

Eastern Illinois University
New Course Proposal
HIS 1522G, World History: Slavery and Freedom

Please check one: New course Revised course

PART I: CATALOG DESCRIPTION

1. **Course prefix and number, such as ART 1000:** HIS 1522G
2. **Title (may not exceed 30 characters, including spaces):** World History*
3. **Long title, if any (may not exceed 100 characters, including spaces):** World History: Slavery and Freedom
4. **Class hours per week, lab hours per week, and credit [e.g., (3-0-3)]:** 3-0-3
5. **Term(s) to be offered:** Fall Spring Summer On demand
6. **Initial term of offering:** Fall Spring Summer **Year:** 2012

7. **Course description (not to exceed four lines):**

Between 1520 and 1870, some 11 million Africans were transported to the Americas, largely on European ships, to serve as slaves. What is slavery? How did this horrible “human traffic” occur? And what was the experience of life on a slave plantation? This course will look at practices of slavery from across the globe.

8. **Registration restrictions:**

a. **Equivalent Courses**

- **Identify any equivalent courses** (e.g., cross-listed course, non-honors version of an honors course).
HIS 1598G
- Indicate whether coding should be added to Banner to restrict students from registering for the equivalent course(s) of this course. Yes No

b. **Prerequisite(s)**

- **Identify the prerequisite(s)**, including required test scores, courses, grades in courses, and technical skills. Indicate whether any prerequisite course(s) MAY be taken concurrently with the proposed/revised course.

None

- Indicate whether coding should be added to Banner to prevent students from registering for this course if they haven’t successfully completed the prerequisite course(s). Yes No

If yes, identify the minimum grade requirement and any equivalent courses for each prerequisite course:

c. **Who can waive the prerequisite(s)?** N/A

No one Chair Instructor Advisor Other (Please specify)

d. **Co-requisites** (course(s) which MUST be taken concurrently with this one): N/A

e. **Repeat status:** Course may not be repeated.

Course may be repeated once with credit.

Please also specify the limit (if any) on hours which may be applied to a major or minor.

f. Degree, college, major(s), level, or class to which registration in the course is restricted, if any:

g. Degree, college, major(s), level, or class to be excluded from the course, if any:

Social Science majors; on-campus students are excluded from on-line versions of the course.

9. **Special course attributes** [cultural diversity, general education (indicate component), honors, remedial, writing centered or writing intensive]

General education, satisfying the Humanities requirement in Humanities and Fine Arts segment; Cultural diversity requirement for general education.

10. **Grading methods** (check all that apply): Standard letter C/NC Audit ABC/NC (“Standard letter”—i.e., ABCDF—is assumed to be the default grading method unless the course description indicates otherwise.)

Please check any special grading provision that applies to this course:

The grade for this course will not count in a student’s grade point average.

The credit for this course will not count in hours towards graduation.

If the student already has credit for or is registered in an equivalent or mutually exclusive course, check any that apply:

The grade for this course will be removed from the student’s grade point average if he/she already has credit for or is registered in _____ (insert course prefix and number).

Credit hours for this course will be removed from a student’s hours towards graduation if he/she already has credit for or is registered in _____ (insert course prefix and number).

11. **Instructional delivery method:** (Check all that apply.)

- lecture lab lecture/lab combined independent study/research
 internship performance practicum or clinical study abroad
 Internet hybrid other (Please specify)

PART II: ASSURANCE OF STUDENT LEARNING

1. **List the student learning objectives of this course:**

- a) Identify and describe the major events in the development of the trans-Atlantic slave trade.
- b) Explain and analyze how the trans-Atlantic slave trade shaped societies in Europe, Africa, and American in the sixteenth through nineteenth centuries.
- c) Introduce students to interdisciplinary studies and the use of primary sources.
- d) Synthesize information from a variety of primary and secondary sources into written assignments.

a. If this is a general education course, indicate which objectives are designed to help students achieve one or more of the following goals of general education and university-wide assessment:

- EIU graduates will write and speak effectively.
- EIU graduates will think critically.
- EIU graduates will function as responsible citizens.
 1. Written exams and primary source analyses will help students to write effectively. (GE)
 2. Discussion groups will help students learn to speak effectively. (GE)
 3. Analyzing data on the slave trade will help students learn to think critically. (GE)
 4. Interpreting and analyzing primary and secondary sources will hone students' critical thinking skills. (GE)
 5. Interpreting the origins and development of the Atlantic slave trade will help students understand mutual (mis)understanding between differing cultures, thus preparing them for responsible global citizenship. (GE)
 6. Comparing and contrasting diverse people in global context will develop cultural awareness in students (including issues of cultural distinctiveness and difference, i.e., ethnicity, race, gender, sexual orientation, disability) and prepare them to function as responsible global citizens. (GE)

b. If this is a graduate-level course, indicate which objectives are designed to help students achieve established goals for learning at the graduate level:

- Depth of content knowledge
- Effective critical thinking and problem solving
- Effective oral and written communication
- Advanced scholarship through research or creative activity

n/a

2. Identify the assignments/activities the instructor will use to determine how well students attained the learning objectives:

- Examinations
- Data Paper
- Data Collection
- Class Participation

3. Explain how the instructor will determine students' grades for the course:

Student achievement of the stated objectives [including GE objectives] will be evaluated based on the following activities and grades assigned according to the given percentages:

	Examinations (3) 60% (20% each)	Data Collection (10%)	Data Paper (20%)	Class Participation (10%)
Writing Effectively	X		X	
Speaking Effectively				X
Critical Thinking	X	X	X	X
Responsible Citizen	X		X	X
Analyzing primary and secondary	X	X	X	X

sources				
Interpreting the origins and development of the Atlantic Slave Trade	X	X	X	X
Comparing and contrasting diverse people in global context	X		X	X

- 4. For technology-delivered and other nontraditional-delivered courses/sections, address the following:**
- a. Describe how the format/technology will be used to support and assess students' achievement of the specified learning objectives:**
 - b. Describe how the integrity of student work will be assured:**
 - c. Describe provisions for and requirements of instructor-student and student-student interaction, including the kinds of technologies that will be used to support the interaction (e.g., e-mail, web-based discussions, computer conferences, etc.):**

The electronic version of HIS 1522G will be delivered via EIU's on-line course delivery software (Elluminate and/or Web CT—or its replacement). The course site will include student learning objectives, brief lectures illustrated with powerpoints (through Elluminate), reading assignments and/or links to supplemental readings, discussion prompts that facilitate class response and electronic discussion.

The integrity of student work will be assured by creation of questions that require analysis of specific Sources, and integration of those sources into the written responses. This should make plagiarism difficult and obvious. Examinations will be open book, but based on questions that require crucial analysis and synthesis of primary and secondary sources. Written papers will be evaluated for plagiarism with Turnitin or other similar plagiarism detection software.

- 5. For courses numbered 4750-4999, specify additional or more stringent requirements for students enrolling for graduate credit. These include:**
- a. course objectives;**
 - b. projects that require application and analysis of the course content; and**
 - c. separate methods of evaluation for undergraduate and graduate students.**

n/a

- 6. If applicable, indicate whether this course is writing-active, writing-intensive, or writing-centered, and describe how the course satisfies the criteria for the type of writing course identified. (See Appendix *.)**

n/a

PART III: OUTLINE OF THE COURSE

Provide a week-by-week outline of the course's content. Specify units of time (e.g., for a 3-0-3 course, 45 fifty-minute class periods over 15 weeks) for each major topic in the outline. Provide clear and sufficient details about content and procedures so that possible questions of overlap with other courses can be addressed. For technology-delivered or other nontraditional-delivered courses/sections, explain how the

course content “units” are sufficiently equivalent to the traditional on-campus semester hour units of time described above.

Sample course outline:

Week 1 What is Slavery?/Slavery in Ancient Rome

Week 2 Slavery in Medieval Europe and Slavery in India

Week 3 Slavery in the Islamic World and Slavery in Africa

Week 4 The End of European Isolation and the Portuguese Foray

Week 5 Sugar Slavery in Portuguese America and Slavery in Early Spanish America

Week 6 Exam and Breaking Iberian Dominance

Week 7 English Slavery: The Barbados and Virginia Models

Week 8 The Slave Trade in Africa and The Middle Passage

Week 9 Plantation Work and Plantation Society

Week 10 Exam and Caribbean Slave Codes

Week 11 Slave Economy and Slave Sexuality

Week 12 Enlightenment and Abolitionism

Week 13 The Call of Freedom—the American, French, and Haitian Revolutions

Week 14 British and French Abolitionism

Week 15 Spanish and Portuguese Abolitionism

PART IV: PURPOSE AND NEED

1. Explain the department’s rationale for developing and proposing the course.

HIS 1522G is being developed as part of an overhaul of the World History component of the General Education curriculum. The shift is away from broad, undefined survey courses and toward defined surveys focused on specific historical topics or issues in world history. The narrower focus will permit these courses to better develop critical thinking skills, and model historical interpretation, by concentrating on a set of specific issues appropriate to the given topic. The thematic offerings will also allow students to select courses that directly engage their interests.

HIS 1522G in particular focuses on issues of labor, immigration, and race as expressed primarily in the Atlantic slave trade. Such a focus allows students to engage directly with issues about labor and race that have deeply shaped the development of the Americans, Africa, and Europe, and permits comparative perspectives on how labor and race provide a foundation for the emergence of modern society.

a. If this is a general education course, you also must indicate the segment of the general education program into which it will be placed, and describe how the course meets the requirements of that segment.

HIS 1522G is part of the general education curriculum under the “Humanities” section of the Humanities and Fine Arts segment for the following reasons:

1. History is a Humanities discipline located in the College of Arts and Humanities.
2. HIS 1522G focuses on reading and interpreting historical sources and data within the tradition of humanistic scholarship.

- b. If the course or some sections of the course may be technology delivered, explain why.**
The technologically-delivered version of HIS 1522G will be delivered to fill the need Continuing Educations has identified for on-line general education courses that satisfy the Humanities section of the Art and Humanities segment of general education.

2. Justify the level of the course and any course prerequisites, co-requisites, or registration restrictions.

HIS 1522G is general education course that requires no prerequisites.

3. If the course is similar to an existing course or courses, justify its development and offering.

- a. If the contents substantially duplicate those of an existing course, the new proposal should be discussed with the appropriate chairpersons, deans, or curriculum committees and their responses noted in the proposal.**
- b. Cite course(s) to be deleted if the new course is approved. If no deletions are planned, note the exceptional need to be met or the curricular gap to be filled.**

HIS 1522G is a revision of HIS 1510G, which is to be deleted from the curriculum.

4. Impact on Program(s):

- a. For undergraduate programs, specify whether this course will be required for a major or minor or used as an approved elective.**

n/a

- b. For graduate programs, specify whether this course will be a core requirement for all candidates in a degree or certificate program or an approved elective.**

n/a

If the proposed course changes a major, minor, or certificate program in or outside of the department, you must submit a separate proposal requesting that change along with the course proposal. Provide a copy of the existing program in the current catalog with the requested changes noted.

PART V: IMPLEMENTATION

1. Faculty member(s) to whom the course may be assigned:

David K. Smith, Charles Foy, and any other qualified faculty

2. Additional costs to students: None

Include those for supplemental packets, hardware/software, or any other additional instructional, technical, or technological requirements. (Course fees must be approved by the President's Council.)

3. Text and supplementary materials to be used (Include publication dates):

Stanley Engerman, Seymour Drescher, and Robert Pacquette, *Slavery* (2001)
Thomas Benjamin, *Atlantic History: Europeans, Africans, and Indians and Their Shared World, 1400-1900* (2009)
Olaudah Equiano, *The Interesting Narrative of the Life of Olaudah Equiano* (any version)

PART VI: COMMUNITY COLLEGE TRANSFER

If the proposed course is a 1000- or 2000-level course, state either, "A community college course may be judged equivalent to this course" OR "A community college course will not be judged equivalent to this course." A community college course will not be judged equivalent to a 3000- or 4000-level course but may be accepted as a substitute; however, upper-division credit will not be awarded.

A community college course may be judged equivalent to this course

PART VII: APPROVALS

Date approved by the department or school: 10/13/11

Date approved by the college curriculum committee: 11/16/11

Date approved by the Honors Council (if this is an honors course):

Date approved by CAA: 3/1/12

*In **writing-active courses**, frequent, brief writing activities and assignments are required. Such activities -- some of which are to be graded -- might include five-minute in-class writing assignments, journal keeping, lab reports, essay examinations, short papers, longer papers, or a variety of other writing-to-learn activities of the instructor's invention. Writing assignments and activities in writing-active courses are designed primarily to assist students in mastering course content, secondarily to strengthen students' writing skills. In **writing-intensive courses**, several writing assignments and writing activities are required. These assignments and activities, which are to be spread over the course of the semester, serve the dual purpose of strengthening writing skills and deepening understanding of course content. At least one writing assignment is to be revised by the student after it has been read and commented on by the instructor. In writing-intensive courses, students' writing should constitute no less than 35% of the final course grade. In **writing-centered courses** (English 1001G, English 1002G, and their honors equivalents), students learn the principles and the process of writing in all of its stages, from inception to completion. The quality of students' writing is the principal determinant of the course grade. The minimum writing requirement is 20 pages (5,000 words).

Student
Success
Center

<http://www.eiu.edu/~success/>

581-6696



<http://www.eiu.edu/~counscr/>

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Disability
Services

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