



DEPAUL

School of Continuing and Professional Studies

Undergraduate Programs

COURSE: # IN 307/ SNC 233

COURSE TITLE: SLAVERY AND ABOLITION IN ILLINOIS

SCPS: Integrative Learning and Advanced Elective ~ Liberal Studies: Historical Inquiry Domain

SPRING 2023 / 4 CREDITS

March 28 – June 6, 2023 (see complete Zoom & D2L schedule below)

This course is conducted remotely via Zoom virtual meetings and asynchronous D2L discussions

INSTRUCTOR INFORMATION

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COURSE DATES & DELIVERY FORMAT – ONLINE/HYBRID

Course Dates: March 28-June 6 (final class 6/6, final work due 6/9)

Course Location and Delivery Format: This course will be delivered in an Online/Hybrid format – instruction will occur via synchronous Zoom sessions and asynchronous assignment work via Desire2Learn (D2L) learning management system

Spring 2023 Synchronous Zoom Meeting Dates and Asynchronous D2L Weeks:

All synchronous Zoom sessions will occur on Tuesdays, 5:45-8:30PM Central Time

Zoom link and password are provided to registered students and will be accessible through the course D2L site.

Synchronous Zoom Sessions

March 28, April 4, 18, 25; May 9, 16, 30; June 6

Asynchronous D2L Weeks

April 11, May 2, May 23

COURSE DESCRIPTION (4 CREDIT HOURS)

Illinois is known as the “Land of Lincoln,” and has held a special status as a champion of freedom in the forging of our early nation. It was the first state to adopt the federal 13th Amendment that abolished slavery after the Civil War, and is celebrated as the birthplace of the great emancipator, Abraham

Lincoln. But in the early years of statehood, Illinois was on the brink of becoming a slave state, as leaders sought to preserve the option of enslaving people in service of land cultivation and economic growth.

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. The time period covered is the pre-statehood era (briefly) through the passage of the 15th Amendment to the Constitution (1870) with the primary focus being on 1818-1865.

Illinois was not the only free state with the presence of slavery, but examining this history offers a lens of understanding for the Midwest as a whole. The ultimate goals of this course are to support students in understanding the various methods by which historical events and movements are conveyed, passed down, and thus inform a greater narrative about the United States, and to illuminate realities of the past in support of a greater understanding of the present.

LEARNING RESOURCES

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). **All of these will be linked in D2L, and details will be provided in the course site as to what you should read/watch each week.**

Each week you will assigned sources for the following week to:

- ⇒ **ANALYZE** primary source documents (information on how to analyze primary documents will be included in D2L and discussed in class); most items are short (in other words: *please do not be daunted by the number of primary sources listed for some sessions*),
- ⇒ **READ** articles and book chapters linked in D2L or e-reserves,
- ⇒ **WATCH or LISTEN to** videos or audio recordings (this media will be linked in D2L under that week's materials).

Guidance will be provided each week in an overview to the selected materials.

Assigned source materials are housed in D2L, and may be subject to change, depending on class progression, class needs, or reworked deadlines due to outside circumstances.

LEARNING OUTCOMES ~ LIBERAL STUDIES STUDENTS, HISTORICAL INQUIRY DOMAIN:

<p>Liberal Studies Outcome 1: Students will demonstrate a depth and breadth of historical knowledge about slavery and abolition in Illinois.</p>	<p>Abilities/Skills Required to Meet Outcome: Students have demonstrated a depth and breadth of historical knowledge of specified content when they are able to: i....explain historical developments in terms of continuity and change; ii....describe the relevant political, economic, social or cultural contexts of historical events and developments; iii....explain how people have lived, acted and thought in one or more particular historical periods;</p>
<p>Liberal Studies Outcome 2: Students will demonstrate historical skills in relation to the study and grasp of slavery and abolition in Illinois.</p>	<p>Abilities/Skills Required to Meet Outcome: Students have demonstrated historical skills when they are able to: i....analyze and evaluate primary and secondary sources; ii....differentiate between historical facts and historical interpretations ; iii....articulate an historical argument; iv....support an interpretation with evidence from primary and secondary sources.</p>
<p>Liberal Studies Outcome 3: Students will demonstrate historical thinking about topics and themes in the study of slavery and abolition in Illinois.</p>	<p>Abilities/Skills Required to Meet Outcome: Students have demonstrated historical thinking when they are able to: i....articulate how geography and regional differences affect the past; ii....interpret the complexity and diversity among issues, events, and ideas of the past; iii....distinguish among multiple perspectives that shape interpretations of the past; iv....use the categories of race, gender, class, ethnicity, region, and religion to analyze historical events and developments.</p>

Evidence from Coursework That Outcomes Are Achieved:
--**Engagement with peers in synchronous weeks**, discussion and class interactive activities where student can link ideas about slavery and abolition to historical developments in terms of continuity and change; discuss past political, economic, social or cultural contexts and consider implications for how the United States has developed as a nation; can practice evaluation of primary and secondary sources and differentiate between historical fact and interpretation through discussion; articulates an ever-deepening understanding of the Illinois geographies of slavery and abolition, and where student has grasped increasingly complex multiple perspectives over the quarter. (Outcome 1, 2, 3)

--**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, as well as relevant national movements and events; antislavery and abolition mindsets and stances in Illinois and nationally; and how movements, events, and significant figures in/from Illinois helped to shape the United States as a nation; posts and responses to peers evidencing differentiation between historical fact and interpretation, and supporting posts and responses with primary and secondary sources; posts should evidence an understanding of how geography and region impact the presence of slavery and the slavery mindset in Illinois, as well as antislavery and abolition movements, also engagement with peers that demonstrates grasp of multiple perspectives on these topics. (Liberal Studies Outcomes 1, 2, 3)

--**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. (Liberal Studies Outcome 2)

--**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, has supported interpretations with evidence from primary and secondary sources; and has brought in multiple perspectives on this source (such as historical interpretations over time), and has used the categories of race, gender, class, ethnicity, region and/or religion to place this source in context. (Liberal Studies Outcomes 1, 2, 3)

--**Completion of Paper #2**, where student has explored the tensions of analyzing the complexities of an historical argument in context (the proslavery or antislavery stance) within a community, region, movement or law, making connections within their exploration to historical developments in terms of continuity and change, to relevant political, economic, social and/or cultural contexts that intersect with their assigned topic; where student has drawn on/analyzed/evaluated primary and secondary sources, differentiating between historical facts and interpretations with regard to the chosen topic, and in discussing the complexity and tension between differences (proslavery or antislavery) within the assigned context they have articulated an historical argument supported with evidence from primary and secondary sources; where student has interpreted issues and events surrounding the community, region, movement or law (beyond surface investigation), has drawn on and distinguished among multiple interpretations to consider complexities surrounding the assigned topic, and has used categories of race, gender, class, ethnicity, region and/or religion as appropriate to elucidate the complexities involved within the assigned context. (Liberal Studies Outcomes 1, 2, 3)

--**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, where the student has addressed their grasp of historical complexities and tensions around slavery in the United States as well as Illinois specifically, and where the student has considered their grasp of historical knowledge as well as historical complexities of the past itself; where student has evidenced growth in capacity to differentiate between historical fact and interpretation and articulation of an historical argument or arguments and summative review of their grasp of historical skills via the learning throughout the course; and where student is able to articulate and synthesize their historical learning throughout the quarter and interpret the complexity and diversity among issues, events, and ideas of the past and in so doing

demonstrate a grasp of historical thinking through an understanding of the complexity of slavery and abolition in Illinois. (Liberal Studies Outcomes 1, 2, 3)

Prerequisites for This Course – Liberal Studies Students/Non-SCPS Students:

For students from the Liberal Studies program or any other DePaul program outside of SCPS, no prior knowledge of historical analysis or Illinois history is required. Students from the Liberal Studies program as well as any other DePaul program may take this course without any prerequisites.

See overview of all Liberal Studies domains [here](#).

LEARNING OUTCOMES ~ SCPS STUDENTS, CREDIT-BASED PROGRAMS & BAIFA:

For Students in SCPS Credit-Based Programs:

In successfully completing this course, SCPS students in Credit-Based Programs will meet the following Learning Outcomes:

SCPS Credit-Based Programs Outcome 1:

Synthesize knowledge from multiple academic disciplines, fields or perspectives.

Students will achieve this Learning Outcome through **engagement with peers in synchronous weeks**, which will be a live opportunity to engage in different vantage points and perspectives in the scholarship and with peers; through **discussion forum posts and responses to peers**, where students will examine assigned historical material and engage in discussions about knowledge gained from different fields or perspectives; through **completing all quiz work**, where students will synthesize their knowledge gained through readings and media via knowledge checks; by **completing Paper #1**, where students will examine a primary source from multiple disciplines, fields or perspectives; by **completing Paper #2**, will analyze the complexities of an historical argument in context (the proslavery or antislavery stance) in an Illinois community, region, within a movement, or in following a law, and will do so by examining sources from multiple disciplines, fields or perspectives; and by **completing the Learning Integration Portfolio**, where students will synthesize all of their learning throughout the course through synchronous and asynchronous peer engagement and all assigned written work.

SCPS Credit-Based Programs Outcome 2:

Analyze the construction of knowledge.

Students will achieve this Learning Outcome through **engagement with peers in synchronous weeks and discussion forum posts and responses to peers**, where they can interrogate and dialogue about the construction of knowledge (both general and related to the materials of our study) with peers and professor; through **completing Paper #1 and Paper #2**, where students are expected to analyze and question within their writing how knowledge presented in source materials they draw upon is constructed; and through **completing the Learning Integration Portfolio** where students will summarize their understanding of the construction of knowledge and how this has evolved over the course.

SCPS Credit-Based Programs Outcome 3:

Apply new learning to understand and evaluate significant problem(s) or event(s).

Students will achieve this Learning Outcome through **engagement with peers in synchronous weeks** and **discussion forum posts and responses to peers**, where students will reflect on their learning and its application to understanding significant problems and/or events in both the past and the present; by **completing Paper #2**, where students will analyze the complexities of an historical argument in context (the proslavery or antislavery stance) in an Illinois community, region, within a movement, or in following a law, making connections within their exploration to historical developments in terms of continuity and change, to relevant political, economic, social and/or cultural contexts that intersect with their assigned topic, and students can consider this how this new learning applies to understanding significant problems and/or events; and by **completing the Learning Integration Portfolio**, within which students will reflect on their new learning throughout the course and consider applications to significant problems and/or events.

SCPS Credit-Based Programs Outcome 4:

Examine the value of being an integrating thinker in today's increasingly complex world.

Students will achieve this Learning Outcome through **engagement with peers in synchronous weeks** and **discussion forum posts and responses to peers**, where students can examine (verbally and through writing) how their historical learning through the course supports being an integrating thinker in today's increasingly complex world; by **completing Paper #2**, where students will analyze the complexities of an historical argument in context (the proslavery or antislavery stance) in an Illinois community, region, within a movement, or in following a law, and through that analysis consider the value of being an integrating thinker in the complex world of the past and how that supports being an integrating thinker in today's complex world; and through **completing the Learning Integration Portfolio**, where students will reflect on their new learning throughout the course and consider how that learning supports the value of being an integrating thinker in today's increasingly complex world.

Prerequisites for this course – SCPS Credit-Based Students:

SCPS students must take LL300 (Research Seminar) or LL301 (Research Methods) as a prerequisite to taking this Integrative Learning course. However, no prior knowledge of historical analysis or Illinois history is required. Students from other departments may take this course without any prerequisites.

For Students in SCPS BAIFA (Bachelor of Arts with Individualized Focus Area) Program:

For SCPS BAIFA students, completion of this course results in fulfillment of the E-1 and E-2 competencies:

BAIFA Outcome (Competence) 1:

E-1: Can describe and explain how knowledge is constructed about significant historical events and movements from multiple historical interpretations and first-person narrative accounts

1. Can synthesize knowledge from multiple academic disciplines, fields or perspectives (such as peer-reviewed historical interpretations, letters, newspaper editorials, first-person accounts)
2. Can analyze how knowledge is constructed from various perspectives

Students will achieve this Learning Outcome/Competence through **engagement with peers in synchronous weeks**, which will be a live opportunity to engage in different vantage points and perspectives in the historical scholarship and with peers, and where they can interrogate and dialogue about the construction of knowledge (both general and related to the materials of our study) with peers and professor; through **discussion forum posts and responses to peers**, where students will examine assigned historical material (such as peer-reviewed historical interpretations, letters, newspaper editorials, first-person accounts) and engage in discussions about knowledge gained from different fields or perspectives; through **completing all quiz work**, where students will synthesize their knowledge gained through readings and media via knowledge checks; by **completing Paper #1**, where students will examine a primary source (examples: letters, newspaper editorials, first-person accounts) from multiple disciplines, fields or perspectives; by **completing Paper #2**, where students will analyze the complexities of an historical argument in context (the proslavery or antislavery stance) in an Illinois community, region, within a movement, or in following a law, and will do so by examining sources from multiple disciplines, fields or perspectives, and where through both papers students are expected to analyze and question within their writing how knowledge presented in source materials they draw upon is constructed; and by **completing the Learning Integration Portfolio**, where students will synthesize all of their learning throughout the course through synchronous and asynchronous peer engagement and all assigned written work, and where students will summarize their understanding of the construction of knowledge and how this has evolved over the course.

BAIFA Outcome (Competence) 2:

E-2: Can apply new learning about history to express ideas and articulate a perspective(s) through written learning products

1. Can apply new learning about history to understand and evaluate significant problem(s) or event(s) from the past
2. Can express ideas and articulate a perspective(s) about history via written learning products
3. Can examine the value of being an integrating thinker in today's increasingly complex world

Students will achieve this Learning Outcome/Competence by **completing Paper #1**, where students will examine a primary source (examples: letters, newspaper editorials, first-person accounts) and articulate their perspective through a written learning product; by **completing Paper #2**, where students will analyze the complexities of an historical argument in context (the proslavery or antislavery stance) in an Illinois community, region, within a movement, or in following a law, and through that analysis consider the value of being an integrating thinker in the complex world of the past and how that supports being an integrating thinker in today's complex world; students will articulate their perspective through a

written learning product and can consider this how this new learning applies to understanding significant problems and/or events; and by **completing the Learning Integration Portfolio**, within which students will reflect on their new learning throughout the course and consider applications to significant problems and/or events, and where students will reflect on their new learning throughout the course and consider how that learning supports the value of being an integrating thinker in today's increasingly complex world.

Prerequisites for This Course – SCPS BAIFA Students:

SCPS BAIFA students must take LL300 (Research Seminar) or LL301 (Research Methods) as a prerequisite to taking this course. However, no prior knowledge of historical analysis or Illinois history is required. Students from other departments may take this course without any prerequisites.

WHAT IS INTEGRATIVE LEARNING? – APPLIES TO ALL SCPS STUDENTS

In **Integrative Learning**, 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 (in our course: slavery and abolition in Illinois) through the lenses of at least two different approaches to creating and expressing knowledge. Our approaches in this course include: peer-reviewed historical interpretations; newspaper reports and letters; personal letters; and images from the period of our study. As we examine these artifacts of knowledge from the past, students 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.

ASSIGNMENTS & ASSIGNMENT DESCRIPTIONS – FOR ALL STUDENTS

There are three categories of assignments (learning deliverables) in this course. Assignments apply to all categories of students.

1—Writing and Engagement with Peers in Discussion Forums

During our three asynchronous D2L weeks interspersed throughout the quarter, you will be asked to engage with the assigned material for that week and then post and respond in discussion forums with your peers on the assigned material.

Six Thematic Discussion Forums (two per asynchronous week) – Posting and responding to peers in thematic discussion forums will be required in WEEK 3, WEEK 6, and WEEK 9. After you engage with the assigned materials for that week, you will be asked to write an initial substantive post in each forum on a

specific topic, and respond to other students. Complete instructions for your post, number of responses to peers, and amount you should write will be listed at the forum descriptions. Discussion forums and engagement with peers is reflective by nature, but you will be provided prompt options to choose from which will guide you in drawing on the assigned material. Complete details for each forum will be provided at the forum descriptions.

You will also be asked to engage in an additional quarter-long forum to support your understanding of the national context of slavery and abolition during the period of our study (the pre-statehood era (briefly) through the passage of the 15th Amendment to the Constitution (1870)).

One Quarter-Long Forum “Slavery and Abolition in National Context” – Posting and responding to peers throughout the quarter on at least two separate prompts where you explore the national context of slavery, antislavery and the abolition movement by discussing specific events, debates about slavery, antislavery, and abolition. Themes will include (but not be limited to): the significance of the end of the international slave trade (1808) and the rise of the domestic slave trade, the national significance of the Lincoln-Douglas debates (beyond the assigned WEEK 6 forum), the abolition movement in the north, the presence of slavery and free Black communities in other northern states. Additional national themes that emerge from class discussions and student interests may be added to this quarter-long forum.

2—Quizzes

Three Quizzes – There will be a total of three quizzes in this course. There is one Syllabus Orientation Quiz designed to support your grasp of the course expectations, and two course content Knowledge Check Quizzes, which are designed to solidify your grasp on the important dates, events, and significant figures covered in the first half and second half of the course. Content Knowledge Check Quizzes will include Illinois-specific learning as well as learning about slavery, anti-slavery and abolition in the United States during this period. Quizzes will also include learning about types of primary sources, differences between and uses of primary versus secondary sources, construction of historical arguments, and persuasion techniques used by proslavery and antislavery figures. All quizzes can be taken unlimited times up to a stated deadline in service of your grasp of the course expectations and course content, and due dates are noted in the Course Schedule and in D2L.

- ⇒ *Syllabus Orientation Quiz – covers the Course Syllabus*
- ⇒ *Knowledge Check Quiz #1 – covers material in WEEKS 1, 2, 3, 4, 5*
- ⇒ *Knowledge Check Quiz #2 – covers material in WEEKS 6, 7, 8, 9, 10*

3—Papers

Two Papers – There will be two required papers in this course – each should be 4-6 pages, typed, double-spaced, and you should accurately cite source material (MLA or APA format). You will receive feedback on these papers, with the goal of developing the work for your Learning Integration Portfolio

(see below) as a synthesis of your learning and historical knowledge summary. Upload all papers to the D2L Submissions area.

Paper #1

→ **For Paper #1** -- You will be asked to analyze a primary source connected to our study of slavery and abolition in Illinois, which will be assigned from options provided by the instructor. In addition to the assigned primary source (in a few cases, two sources that are complementary, such as a Lincoln and Douglas speech together), please also consult at least three secondary sources (interpretations) to bolster your analysis, for a total of at least 4 sources in this paper (you can include more). Cite each source properly and include a bibliography. Sources will be assigned by the instructor in the first two weeks of the class. In your analysis you should cover the following points:

- What is the main assertion of this source? – What does it set out to achieve? What is the point of view?)
- Who is the audience for this source? – Who is reading, or who is listening? And, who (what population) does this source impact?
- What is the point of view or position of the writer or speaker? – If a speech or article, this may be clear; if a law, consider the lawmakers/writers of the law. What is the author’s intent? What is the author’s bias?
- Place this source in historical context – Drawing on secondary historical interpretations, place this primary source in relevant political, economic, social or cultural contexts
- Place this source in sociological and/or geographic context – Using the categories of race, gender, class, ethnicity, region and/or religion, place this source in sociological and/or geographic context

Sources will be assigned by the instructor.

Paper #2

→ **For Paper #2** – You will be asked to analyze the complexities of an historical argument in context (the proslavery or antislavery stance) in an Illinois community, region, within a movement, or in following a law. Examples for how to analyze positions and arguments in historical context as well as how to examine sources to unpack and support your discussion will be explored through class materials and during our class time. **The instructor will introduce a list of topics during class and these will be posted on D2L, and you should choose for your paper topic from this list.** Make sure to contact the instructor for approval of your topic choice, as no two students will be approved to write on the same topic. Please cite at least 4 sources in this paper (you can include more) and include a bibliography. Make sure to respond to the following:

- In no more than two paragraphs, provide the context for the community, region, movement or law, and describe the differences of thought in play.
- What are the historical **facts** surrounding the community, region, movement or law, and what

are the historical **interpretations**?

- What were the **complexities and tensions** that existed or erupted in this community, region, movement or law?
- Who were the people who instigated change, and who stalled/thwarted change?
- What were the moral dilemmas that people faced?
- What changed over time within this community, region, movement, or law?

Additional Assignment Guidelines for Papers

Format – Your paper should be 4-6 pages double-spaced, typed, in Microsoft Word (no Pages, Text Edit, or other formats – these have compatibility issues with D2L). Cite your sources in either MLA format or APA format with in-text citations, and include a bibliography, properly labeled.

How many sources? – Please cite at least 4 sources in this paper, however you CAN include more. Your first paper will necessarily have one primary source, but it may include more. Depending on your topic, you may include all primary sources, OR a mix of primary and secondary sources, but you should not have *only* secondary sources. In other words, you must include at least one primary source.

4—Learning Integration Portfolio – Synthesis and Articulation of Historical Learning

The Learning Integration Portfolio is meant to be a synthesis of your learning in this course, to include an articulation of your understanding of historical knowledge through the course materials and assignments. If you cite any source material, please cite in MLA or APA format and include a bibliography.

Include the following sections in the Portfolio, as one document that you upload to D2L:

(1) Write a 1-2 page analysis of your expanded understanding of the significance of primary sources and your understanding of the historical complexities of proslavery and antislavery sentiment and activities in Illinois since writing Paper #1 and Paper #2, based on instructor or peer feedback, class discussions and readings/media, and your expanded learning over the course. Include original Paper #1 and Paper #2 in the Portfolio for reference.

(2) Write a 2-3 page summative review of your D2L posts and responses, and include new learning and insights that emerged after peer responses (this summative review can include relevant links and images). Review your forum activity from the three asynchronous weeks as well as the quarter-long “Slavery and Abolition in National Context” forum.

(3) Integrating My Learning Section – create a set of 3-4 PowerPoint slides, a 5-10 minute video or 5-10 minute audio offering. Through the non-writing media of your choice, draw on discussions, activities, assignments and materials that were significant to you throughout the course to respond to the following:

- A. What do you understand as significant regarding this learning about slavery and abolition in

Illinois in relation to the unfolding events through the Civil War, emancipation and its results/aftermath?

- B. How does this learning about Illinois inform your greater understanding of the development of the United States as a nation?*
- C. How does this learning inform your understanding of the historical complexities of and tensions around slavery in the United States? In Illinois specifically?*

Liberal Studies Students – Respond to the Following Additional Sets of Questions:

- What have you learned about the value of historical knowledge through this course, as well as the difference between historical facts and historical interpretations? What considerations have surfaced for yourself? What considerations have surfaced about being a member of society?*
- Consider the complexity and diversity among issues, events and ideas from the period of our study of Illinois (pre-statehood through the end of the Civil War (1865)). How does this complexity and diversity inform your learning and thinking about the past itself?*

All SCPS (Credit Programs/BAIFA) Students – Respond to the Following Additional Sets of Questions:

- Place yourself in present-day Illinois (Your community? Your status as a DePaul student/part of the DePaul community? Your family history and experiences? Any or all of these). What do you understand and claim from the legacies of slavery and abolition in Illinois? How does this learning impact you as a human being, U.S. citizen, and/or global citizen?*
- What does this learning mean for you moving forward beyond the class, and/or how will you integrate it into your lifelong learning, and/or in what ways does this learning spur you to contribute (personally, professionally, or to your community)?*

Additional guidelines on format, and FAQ on media choices for the Learning Integration Portfolio will be provided.

LEARNING STRATEGIES – FOR ALL STUDENTS

Zoom Synchronous Class Sessions: Zoom synchronous class sessions will involve a variety of active learning methods, including but not limited to: full-class discussions, small group activities and discussions in breakout rooms, group presentations, individual presentations, in-class writing and reflection activities. Interaction and collaboration with your classmates is both expected and valued in terms contributing to the learning potential of the participants. It is expected that everyone will attend and participate actively in each Zoom synchronous class session.

Asynchronous Activities & Assignments via D2L: Our D2L site will serve multiple purposes for this class. It will house all assignments and resources under the “Content” section. D2L will house all of our assigned and recommended readings (PDFs, links), and assigned and any recommended audio and video content. Discussion forums, quizzes, and interactive tools in D2L will be used to help you remain connected to the group and the learning between Zoom synchronous meeting times, but most importantly, our three asynchronous weeks will offer key opportunities to synthesize your learning from assigned materials in writing and through engagement with your peers.

Where to Submit Your Work: Papers and the Learning Integration Portfolio should be submitted to the D2L Submissions section; D2L posts/responses are submitted at the appropriate D2L forum for each of the three themes as well as the quarter-long forum; Quizzes are embedded in D2L, simply take/re-take each quiz within our course site for an unlimited amount of times up to the deadline, and the top score will automatically be recorded in the grade book.

Reading and Writing Strategies: Reading Guidelines will be provided to help you both navigate and synthesize the reading material. As we will be engaging with numerous primary source documents, we will discuss how to read and scan these in conjunction with transcriptions of these documents. Writing assignments are designed to help you engage in both reflective and formal academic writing that incorporates source material. Writing strategies for academic work will also be discussed in class and resources will be provided in D2L. I encourage you to avail yourself of the services of DePaul’s writing center – [The University Center for Writing-based Learning](#) – a valuable resource.

ASSESSMENT OF STUDENT LEARNING – FOR ALL STUDENTS

Assessment and grading breakdown applies to all categories of students.

The breakdown of your course grade is delineated below:

Class Participation (25%) – *“Class weeks” as noted below refers to attendance and engagement in the Zoom synchronous class sessions; these count for 25% of your course grade. Students will be reminded in each class session what constitutes “participation” (vs. just attendance).*

D2L Discussion Forum Engagement (20%) – *Active engagement in the asynchronous D2L weeks via discussions and other media-specific content throughout the course, as well as in the quarter-long “Slavery and Abolition in National Context” forum counts for 20% of your course grade.*

D2L Quizzes (15%) – *The Syllabus Orientation Quiz, and the two Knowledge Check Quizzes (Quiz #1 covers Weeks 1-5 and Quiz #2 covers Weeks 6-10) combined count for 15% of your course grade.*

Papers (25%) – Papers ((1) Primary Source Analysis Paper; (2) Historical Complexities in Context Paper) combined count for 25% of your course grade. Grading rubrics for each paper can be found in the assignment guidelines.

Learning Integration Portfolio (15%) – The final project is a Portfolio that represents both a synthesis and articulation of your historical learning and understanding through this course and counts for 15% of your course grade. Grading rubric for the Portfolio can be found in the assignment guidelines.

Discussion Forum Expectations & Evaluation

Discussion Forums are an important component of your online experience in this hybrid class. Students are expected to participate in required Discussions in each of the three asynchronous weeks (two forums in WEEKS 3, 6, and 9 = total of 6) and also the one Quarter-Long forum – for a total of 7 Discussion Forums. **Required number of posts and responses will be indicated at each forum description.**

In order to receive full credit for a given Discussion, you must a) Make an initial post by the deadline listed in the Course Calendar; 2) Make the required number of follow-up posts by the subsequent posted deadline, responding to the minimum stated number of classmates; 3) Make sure that your posts are substantive: that is to say, it must offer a considered opinion, a thought-provoking speculation and/or new information; and 4) respond thoughtfully and effectively to the person/people you respond to.

Here are some ways you can effectively contribute to learning in discussions:

- Offering ideas or resources and inviting a critique of them
- Asking challenging questions
- Articulating, explaining and supporting positions on ideas
- Exploring and supporting issues by adding explanations and examples
- Reflecting on and re-evaluating personal opinions, applying information from the course
- Offering a critique, challenging, discussing and/or expanding the ideas of others
- Negotiating interpretations, definitions and meanings
- Summarizing previous contributions and asking the next question
- Proposing actions based on ideas that have been developed

While you can make the following statements to contribute to a supportive and affirming learning environment, you won't get credit for posts that use simple phrases like: "Great ideas!" or "I like that." When you support someone's opinion, describe or analyze why: refer to the 9 points above and use words like, "but," "additionally," "I agree and," "however," "what about," etc. In short, a substantive contribution does **more...** for example rather than "I agree," "I agree and also... additionally... however..."; rather than "me too," "me too, but... however... and what about..." You get the idea 😊.

Discussion Forum Netiquette

Students are asked to do their part in contributing to a positive and productive online learning environment by following these guidelines:

- Be polite
- Respect other participants' views or opinions, especially if different than your own
- Think before you write/post (ask yourself if you would say the same thing in person)
- Use positive, affirming language in responses (i.e., "Good idea!" or "Thanks for the suggestions," etc.)
- Be sensitive to cultural differences
- Avoid hostile, curt or sarcastic comments
- No objectionable, sexist, racist, or other derogatory language will be tolerated
- Create a positive online community by offering assistance and support to other students
- Use correct grammar and syntax in written posts/responses

GRADING CRITERIA & SCALE – APPLIES TO ALL STUDENTS

Class Attendance/Engagement in Synchronous Zoom Sessions	25%
D2L Discussion Forums/Engagement in Asynchronous Zoom Weeks + Quarter-Long Forum	20%
D2L Quizzes	15%
Papers (Primary Source Analysis Paper & Historical Complexities in Context Paper)	25%
Learning Integration Portfolio	15%

Points correlation to letter grading system for overall course grades:

A	100-95
A-	94-91
B+	90-88
B	87-85
B-	84-81
C+	80-77
C	76-73
C-	72-69

D+	68-65
D	64-61
F	60 or below

PASS/FAIL GRADE VS. LETTER GRADE

This is a Letter-Graded course. **Undergraduate students interested in taking a course on a Pass/Fail grade basis need to contact their academic advisor to request the option by the end of the second week of the course.** SCPS students can email their P/F requests to their advisors and include the course number, quarter, and student ID number. Non-SCPS students need to contact their home college for instructions on submitting these requests. Please review the P/F guidelines, course restrictions and GPA implications in the [University catalog](#) before making your request. A grade of Pass represents a D or better standard and therefore will not meet requirements that have a minimum standard of C- or better. For further clarification of the P/F option for SCPS students beyond the university guidelines, please refer to the [SCPS catalog](#).

INCOMPLETE (IN) GRADE

This process follows university [policy](#).

A student who encounters an unusual or unforeseeable circumstance that prevents her/him from completing the course requirements by the end of the term may request a time extension to complete the work.

- The student must formally initiate the request by submitting the [Contract for Issuance of Incomplete Grade form](#) (via email, word doc), no later than week 10 (or prior to the final week of a shorter-term course).
- *The instructor has discretion* to approve or not approve the student's request for an IN grade.
- *The instructor has discretion* to set the deadline for completion of the work, which may be earlier but no later than two quarters (not counting Summer term).
- The instructor *may not* enter an IN grade on behalf of a student without a completed and agreed upon contract.
- The student is alerted that IN grades are not considered by Financial Aid as evidence of satisfactory academic progress.

COURSE SCHEDULE ~ SPRING 2023

Notes on Synchronous Zoom Sessions:

Zoom sessions below are noted with sub-topical questions that you can expect will be brought forward in the session in facilitated, interactive ways. You should plan to come to class to be an interactive participant, and with the expectation to engage with your peers in the large group space as well as breakout rooms. Please see the [Learning Strategies](#) section above for further information.

Notes on Asynchronous Work in D2L Between Zoom Sessions:

There are three asynchronous D2L WEEKS, and they are shaded in the Course Schedule below. Each asynchronous D2L “WEEK” contains readings/media/assignments that span the two weeks in between synchronous Zoom sessions. Assigned learning activities during the “non-Zoom” WEEKS will be due to be completed by the start of the following synchronous Zoom session, unless otherwise noted. Specific due dates will *also* be noted in the D2L Course Calendar.

Notes on Course Schedule:

- ⇒ *Readings and Media are housed in D2L under the corresponding module*
- ⇒ *A reminder to not be daunted by the weeks where multiple sources are assigned (some primary documents and linked sources are short – all curated to support your optimal learning... pace yourself!)*
- ⇒ *Assigned materials are subject to change, depending on class progression, class needs, or reworked deadlines due to outside circumstances*

Date/Modality	Class Session/Asynchronous Module Themes	Assignments for Next Week
WEEK 1 March 28 -- Zoom Synchronous Session	WEEK 1 – Introduction to Slavery and Abolition in Illinois ~ <i>Course structure and approaches will be introduced; assignment overviews and introduction of quarter-long discussion forum; introduction to topics and assessment of previous knowledge of Illinois history; discussion of gaps in our learning about Illinois; content focus on French settlement and enslavement practices in the pre-statehood era and Illinois Territory (1809-1818)</i>	<u>Readings & Media</u> Thematic readings and media in D2L/e-reserves for WEEK 2 <u>Submissions</u> <ul style="list-style-type: none"> ⇒ Due by WEEK 2 – Syllabus Orientation Quiz (see deadline in D2L) ⇒ Due by WEEK 2 – First post in quarter-long

		<p><i>“Slavery and Abolition in National Context”</i> forum</p> <p>⇒ Due by WEEK 4 – Paper #1</p>
<p>WEEK 2 April 4 -- Zoom Synchronous Session</p>	<p>WEEK 2 – On the Brink of Slavery ~ <i>Content focus on the pivotal 1823-1824 Constitutional Convention controversy, where Illinois was on the brink of becoming a slave state.</i></p>	<p><u>Readings & Media</u> Thematic readings and media in D2L/e-reserves for WEEK 3 asynchronous work <u>AND</u> for WEEK 4 Zoom class</p> <p><u>Submissions</u> ⇒ Due by WEEK 4 – Paper #1 ⇒ Due by WEEK 5 – First response to a peer in quarter-long <i>“Slavery and Abolition in National Context”</i> forum</p>
<p>WEEK 3 April 11 -- Asynchronous D2L Module</p>	<p>WEEK 3 – Fugitive Slave Laws, Illinois Black Codes ~ <i>The national Fugitive Slave Laws and Illinois Black Codes will be the focus of this asynchronous week; students will be expected to analyze these primary sources and consider the laws’ impacts and ramifications on African-Americans as well as European-Americans, who became enforcers of these laws</i></p> <p><u>Asynchronous D2L Activities</u> Required Forum: Fugitive Slave Laws – your post + two responses to peers Required Forum: Illinois Black Codes – your post + two responses to peers</p> <p><i>Complete information about prompts for your initial post and due dates for your post + your two responses to peers can be found under “Discussions” in D2L.</i></p>	<p><u>Readings & Media</u> Thematic readings and media in D2L/e-reserves for WEEK 3 asynchronous work <u>AND</u> for WEEK 4 Zoom class</p> <p><u>Complete via D2L –</u> Posts and responses in two required WEEK 3 forums – due dates for posts/responses at forums</p> <p><u>Submissions</u> ⇒ Due by WEEK 4 – Paper #1 ⇒ Due by WEEK 5 – First response to a peer in quarter-long <i>“Slavery and Abolition in</i></p>

	<p><u>Make sure to carefully review each forum’s distinct theme and posting requirements/due dates.</u></p> <p><u>Submissions</u></p> <ul style="list-style-type: none"> ⇒ Due by WEEK 4 – Paper #1 ⇒ Due by WEEK 5 – First response to a peer in quarter-long “<i>Slavery and Abolition in National Context</i>” forum 	<p><i>National Context</i>” forum</p>
<p>WEEK 4 April 18 -- Zoom Synchronous Session</p>	<p>WEEK 4 – Abolition & Antislavery, Part 1 ~ <i>Antislavery beginnings in Illinois, the work of minister Elijah Lovejoy and his growth into abolitionism, up to his murder in 1837. Stirrings of antislavery sentiment in specific communities will be discussed.</i></p>	<p><u>Readings & Media</u> Thematic readings and media in D2L/e-reserves for WEEK 5</p> <p><u>Submissions</u></p> <ul style="list-style-type: none"> ⇒ Due by WEEK 5 – First response to a peer in quarter-long “<i>Slavery and Abolition in National Context</i>” forum ⇒ Due by WEEK 6 – Second post in quarter-long “<i>Slavery and Abolition in National Context</i>” forum ⇒ Due by WEEK 7 – Paper #2
<p>WEEK 5 April 25 -- Zoom Synchronous Session</p>	<p>WEEK 5 – The Underground Railroad ~ <i>Underground Railroad nationally and in Illinois; routes, figures, and events in Illinois; connections to free Black communities; complexities that communities faced with regard to harboring runaways and choices about enforcing laws will be discussed.</i></p>	<p><u>Readings & Media</u> Thematic readings and media in D2L/e-reserves for WEEK 6 asynchronous work <u>AND</u> for WEEK 7 Zoom class</p> <p><u>Submissions</u></p> <ul style="list-style-type: none"> ⇒ Due by WEEK 6 – Second post in quarter-long “<i>Slavery and Abolition in National</i>

		<p>Context” forum</p> <p>⇒ Due by WEEK 7 – Paper #2</p> <p>⇒ First Quiz – complete by WEEK 7/or designated due date in D2L</p>
<p>WEEK 6 May 2 -- Asynchronous D2L Module</p>	<p>WEEK 6 – Abolition & Antislavery, Part 2</p> <p><i>Antislavery sentiment and abolitionism gains momentum in Illinois following the murder of Elijah Lovejoy in 1837; students will read about locales where momentum gained ground and figures who led change, often defying the law.</i></p> <p>~</p> <p><u>Asynchronous D2L Activities</u></p> <p>Required Forum: Antislavery & Abolition Momentum in Illinois – your post + two responses to peers</p> <p>Required Forum: Voices of Resistance, Champions for Change – your post + two responses to peers</p> <p><i>Complete information about prompts for your initial post and due dates for your post + your two responses to peers can be found under “Discussions” in D2L. <u>Make sure to carefully review each forum’s distinct theme and posting requirements/due dates.</u></i></p>	<p><u>Readings & Media</u></p> <p>Thematic readings and media in D2L/e-reserves for WEEK 6 asynchronous work <u>AND</u> for WEEK 7 Zoom class</p> <p><u>Complete via D2L</u> – Posts and responses in two required WEEK 6 forums – due dates for posts/responses at forums</p> <p><u>Submissions</u></p> <p>⇒ Due by WEEK 7 – Paper #2</p> <p>⇒ Due by WEEK 9 – Second response to a peer in quarter-long “Slavery and Abolition in National Context” forum</p>
<p>WEEK 7 May 9 -- Zoom Synchronous Session</p>	<p>WEEK 7 – Free Black Communities in Illinois</p> <p>~</p> <p><i>The emergence of free Black communities in Illinois will be the content focus, including their settlement choices, communities as sites of resistance and safe harbors; developing scholarship about free Black communities based in archaeological discoveries and oral histories will be discussed.</i></p>	<p><u>Readings & Media</u></p> <p>Thematic readings and media in D2L/e-reserves for WEEK 8</p> <p><u>Submissions</u></p> <p>⇒ Due by WEEK 9 – Second response to a peer in quarter-long “Slavery and Abolition in National Context” forum</p>

		⇒ Learning Integration Portfolio – Due by WEEK 11
<p>WEEK 8 May 16 -- Zoom Synchronous Session</p>	<p>WEEK 8 – Land of Lincoln, Part 1: Race, Power, Politics ~ <i>The 1848 Illinois Constitution outlaws slavery; introduction to Abraham Lincoln; Illinois is catapulted to a national stage with the Lincoln-Douglas debates and the national issue of slavery; race, slavery, power and politics in the pre-Civil War years. Students are encouraged to continue discussions of the significant national impact of the Lincoln/Douglas debates through the quarter-long forum.</i></p>	<p><u>Readings & Media</u> Thematic readings and media in D2L/e-reserves for WEEK 9 asynchronous work <u>AND</u> for WEEK 10 Zoom class</p> <p><u>Submissions</u> ⇒ Due by WEEK 9 – Second response to a peer in quarter-long “Slavery and Abolition in National Context” forum ⇒ Learning Integration Portfolio – Due by WEEK 11</p>
<p>WEEK 9 May 23 -- Asynchronous D2L Module</p>	<p>WEEK 9 – Land of Lincoln, Part 2: Civil War, Emancipation, Constitutional Amendments ~ <i>“Land of Lincoln, Part 2” will bring the study to the Emancipation Proclamation followed by the end of the Civil War, as well as the post-Civil War years through the passage of the 15th Amendment (1870). Impacts and reactions within Illinois will be the focus, but students are encouraged to explore national impacts in the quarter-long forum.</i></p> <p><u>Asynchronous D2L Activities</u> --Required Forum: Civil War and Emancipation: Illinois Reactions and Impacts – your post + two responses to peers --Required Forum: Exploring the 13th, 14th, and 15th Constitutional Amendments: Illinois Ratifications and Impacts – your post + two responses to peers</p>	<p><u>Readings & Media</u> Thematic readings and media in D2L/e-reserves for WEEK 9 asynchronous work <u>AND</u> for WEEK 10 Zoom class</p> <p><u>Complete via D2L</u> – Posts and responses in two required WEEK 9 forums – due dates for posts/responses at forums</p> <p><u>Submissions</u> ⇒ Second Quiz – complete by WEEK 11/or designated due date in D2L ⇒ Learning Integration Portfolio – Due by WEEK 11</p>

	<p><i>Complete information about prompts for your initial post and due dates for your post + your two responses to peers can be found under "Discussions" in D2L. <u>Make sure to carefully review each forum's distinct theme and posting requirements/due dates.</u></i></p>	
<p>WEEK 10 May 30 -- Zoom Synchronous Session</p>	<p>WEEK 10 – Territory, State, Nation: Our Study of Illinois in Review ~ <i>Reviewing our journey through slavery and abolition in the territory and state of Illinois; placing our study of Illinois in the context of a nation transformed/transforming from enslavement to freedom.</i></p>	<p><i>No Readings or Media – Complete Final Portfolio</i></p> <p><u>Submissions</u></p> <ul style="list-style-type: none"> ⇒ Second Quiz – complete by WEEK 11/or designated due date in D2L ⇒ Learning Integration Portfolio – <p>--Presentation in WEEK 11 class --Upload to D2L by designated due date in WEEK 11 (find in D2L)</p>
<p>WEEK 11 June 6 -- <i>Exam Week</i> Zoom Synchronous Session</p>	<p>WEEK 11 – Slavery and Abolition in Illinois: Class Presentations, Synthesis of Learning ~ <i>Evening of student presentations, final reflections, considering the impacts of our learning this quarter.</i></p>	<ul style="list-style-type: none"> ⇒ Second Quiz – complete by WEEK 11/or designated due date in D2L

COURSE POLICIES

SPECIAL NOTES ON ATTENDANCE & PARTICIPATION IN THIS COURSE

Our Zoom synchronous class sessions are essential for a number of reasons for our study in this course. Zoom sessions will be conducted in an active, workshop format, with activities that will balance information, reflection and production. Class learning and activities will be an important vehicle where you will share knowledge, test ideas, garner feedback, and contribute and refine your own skills. This will support and fuel you for asynchronous work via D2L.

Likewise, timely completion of the asynchronous D2L work will be critical to support the scaffolding and synthesis of your learning, and as preparation for the next Zoom synchronous session.

Keeping pace with each week's activities and assignments will be important for your academic success, as Zoom sessions and asynchronous D2L work are designed to build throughout the quarter. In addition, we will miss your valuable perspective if you are unable to participate and contribute!

* While it is always optimal to attend class, if you know ahead of time that you will have a conflict in attending any Zoom synchronous session, OR if you find you will be delayed in completing any of the asynchronous D2L work, please notify me immediately to make a contingency plan. I do understand that significant emergencies at times occur after class has begun, and I will work with you! The key here is **agency** on your part as a student. Please contact me immediately if you find yourself in this situation.

Additionally, the University does not make a distinction between excused vs. unexcused absences, but students in this class who miss class for any reason have the opportunity to make up up to TWO missed Zoom sessions. Specific guidelines for reviewing the recording and writing a 1-2 page response will be provided. Students who miss more than two Zoom sessions may be at risk of failing the class.

CLASSROOM COMMUNITY PROFESSIONALISM & ENGAGEMENT

All course participants (students & instructors alike) are responsible for co-creating the learning space of this course—contributing individual uniquenesses while also modulating them for the sake of group learning. In this regard, **professional engagement** is expected from all—and particularly in areas of difference. Such engagement manifests itself through punctual attendance at synchronous sessions, thorough preparation, focused and respectful interactions.

With regard to Zoom synchronous sessions, this means: curtailing side-conversations, other devices, and any environmental distractions while you participate in session; active listening; making informed contributions; offering probing questions; keeping an open mind; being respectful to peers and the instructor, etc.

With regard to asynchronous D2L work, this means: any interactions with peers and instructor should be respectful, even (and especially) if differences of opinion are shared – and differences are a welcome and valuable part of learning!

In both modalities of the class, a high degree of both self-motivation and self-accountability is expected. In addition, as adults, we are all responsible for **requesting what we need** to improve/sustain learning. The answer may be 'yes' or 'no'---but, not to request is to leave the matter to chance. For additional information pertaining to DePaul's Code of Student Responsibility, see:

<https://offices.depaul.edu/student-affairs/Pages/default.aspx>.

INSTRUCTOR RESPONSIVENESS – EMAILS, FEEDBACK, GRADING, DELAYS, APPOINTMENTS

I will endeavor to respond to your emails within 24-48 hours (typically sooner!), excluding weekends, and I will communicate if there is any delay. **For assignment submissions**, I will provide feedback on your work within one week-10 days, and **grading for asynchronous forums** will be entered in the week following the forum due dates. I will communicate if there are any delays in my responses or feedback. Please carefully monitor **News Items** in D2L and **my emails sent to the class from D2L** for important class updates as we progress through the quarter! This means it is critical that you ensure your email is accurate in D2L, and that you respond to my emails when requested. **If you need help at any point in the quarter and a conversation would be useful, please do not hesitate to reach out to me to schedule an appointment!**

LATE WORK POLICY

Late work will be assessed at -5% per day for assignments – this applies to deadlines in D2L, and all assignments that are due in the Submissions by the following class session. Please contact me if this becomes a concern due to emergent circumstances to determine alternatives. Please NOTIFY ME if you encounter circumstances that prevent your timely submission of any assigned work and complete/submit any work as soon as possible. The timely completion of your work in this class will be a factor in your passing grade.

PURPOSE OF THE COURSE Q&A AND IMPORTANT ANNOUNCEMENTS FORUM

A Course Q & A/Important Announcements discussion forum has also been established to manage necessary, ongoing social and administrative activities. This is where the management and administrative tasks of the course are conducted, and where you can ask 'process' questions and receive answers throughout the course. Please feel free to answer any question if you feel you know the answer; this sharing of information is valuable to other students.

UNIVERSITY POLICIES & RESOURCES

THIS COURSE INCLUDES AND ADHERES TO THE COLLEGE AND UNIVERSITY POLICIES DESCRIBED IN THE LINKS BELOW:

[Academic Integrity Policy](#) (UGRD)

[Incomplete \(IN\) and Research \(R\) Grades Expiration Policy](#)

[Withdrawal/Drop Policy](#) and [Withdrawal Tuition](#)

[Accommodations Based on the Impact of a Disability](#)

Students are also invited to contact me privately to discuss challenges and how I may assist in facilitating the accommodations you will use during this course. This is best done early in the term and our conversation will remain confidential.

[Research Involving Human Subjects](#)

THE IMPORTANCE OF ACADEMIC INTEGRITY

Violations of academic integrity are detrimental to the values of DePaul and its learning community, to students' own development as responsible members of society, and to the pursuit of knowledge and the transmission of ideas. The DePaul Student Handbook defines plagiarism as follows: Plagiarism includes but is not limited to the following: (a) The direct copying of any source, such as written and verbal material, computer files, audio disks, video programs or musical scores, whether published or unpublished, in whole or in part, without proper acknowledgement that it is someone else's. (b) Copying of any source in whole or in part with only minor changes in wording or syntax even with acknowledgement. (c) Submitting as one's own work a report, examination paper, computer file, lab report or other assignment which has been prepared by someone else. This includes research papers purchased from any other person or agency. (d) The paraphrasing of another's work or ideas without proper acknowledgement. (e) Self-plagiarism--the use of one work product to obtain credit for multiple assignments without requesting permission from the current instructor. Plagiarism can result in a failure of the assignment or possibly of the course. ***If you are unsure of how to cite a source, ask!***

For more information, please consult this link: [DePaul University Academic Affairs – Academic Integrity](#)

SEXUAL AND RELATIONSHIP VIOLENCE

As a DePaul community, we share a commitment to take care of one another. Classroom relationships are based on trust and communication. Sometimes, material raised in class may bring up issues for students related to sexual and relationship violence. In other instances, students may reach out to faculty as a source of help and support. It is important for students to know that faculty are required to report information reported to them about experiences with sexual or relationship violence to DePaul's Title IX Coordinator. Students should also know that disclosing experiences with sexual or relationship violence in course assignments or discussion does not constitute a formal report to the University and will not begin the process of DePaul providing a response. Students seeking to report an incident of sexual or relationship violence to DePaul should contact Public Safety (Lincoln Park: 773-325-7777; Loop: 312-362-8400) or the Dean of Students and Title IX Coordinator (Lincoln Park: 773-325-7290; Loop: 312-362-8066 or titleixcoordinator@depaul.edu). Students seeking to speak confidentially about issues related to sexual and relationship violence should contact a Survivor Support Advocate in the Office of Health Promotion & Wellness for information and resources (773-325-7129 or hpw@depaul.edu). More information is available at the [Office of Health Promotion and Wellness](#). Students are encouraged to take advantage of these services and to seek help around sexual and relationship violence for themselves as well as their peers who may be in need of support.

OTHER RESOURCES FOR STUDENTS

[DePaul Health & Safety Practices for Students](#)

[DePaul Office of Student Success](#)

[DePaul University Library](#)

[University Center for Writing-based Learning](#)

[DePaul Career Center](#)

[Dean of Students Office](#)

ADDITIONAL CONSIDERATIONS

COURSE MEETINGS VIA ZOOM

This course will conduct regular synchronous sessions via the Zoom platform. Find general information about [Zoom Video Communications](#) technology here, and the dedicated Zoom link for our course will be housed in D2L, available only to registered students.

Special Notes Regarding Recording of Classroom Sessions Conducted via Videoconference tools:

- Synchronous teaching sessions can be recorded by the instructor for educational purposes. These recordings will be made available only to students presently enrolled in the course via password protected links. Links will be posted via the course webpages on D2L and viable for the present term only.
- Students are prohibited from sharing class recordings or disclosing the links to a class session to anyone outside of the course.
- Students have the right to protect their privacy during recordings by appearing in an audio-only mode; pseudonymous usernames can be used by students, if shared offline with the instructor.
- Instructors may retain portions of the recordings that contain their intellectual property consistent with University policy, with students' identifying information removed.

PREFERRED NAME & GENDER PRONOUNS

Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with differences of race, culture, religion, politics, sexual orientation, gender, gender variance, and nationalities. I will gladly honor your request to address you by an alternate name or gender pronoun, and will mention this in our first class session. Please advise me of this preference early in the quarter so that I may make appropriate changes to my records. Please also note that students may choose to identify within the University community with a preferred first name that differs from their legal name and may also update their gender. The preferred first name will appear in University related systems and documents except where the use of the legal name is necessitated or required by University business or legal need. For more information and instructions on how to do so, please see the [Student Preferred Name and Gender Policy](#).

ONLINE COURSE EVALUATIONS – YOUR FEEDBACK

Evaluations are a way for students to provide valuable feedback regarding their instructor and the course, and I welcome your thoughts on this class via the official evaluation. The evaluations are anonymous; the instructor and administration do not track who entered what responses. A program is used to check if the student completed the evaluations, but the evaluation is completely separate from the student's identity. Detailed feedback will enable the instructor to continuously tailor teaching methods and course content to meet the learning goals of the course and the academic needs of the students. **Since 100% participation is our goal, students are sent periodic reminders over three weeks, toward the end of the quarter – please look out for these emails.** Students do not receive reminders once they complete the evaluation. Students complete the evaluation online in campusconnect.depaul.edu, and you will receive a link in the reminder emails.

INSTRUCTOR BIO

CAROLINE M. KISIEL is an Associate Professor in the School of Continuing and Professional Studies, and an interdisciplinary and civically engaged humanities scholar and public historian. She holds an M.A. in Interdisciplinary Arts (Columbia College Chicago), an M.Res. in Humanities and Cultural Studies (Birkbeck College, University of London), and a Ph.D. in Literature (University of Essex, UK). A travel writing scholar with a focus on Illinois and Ohio Valley history and early American culture, her broader research agenda explores the intersections between travel, culture and creativity, in both print and digital arenas. The primary focus of Dr. Kisiel's recent scholarship has been delving into the roots of slavery and abolition in early Illinois, and proslavery and antislavery figures in the early years of statehood. She has been an [Illinois Humanities Road Scholar](#) since 2017, where she has traveled around the state presenting in person and virtually about slavery, race, exclusion, and abolition efforts in early Illinois. Her book manuscript on the antislavery efforts of one early Illinois town is in progress with the University of Illinois Press. Dr. Kisiel's background includes work in the fields of immigration law, training and development, creative writing, and improvisational storytelling and movement. Integrating the arts with workplace, cultural, and identity concerns, she aims to cultivate onsite and online classrooms that enable learners to express themselves deeply and authentically. Dr. Kisiel has designed and facilitated on-ground and online offerings for learners in informal and community contexts covering a range of topics for over 28 years. [Link to Professor Kisiel's bio on SCPS website.](#)

CHANGES TO SYLLABUS

This syllabus is subject to change as necessary, and changes will be clearly communicated to students.

CREDITS

This course was designed and produced by Caroline M. Kisiel, Associate Professor, School of Continuing and Professional Studies at DePaul University.