson and other institutions?

Week 6

Dates	Monday, September 28, 2020 Wednesday, September 30, 2020
Monday synchronous class unit/topic name	Centering the Enslaved and their Descendants: Overcoming Archival Silences and Understanding the Enslaved and Free Black Experiences
Pre-Monday synchronous class work for students	Read: *Green, Hallowed Grounds Tour (Adobe Spark and Google My Map versions), https://hgreen.people.ua.edu/hallowed-grounds-project.html ; Buckner Inniss, <i>The Princeton Fugitive Slave</i> , introduction, chapters 1 and 2. Before the start of class, post one to two paragraphs offering some preliminary thoughts on the readings and prepare 1-2 questions for the synchronous discussion on Monday.
Planned Wednesday asynchronous in-class activities	Think about your final research project topic, main question that you hope to answer in the project, rationale for wanting to the project, and specific digitized campus archival materials and secondary sources. A formal proposal will be due in Week 7.
Assignments due	Weekly response paper is due no later than 11:59pm on Friday, October 2 via Moodle submission link.

Week 7

Dates	Monday, October 5, 2020 Wednesday, October 7, 2020
Monday synchronous class unit/topic name	Centering the Enslaved and their Descendants: Emancipation, Resiliency and the Afterlives of Slavery at Colleges and Universities
Pre-Monday synchronous class work for students	Read: Buckner Innis, <i>The Princeton Fugitive Slave</i> , chapters 3, 4, 5, 6 and conclusion. Post 1-2 paragraphs initial thoughts on the readings and bring to class 1-2 discussion questions.
Planned Wednesday asynchronous in-class activities	Develop a 2-3 page proposal for your final research project: selected option, topic (2-3 sentences) and guiding research questions in the first paragraph; 2-3 paragraphs explanation of how your proposed project addresses the issue of race, slavery and campus history and helps to reveal a fuller understanding of Davidson College's own efforts; and preliminary bibliography of campus digital collections and secondary literature.
Assignments due	Submit your final research project proposal via the Moodle submission link no later than Friday, October 9. You will not have a weekly response assignment due.

Module 3: Centering Antebellum Institutional and Complex Legacies

By the end of this module, students should be able to answer the following guiding questions: How did *Ebony and Ivy* influence Brophy's examination of institutional slavery and its legacies on the pro-slavery thought, the judiciary and post-emancipation collective silences? By considering faculty and alumni's scholarship and careers, how might Brophy's *University, Court, and Slave* provide a framework for Davidson and other institutions?

Week 8

Dates	Monday, October 12, 2020 Wednesday, October 14, 2020
Monday synchronous class unit/topic name	Centering Antebellum Institutional and Complex Legacies: Antebellum Pro-Slavery Thought and Southern Institutions
Pre-Monday synchronous class work for students	Read: Brophy, <i>University, Court and Slave</i> , chapters 2, 3 and 5. Before the start of class, post one to two paragraphs offering some preliminary thoughts on the readings and prepare 1-2 questions for the synchronous discussion on Monday.
Planned Wednesday	Watch: "How to Conduct Early African American History," a virtual workshop.

asynchronous in-class activities	Complete and submit a DH Scavenger Hunt assignment due no later than 11:59pm on Wednesday, October 14.
Assignments due	Weekly response paper is due no later than 11:59pm on Friday, October 16 via Moodle submission link.

Week 9

Dates	Monday, October 19, 2020 Wednesday, October 21, 2020
Monday synchronous class unit/topic name	Centering Antebellum Institutional and Complex Legacies: Antebellum Pro-Slavery Thought: The Law and Fiction
Pre-Monday synchronous class work for students	Read: Brophy, <i>University, Court and Slave</i> , chapters 6 and 7. Before the start of class, post one to two paragraphs offering some preliminary thoughts on the readings and prepare 1-2 questions for the synchronous discussion on Monday.
Planned Wednesday asynchronous in-class activities	Watch: "Using Canva, Adobe Spark and Google My Maps," a virtual workshop. Complete and submit Digital flyer assignment due no later than 11:59pm on Wednesday, October 21.
Assignments due	Weekly response paper is due no later than 11:59pm on Friday, October 23 via Moodle submission link.

Week 10

Dates	Monday, October 26, 2020 Wednesday, October 28, 2020
Monday synchronous class unit/topic name	Centering Antebellum Institutional and Complex Legacies: Alumni, Antebellum Pro-Slavery Thought and the Courts
Pre-Monday synchronous class work for students	Read: Brophy, <i>University, Court and Slave</i> , chapters 8, 10 and 11. Before the start of class, post one to two paragraphs offering some preliminary thoughts on the readings and prepare 1-2 questions for the synchronous discussion on Monday.
Planned Wednesday asynchronous in-class activities	Complete and submit a document analysis assignment using primary sources identified in Week 9.

Assignments due	Weekly response paper is due no later than 11:59pm on Friday, October 30 via Moodle submission link.
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Module 4: Centering Institutional Reconciliation Projects

By the end of this module, students should be able to answer the following guiding questions: How have colleges and universities attempted to address their respective slave pasts? Which institutions serve as exemplars whether in terms of research, outcomes, resources allocated, and relative size (R1, private vs. state institutions, religious denominations, small liberal arts colleges)? Where does Davidson College fit within this spectrum? How does Davidson College fit within this ongoing national and international effort?

Week 11

Dates	Monday, November 2, 2020 Wednesday, November 4, 2020
Monday synchronous class unit/topic name	Centering Institutional Reconciliation Projects: Origins, Trends and Current Landscape
Pre-Monday synchronous class work for students	Read: " Repair, " a roundtable forum, @ <i>This Point: Theological Investigations in Church and Culture</i> 14, no. 1 (Spring 2020) – Make sure that you read the main article, the three responses to the main article and the author’s response); Harris, Campbell and Brophy, <i>Slavery and the University</i> , introduction. Before the start of class, post one to two paragraphs offering some preliminary thoughts on the readings and prepare 1-2 questions for the synchronous discussion on Monday.
Planned Wednesday asynchronous in-class activities	Set up a 10-minute meeting time to discussion your final research project.
Assignments due	You do not have a weekly response paper due this week.

Week 12

Dates	Monday, November 9, 2020 Wednesday, November 11, 2020
Monday synchronous class unit/topic name	Centering Institutional Reconciliation Projects: Toward Fuller Unvarnished Truths About Campus Slavery
Pre-Monday synchronous class work for students	Read: Harris, Campbell and Brophy, <i>Slavery and the University</i> , chapters 4, 6, 7 and 9.

	Before the start of class, post one to two paragraphs offering some preliminary thoughts on the readings and prepare 1-2 questions for the synchronous discussion on Monday.
Planned Wednesday asynchronous in-class activities	Work on your rough draft for the Week 13 peer review assignment.
Assignments due	Weekly response paper is due no later than 11:59pm on Friday, November 13 via Moodle submission link.

Week 13

Dates	Monday, November 16, 2020 Wednesday, November 18, 2020
Monday synchronous class unit/topic name	Centering Institutional Reconciliation Projects: Campus Work, Care Work and the Burden of Current Campus Stakeholders
Pre-Monday synchronous class work for students	Read: Harris, Campbell and Brophy, <i>Slavery and the University</i> , chapters 11, 14 and 15; *Hilary Green, “The Burden of the University of Alabama’s Hallowed Grounds,” <i>The Public Historian</i> , forthcoming November 2020. Before the start of class, post one to two paragraphs offering some preliminary thoughts on the readings and prepare 1-2 questions for the synchronous discussion on Monday.
Planned Wednesday asynchronous in-class activities	Peer review of final projects. <ul style="list-style-type: none"> • Upload your draft for review no later than 11:59pm on Tuesday, November 17. • Provide feedback on your respective group’s drafts.
Assignments due	Weekly response paper is due no later than 11:59pm on Friday, November 20 via Moodle submission link.