Proposal for Connections: Systems

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1. **What course does the department plan to offer in Connections?**

   HIST 310: Comparative Slavery

   Which subcategory are you proposing for this course?

   Systems

2. **How will the course meet the specific learning objectives of the Systems subcategory?**

   > Students in HIST 310 will explore different systems of African enslavement in the Atlantic and Indian Ocean worlds. For example slave systems in Africa, the Caribbean, the Americas, and in Asia each involved a process of identifying what populations were eligible or ineligible for enslavement, developing laws and policies which would maintain a functioning slave society, negotiating amounts of authority and self-determination with enslaved persons, and deciding what type and amount of socialization slaves would require. Each region had distinct responses to all four components, which were developed over time and in response to unique cultural and environmental factors. Students will be able to understand the implications of different slave systems in the lives of enslaved individuals.

   HIST 310 will address the following learning outcomes:

   a. **Analyze how systems evolve**
   Students will analyze how the legal system and social practices supporting slavery evolved. For example in the United States African labor was first used under the system of indentured servitude and did not entail perpetually enslavement until the late 17th century. Students will understand how laws will be used to create and support the system of American slavery and the gradual loosening or tightening of some policies in response to changing social and political climates.

   b. **Compare the study of individual components to the analysis of entire systems**
   Students will study slavery on both macro and micro levels ascertaining how system policies have a real impact the life experiences of individuals. For example West African kingdoms determined which persons within their dominion could be enslaved. Many of those chosen were male criminals, captives, or other

social "outsiders." Nations participating in the Atlantic Slave Trade, such as Portugal, would be restricted to only choosing slaves from this selected cohort. As a consequence Portuguese colonies had a significant gender imbalance, resulting in a low birth rate, and the need to constantly import new slaves to their colonies. Some individuals, such as conjurers, who were persecuted and chosen for enslavement in their native societies, would continue to face imprisonment in Portuguese colonies as they used such tools to resist the loss of as well as gain more personal autonomy within a slave society.

c. **Evaluate how system-level thinking informs decision-making, public policy, and/or the sustainability of the system itself.**
Students will evaluate different how systems of slavery such as those practiced by the Spanish, Americans, Africans, and French inform public policy and the sustainability of slavery within each region. For example the Code Noir, a legal code developed by the French for enslaved and free black populations, outlines harsh punishments for enslaves Africans; however, the prevalence of a large and relatively more socially mobile free mixed race population often served to counter or buffer the discontent of enslaved persons, who could aspire to attain such an elevated status.

3. **Why should this course be in the Colonnade Program?**

This course will expose students to a variety of slave systems and challenge their traditional views of slavery mostly informed by the American antebellum period. Many students have warped concepts of slavery being mostly benevolent, paternalistic, and having only isolated incidents of abuse or rebellion. By studying slavery in multiple contexts, students will develop a fuller understanding of the many manifestations of involuntary servitude and greater empathy toward persons whose ancestors were enslaved.

In my experience students have a view of slavery that probably has not evolved much since their elementary education. They do not know that Africans did not always hold an inferior status in colonial American; some owned slaves, created entire fugitive slave communities, did not accept Christian instruction, or coerced a more lenient policy from their owners' through resistance and rebellion. Often seeing slaves as playing passive roles in political movements, developing societal norms or even in obtaining their own emancipation lessens students' appreciation for the contribution and agency of people of African ancestry.

These insights will guide students' contemporary views of race relations in the United States and abroad.   Students can see the connection between historic policies and the current experiences of Africans and Africans in the Diaspora.   Issues such as poverty, mass incarceration, and residential segregation did not emerge spontaneously in the 20th century. By understanding the emergence of African slavery, its unique developments within multiple regions, and policies regarding its abolition, students will gain greater insight to today's social problems and conditions stemming from systems of African enslavement.

4. **Please identify any prerequisites for this course.**

No specific prerequisites beyond the requirement that students have taken 21 hours of Colonnade Foundation and Exploration courses before enrolling in a Connections course.

5. **Syllabus statement of learning outcomes for this course.**

In HIST 310, we will explore differing systems of enslavement for Africans in the modern era. We will start by answering questions regarding why forced African labor was initially utilized by examining conditions in Africa, Europe, Asia and the New World colonies. Then we will begin to look at the legal and social policies governing slavery within each context. You will discover that the experiences of enslaver persons were not ubiquitous and differed by locale and are heavily influenced by cultural and environmental considerations. At the completion of this course, you will have completed research documenting a particular component of a slave system or systems.

By the end of this course you will be able to:
- Compare the similarities and differences of slave systems in Africa, Asia, the Americas and the Caribbean
- Broaden your knowledge of the variety of experiences of enslaved persons in distinct regions
- Appreciate the contemporary challenges faced by nations and populations with a history of enslavement

6. **Give a brief description of how the department will assess the course beyond student grades for these learning objectives.**

This course will culminate with students writing a research paper. The paper will be assessed on the following points:

- Does the paper reflect a comprehension of a particular system of slavery [Learning outcome a]
- Does the paper analyze a particular component within a slave society [Learning outcome b]
- Does the paper connect macro level policies with micro experiences of particular individuals or groups [Learning outcome c]

7. **Please discuss how this course will provide a summative learning experience for students in the development of skills in argumentation and use of evidence.**

The History Department has adopted writing standards for all its courses. The standards emphasize analysis of sources and the evaluation and construction of arguments. The minimum standard for 300-level History courses is:

"300-level classes: There will be at least three separate writing assignments requiring a minimum total of 15 pages. Each of these assignments will emphasize different types of writing. These three assignments will include one requiring students to synthesize ideas, one requiring students to provide a critical analysis of an article or monograph, and a short research paper based upon primary sources."

HIST 310 will meet this standard. For program review and possible QEP assessment, the students' research papers will be assessed using the attached rubric and will be separate from the assignment grade. (See Attachment 1) Please note that this is the standard rubric used by the department in assessing student writing.

8. **How many sections of this course will your department offer each semester?**

Initially one section of this course will be offered at least once every four semesters or two years.

9. **Please attach sample syllabus for the course.**

See Attachment 2.

Attachment # 1

	1. EXCELLENT	2. GOOD	3. NEEDS WORK	4. POOR
A. THESIS	Thesis is easily identifiable, plausible, novel, sophisticated, insightful, and clear.	Thesis is promising, but may be slightly unclear, or lacking insight or originality.	Thesis is unclear or unoriginal. Uses vague language. Provides little around which to structure the essay.	Thesis is difficult to identify, non-existent, or merely restates the question. Shows little effort or comprehension of the essay prompt.
B. STRUCTURE	Structure is evident, understandable, and appropriate for thesis. Excellent transitions from point to point. Paragraphs support solid topic sentences.	Structure is generally clear and appropriate, though may wander occasionally. Essay may have a few unclear transitions, or a few paragraphs without strong topic sentences.	Structure is generally unclear, often wanders, or jumps around. Transitions are few and/or weak, and many paragraphs lack topic sentences.	Structure is unclear, often because thesis is weak or non-existent. Essay has little or no structure or organization. Transitions are confusing and unclear. Topic sentences are few or non-existent.
C. USE OF EVIDENCE	Primary source and historical context information is incorporated to support every point. Examples support thesis and fit within paragraph. Specific, explicit references to assigned readings are incorporated. Factual information is incorporated.	Author uses examples to support most points. Some evidence does not support point or is out of place. Quotations are generally integrated well into sentences and paragraphs. Some factual information is incorporated.	Author uses examples to support some points. References to assigned readings unclear or incorrect. There may not be a clear point. Moderate amount of factual information is incorporated.	Very few or weak examples. Essay is weakened by a general failure to support statements. Evidence supports no particular point. Little or no factual information is incorporated, and primary sources remain mostly not interpreted or are merely summarized.
D. LOGIC AND ARGUMENTATION	All ideas flow logically. The argument is identifiable, reasonable, and sound. Author anticipates and successfully defuses counter-arguments. Makes original connections that	Argument is clear and usually flows logically and makes sense. Some counter-arguments are acknowledged, though perhaps not addressed. Occasional insightful connections	The argument may often be unclear or not make sense. Author may not address counter-arguments or make sufficient connections with the thesis. Essay may contain logical	Ideas do not flow at all, usually because there is no argument to support. Essay displays simplistic view of topic, and no consideration of possible alternative views. Any attempts to relate evidence to argument are very weak. Argument

	illuminate thesis.	to evidence appear.	contradictions.	is too incoherent to determine.

Attachment #2

Comparative Slavery

History 310
Dr. Selena Sanderfer

Course Description:
This course will examine slavery among people of African descent from the 12th to the 19th century. Through readings and discussion students will discover the origins, politics, economics, and legacies of African slavery in the Americas, Asia, the Caribbean, and Africa. This course will also address issues related to slavery such as resistance, free blacks, cultural innovation, emancipation and cultural memory.

Course Objectives:
- Identify with the main theoretical arguments, approaches, and issues in the study of modern systems of African slavery
- Develop skills of critical thinking and analytical writing
- Compare similarities and differences in various systems of African slavery
- Understand how system level policies of enslavement manifest themselves in the lives of individuals

Required Texts:
Laurent DuBois, **Avengers of the New World: The Story of the Haitian Revolution** (Belknap Press, 2004)

Eric Foner, **Nothing but Freedom: Emancipation and Its Legacy** (Louisiana State University Press, 1983)

Eugene Genovese, **From Rebellion to Revolution: Afro-American Slave Revolts in the Making of the Modern World** (Louisiana University State Press, 1992)

David Northrup, **The Atlantic Slave Trade: Problems in World History** (Wadsworth Publishing, 2010)

James Sweet, **Recreating Africa Culture, Kinship, and Religion in the African-Portuguese World, 1441-1770** (The University of North Carolina Press, 2006)

Frank Tannenbaum, **Slave and Citizen** (Beacon Press, 1992)

[Other readings and articles as announced]

Technological Requirements:
This course requires students to have regular access to the internet. The course site and email should be checked multiple times per week, if not every day. Access to a printer is also necessary as is a word processing program that allows users to create complex formatting such as footnotes and italic style for documents.

Academic Honesty:
All work must be your own. When referencing the work of others in papers, the standard citation accepted by professional historians must be applied. Instances of plagiarism in papers and cheating on quizzes or tests will result in a zero grade for the assignment. No exceptions. Papers must use the Chicago Manual of Style citation for formatting footnotes and bibliographies. For a handy reference to this latter style sheet, use the following link:
http://www.chicagomanualofstyle.org/tools_citationguide.html

Grading and Requirements:
Book Review (2)	10%
Midterm Historiography Paper	20%
Final Research Term Paper	25%
Online Discussion Participation	15%
Reading Responses (5)	25%
Discussion Leader	5%

90-100 (A); 80-89 (B); 70-79 (C); 60-69 (D), 0-59 (F)

Book Reviews:
Two book reviews must be submitted during the semester. You can choose to review any two of the five monographs that are assigned for this course. If you choose to submit a review for a particular book, it must be turned in the same week that the book is assigned for the class. For example, if you want to review, Laurent Dubois' **Avengers of the New World**, you must submit the review by Saturday (3/31/2012) of week 10 that we discuss the book. Book reviews cannot be submitted the same week of reading responses. They also cannot coincide with the week that a student is a discussion leader. Book reviews should be 3-4 pages in length, double spaced, use 12 pt. font size and a standard font style such as Times New Roman, Arial, Calibri, etc. It should provide a brief overview of the author's main arguments, a critical critique of the author's use of primary resources, its merits as well as shortcomings, and the validity of the author's argument. Late entries will be accepted with a 10 pt. deduction per day it is overdue.

Midterm Historiographical Paper:
In place of a midterm exam, students will be required to write a historiographical paper. Historiography papers provide a review of the literature on a particular subject. Before any significant research can be conducted on a topic, a comprehensive understanding of the topic and knowledge of what areas need more study must initially assessed. Such papers provide readers with an overview of major trends and theories on a particular subject including areas that require

further study. Historiographical papers should be on the same subject that you intend to write your research paper. The paper topic must be approved by the professor. Papers should be 8-10 pages in length, double spaced, use 12 pt. font size and a standard font style. Late entries will be accepted with a 10 pt. deduction per day it is overdue.

Final Research Term Paper:
In place of a final exam, students will be required to submit a research term paper. Research papers should make an original contribution to the literature on a subject. They must analyze both primary and secondary sources. Research papers should be a continuation of your historiographical paper. Research papers should be 10-12 pages in length, double spaced, use 12 pt. font size and a standard font style. Late entries will be accepted with a 10 pt. deduction per day it is overdue.

Reading Responses
Five reading responses must be submitted during the semester. Students can choose which weeks they want to submit responses. Reading responses should not be written the same week that book reviews are submitted. Responses should provide a brief summary of the week's readings. They should state the authors' arguments, questions, analyses of sources, etc. If more than one reading is assigned for that week, responses should compare and contrast the readings. Responses are due by Saturday of that week the readings are discussed. They should be no one page in length, double spaced, use 12 pt. font size and a standard font style. Late entries will be accepted with a 10 pt. deduction per day it is overdue.

Online Discussion Participation:
You will be expected to develop professional and meaningful comments on the discussion board. This course is reading intensive. While you may not be able to read every word of an assigned monograph or series of articles, you are expected to spend time with each reading in order to familiarize yourself with the main arguments and participate meaningfully in discussion. Bad language or inappropriate content will not be tolerated. It will be expected that *your* comments reflect *your* work. If you quote from your book or any source, please reference it. This does not need to be a formal reference – just use quotation marks around the words that are not yours and put the name of the source in parentheses. It will be expected that you will read the assigned text and make every effort to make statements that reflect your understanding of the topic. Do not be afraid to ask questions on the discussion board. Questions can be for clarification, but should also stimulate more discussion. Students should attempt to answer the questions of other students. The instructor will be involved in most discussion boards to give direction and input. Each week there will be a class discussion on the Blackboard. There will be 13 graded discussions. Grading of discussion participation will be done by assessing your presence, at least two visits per week that are separated by at least one day, on the board (25%), the depth of your comments (25%), your ability to communicate effectively (25%), and how well your questions or comments stimulate further discussion (25%). You will be expected to post at least two comments per assignment and access the board two times (separated by one day). Discussion boards will be open from Wednesday to Sunday. Questions that you may ask (and you are encouraged to do so!) are not considered to be "comments" unless preceded by your discussion. The more you interact, the better your grade. Your effort will be compared to others in the course, for example the number and quality of comments you post.

Examples of comments are below:

Poor comment – I agree with J. Doe.

Fair comment – I agree with J. Doe because American slaves did practice Christianity.

Good comment – Although J. Doe is correct that many slaves were Christian, J. Doe is incorrect in assuming that all American slaves accepted the religion.

Great comment - Although J. Doe is correct that many slaves were Christian, J. Doe is incorrect in assuming that all American slaves accepted the religion. According to our article, "Citation." (Author, page number). Therefore, Christianity was not always accepted by slaves. Wouldn't you agree, J. Doe?

Discussion Leader

A different student will lead the discussion for the week. The discussion leader will provide a brief overview of the week's readings and major points of discussion. Then he/she will introduce a discussion question for the class to consider. The discussion leader will moderate the discussion by responding directly to posts, introducing new questions and comments when appropriate. The discussion leader must post the summary and initial question online by midnight 12:00 am Wednesday. The leader should have about 6 questions prepared for discussion and at least two for each reading. Feel free to ask questions that are of particular interest to you. Questions should also stimulate deeper discussion. Questions could discuss the validity of specific arguments made by the author, any larger significance, or compare the argument to that of other authors.

Examples of discussion questions:

Poor question: Did anyone like the articles for this week?

Fair question: What do you think about the role of white abolitionists?

Good question: White abolitionist generally served to hinder the abolitionist movement, agree or disagree.

Great question: What impact did white abolitionist have on the progress of the abolition movement? Our article this week states that, "Citation." (Author, page number). Do you agree with the author that it was beneficial or disagree and believe that it stifled the abolitionist movement?

Technical Support

WKU Students can call 270-745-7000 for technical support with Blackboard or computer problems. Other information can be found at http://www.wku.edu/it/ or by following the IT Helpdesk link in the left menu bar. A number of short videos on common questions about software and technology are available at https://asaweb2.wku.edu/atech/trainingsite/ Look for the

Video Tutorials tab. See also the link in the menu bar above for help with Tegrity class videos, used by some faculty for lectures or for student work.

Student Support of Special Interest for Online Students
The Distance Learning website located at http://www.wku.edu/online provides a Distance Learning Support Directory listing offices on campus that provide support to distance students, including technical support. Other resources provided include:

- The Orientation for Online Learners located at http://www.wku.edu/online/orientation provides a complete overview of technology required in online classes, and features tutorials on Blackboard, setting up a WKU email account, accessing TopNet (WKUs student information and registration system), course registration, study skills, time management, writing and other academic skills, and even directions to campus and how to get a parking permit should you need to visit.
- Join an Online Blackboard Community for Distance Learners at WKU. The community provides a download library of free plug-ins and discounted software, a link to technical support, and a university support directory. To join, email learn.online@wku.edu with the subject line Online Community. There are also Facebook, Flickr and YouTube communities found by going to the Distance Learning orientation (above) and selecting Social Networking from the Resources.
- WKUReal: Reaching Each Adult Learner http://www.wku.edu/real/ is a program to assist adult students (also known as Nontraditional students) at WKU.

Student Disability Services:
In compliance with university policy, students with disabilities who require accommodations (academic adjustments, and /or auxiliary aids or services) for this course must contact the Office for Student Disability Services in Downing University Center A-200. The phone number is 745-5004; TTY is 745-3030. Per university policy, please DO NOT request accommodations directly from the professor or instructor without a letter of accommodation from the OFSDS.

Contact Information:
Office: Cherry Hall Room 230B
Office Hours: M 12:00-2:00, T 9:00-11:00 and by appointment
Telephone: 745-4739
Email: selena.sanderfer@wku.edu

Schedule

Week 1
Slavery in Africa

David Northrop, **The Atlantic Slave Trade,** 27-38, 45-54
Mungo Park, "West Africa in the 1790s"
P. E. H. Hair, "African Narratives of Enslavement"
Joseph E. Inikori, "Guns for Slaves"
John Thornton, "Warfare and Slavery "

Week 2
Race and Slavery

      David Northrup, **The Atlantic Slave Trade,** 1-19
            Eric Williams, "Economics, Not Racism, as the Root of Slavery"
            David Eltis, "The Cultural Roots of African Slavery"
            David Brion Davis, "Ideas and Institutions from the Old World"

      Winthrop Jordan, "The Simultaneous Invention of Slavery and Racism" in *White Over Black: American Attitudes towards the Negro,* 4-9, 20, 23-26, 28, 80-81, 91-94.

Week 3
The Middle Passage

      David Northrup, **The Atlantic Slave Trade,** 55-69, 76-86
            Mahommah Gardo Baquaqua, "An African's Ordeal"
            Thomas Fowell Buxton, "An Abolitionist's Evidence"
            Herbert S. Klein, "Profits and Losses"
            David Eltis and David Richardson, "The Achievements of the Numbers Game"

Week 4
Social Life

      Frank Tannenbaum, **Slave and Citizen**

Week 5
Social Death

      Orlando Patterson, "Authority, Alienation and Social Death" in *Slavery and Social Death,* 35-65.

      Vincent Brown, "Social Death and Political Life in the Study of Slavery," *American Historical Review,* 1231-1249.

      Vincent Brown, "Icons, Shamans, and Martyrs" in *The Reaper's Garden: Death and Power in the World of Atlantic Slavery,* 140-156.

Week 6
Slavery in Asia

      John O. Hunwick, "African slaves in the Mediterranean World: A Neglected Aspect of the African Diaspora," in Joseph E. Harris*, Global Dimensions of the African Diaspora*, 289-324.

Joseph E. Harris, "Africans in Asian History," in Joseph E. Harris, *Global Dimensions of the African Diaspora,* 325-338.

Fitzroy A. Baptiste, "The African Presence in India" *African Quarterly,* 92-126.

Week 7

   Break

Week 8
Slavery's Effect in Africa

   David Northrup, **The Atlantic Slave Trade,** 87-118
      Walter Rodney, "The Unequal Partnership Between Africans and Europeans"
      Patrick Manning, "Social and Demographic Transformations"
      John Thornton, "Africa's Effects on the Slave Trade"

   Midterm Historiography Paper Due
   Monday, March 12th

Week 9
Slavery's Effect in America

   James Sweet, **Recreating Africa**

Week 10
Haitian Revolution

   Laurent Dubois**, Avengers of the New World**

Week 11
Slave Rebellions

   Eugene Genovese, **From Rebellion to Revolution**

Week 12
Resistance
April 8th – 14th

   Michael P. Johnson, *Black Masters: A Free Family of Color in the Old South*, 65-107

   Emily Clark and Virginia M. Gould, "The Feminine Face of Afro-Catholicism in New Orleans, 1727-1852," *William and Mary Quarterly*, 409-448.

Yvonne Chireau, "The Uses of the Supernatural: Toward a History of Black Women's Magical Practices," in Susan Juster and Lisa McFarlane, eds., *A Mighty Baptism: Race, Gender, and the Creation of American Protestantism*, 171-188

Carolyn E. Fick, "Slave Resistance," in *The Making of Haiti: The Saint Domingue Revolution from Below*, 46-75.

Week 13
Abolition

Northrup, **The Atlantic Slave Trade**, 132-139, 147-152, 164-176
    Eric Williams, "Slavery, Industrialization, and Abolition "
    David Brion Davis, "Morality, Economics, and Abolition"
    Howard Temperly, "The Ideology of Slavery"
    David Eltis, "Europeans and the Rise and Fall of Slavery in the Americas"

Week 14
Emancipation

Eric Foner, **Nothing But Freedom**

Week 15
Slavery and Memory

Stephen P. Hanna, "A Slavery Museum?: Race, Memory, and Landscape in Fredericksburg, Virginia," *Southeastern Geographer,* 316-337.

Rodney Coates, "If a Tree Falls in the Wilderness: Reparations, Academic Silences, and Social Justice" *Social Forces*, 841-864.

Mary Frances Berry, "In Search of Callie House and the Origins of the Modern Reparations Movement," *The Journal of African American History*, 323-8.

Week 16
Finals Week

Research Term Paper Due