



DEPAUL

School of Continuing and Professional Studies

Integrative Learning: Slavery and Abolition in Illinois Undergraduate Course Information Guide

Course Number: IN 307, 4 credits, 10 Weeks

Cross listed Course Number: SNC 233, 4 credits, 10 Weeks

Delivery Formats: Online: Sync, Hybrid

<u>Learning Outcomes</u>	<u>Learning Strategies and Resources</u>	<u>Learning Deliverables</u>
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Course Description

In this course, students explore the value and practice of being an integrating thinker in today's increasingly complex world. Students are guided to draw connections among the categories and disciplines of liberal learning. Students will develop and demonstrate this ability by considering one phenomenon, problem or event through the lenses of at least two different approaches to creating and expressing knowledge. They will ask questions such as, what is knowledge? How is knowledge created? What are its sources? How can it be expressed? How is knowledge accorded value or privilege in a particular culture or society? To meet upper-division expectations, students synthesize complex ideas, assess significant research in the field, and articulate original perspectives.

This course will unpack the complex history of the presence of African-American chattel slavery in Illinois in the early nation, including slavery in the Illinois Territory, proslavery forces in the nineteenth century, antislavery activists who fought against slavery in Illinois, Illinois stops on the Underground Railroad, and some of the first free Black communities in the nation. Established in 1818, the free state of Illinois was even at one point on the brink of changing its constitution to become a slave state. Through an examination of published historical interpretations as well as public and private first-person narrative accounts, we will learn about the little-known history of slavery practices, indentured servitude, Black Codes, and kidnapping of free Blacks in Illinois history. We will also hear the voices of proslavery and antislavery proponents in this time, in their own words, and learn about key figures who led change.

SCPS Student Learning Outcomes

After completing this course, you will be able to:

- Synthesize knowledge from multiple academic disciplines, fields or perspectives.
- Analyze the construction of knowledge.

- Apply new learning to understand and evaluate significant problem(s) or event(s).
- Examine the value of being an integrating thinker in today's increasingly complex world.

Learning Outcomes for SNC 205 Liberal Studies Program/ Historical Inquiry Domain

After completing this course, you will be able to:

- Demonstrate a depth and breadth of historical knowledge of specified content by:
 - o Explaining historical developments in terms of continuity and change.
 - o Describing the relevant political, economic, social, and/or cultural contexts of historical events and developments.
 - o Explaining how people have lived, acted, and thought in one or more particular historical periods.
- Demonstrate historical skills by:
 - o Analyzing and evaluating primary and secondary sources.
 - o Differentiating between historical facts and historical interpretations.
 - o Articulating a historical argument.
 - o Supporting an interpretation with evidence from primary and secondary sources.
- Demonstrate historical thinking by:
 - o Articulating how geography and regional differences affect the past.
 - o Interpreting the complexity and diversity among issues, events, and ideas of the past.
 - o Distinguishing among multiple perspectives that shape interpretations of the past.
 - o Using the categories of race, gender, class, ethnicity, region, and religion to analyze historical events and developments.

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Learning Strategies and Resources

Some learning activities, assignments and deadlines will vary depending on the delivery format of the course and may differ slightly from what is presented in this document.

Required Readings

There is no textbook to purchase for this course. This course will draw on excerpted chapters from books in the field, relevant scholarly articles, news media articles written by local or academic historians, or interviews with local or academic historians discussing topics related to our content, and links to websites and online media (videos, audio interviews, and other resources).

Readings will be available on Electronic Reserve, at the [DePaul Library](#). Login to Ares Course Reserves and select the course. Log in using your Campus Connect User ID and password. You will then get a page listing the courses in which you're enrolled that have readings posted in Ares. Click on the title of this course and the list of our electronic reserve readings will be displayed.

Learning Deliverables

- Discussion forum posts and responses to peers, evidencing description and understanding of relevant political, economic, social and cultural contexts of slavery and the slavery mindset in Illinois.
- Completion of Knowledge Check Quizzes (Quiz #1 and Quiz #2) evidencing a grasp of timeline of important events/dates in Illinois as well as national history with regard to slavery, antislavery and abolition.
- Completion of Paper #1, where student has completed an analysis and evaluation of a primary source related to our course study, placing the source in context with relevant political, economic, social or cultural contexts.
- Completion of Paper #2, where student has explored the tensions of analyzing the complexities of an historical argument in context.
- Completion of Learning Integration Portfolio, where student has corralled their work throughout the course, synthesized their learning, articulated historical developments in terms of continuity and change with regard to developments in the state, the United States as a nation, as well as the development of communities in the United States

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Assessment of Student Learning

Distribution of Grade Points

Graded Assignments	Percentage of Final Grade
Class Participation	25%
D2L Discussion Forum Engagement	20%
D2L Quizzes	15%
Papers	25%
Learning Integration Portfolio	15%

Grading Scale

A = 95 to 100	A- = 91 to 94	B+ = 88 to 90
B = 85 to 87	B- = 81 to 84	C+ = 77 to 80
C = 73 to 76	C- = 69 to 72	D+ = 65 to 68
D = 61 to 64	F = 60 or below	INC

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Course Schedule

Week or Module Title or Theme	Readings / Learning Activities TBA	Graded Assignments
Week 1, Module 1: Introduction to Slavery and Abolition in Illinois		Zoom Synchronous Session Syllabus Orientation Quiz Slavery and Abolition in National Context forum post

		Start Paper #1, Due Week Four Zoom Synchronous Session
Week 2, Module 2: On the Brink of Slavery		Respond to Peer in Slavery and Abolition in National Context forum Zoom Synchronous Session
Week 3, Module 3: Fugitive Slave Laws, Illinois Black Codes		Fugitive Slave Laws forum post + two responses to peers Illinois Black Codes forum post + two responses to peers
Week 4, Module 4: & Antislavery, Part 1		Start Paper #2, Due Week Seven Slavery and Abolition in National Context forum post Zoom Synchronous Session
Week 5, Module 5: The Underground Railroad		First Quiz – complete by Week Seven Zoom Synchronous Session
Week 6, Module 6: Abolition & Antislavery, Part 2		Antislavery & Abolition Momentum in Illinois post + two responses to peers Voices of Resistance, Champions for Change post + two responses to peers Respond to Peer in Slavery and Abolition in National Context forum

Week 7, Module 7: Free Black Communities in Illinois		Start Learning Integration Portfolio, Due Week Eleven Zoom Synchronous Session
Week 8, Module 8: Land of Lincoln, Part 1: Race, Power, Politics		Zoom Synchronous Session
Week 9, Module 9: Land of Lincoln, Part 2: Civil War, Emancipation, Constitutional Amendments		Civil War and Emancipation: Illinois Reactions and Impacts post + two responses to peers Exploring the 13th, 14th, and 15th Constitutional Amendments: Illinois Ratifications and Impacts post + two responses to peers
Week 10, Module 10: Territory, State, Nation: Our Study of Illinois in Review		Second Quiz – complete by Week Eleven Zoom Synchronous Session
Week 1, Module 11: Slavery and Abolition in Illinois: Class Presentations, Synthesis of Learning		Zoom Synchronous Session

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Course Policies

For access to all SCPS and DePaul University academic policies, refer to the following links:

[SCPS Student Resources Website](#)

[DePaul Student Handbook](#)

The [D2L Course Website](#) for this course.

Course Syllabus

The official syllabus for this course that includes course dates, instructor information and quarter specific details will be provided by the course instructor by the start of the course and available on the course D2L website.

Course Registration

To find out when this course will be offered next, you can go to the [SCPS Registration website](#) for details on how to register for the course.

For information on how this course can apply to your program, contact your academic advisor.

School of Continuing and Professional Studies

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