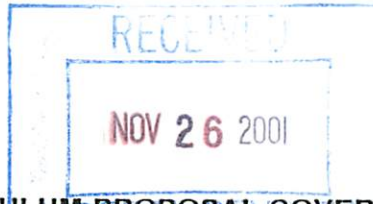


LSC Use Only
Number: _____
Submission Date: _____
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UWUCC USE Only
Number: 01-40K
Submission Date: _____
Action-Date: UWUCC App 4/23/02
Senate App 5/7/02

CURRICULUM PROPOSAL COVER SHEET
University-Wide Undergraduate Curriculum Committee

I. CONTACT

Contact Person Caleb Finegan Phone 357-4076
Department History

II. PROPOSAL TYPE (Check All Appropriate Lines)

COURSE Topics In Comparative History
Suggested 20 character title

New Course * HIST 404 - Topics In Comparative History
Course Number and Full Title

Course Revision _____
Course Number and Full Title

Liberal Studies Approval + _____
for new or existing course Course Number and Full Title

Course Deletion _____
Course Number and Full Title

Number and/or Title Change _____
Old Number and/or Full Old Title

New Number and/or Full New Title

Course or Catalog Description Change _____
Course Number and Full Title

PROGRAM: Major Minor Track

New Program * _____
Program Name

Program Revision * _____
Program Name

Program Deletion * _____
Program Name

Title Change _____
Old Program Name

New Program Name

III. Approvals (signatures and date)

[Signature] 10/11/01 Department Curriculum Committee
[Signature] 10/12/01 Department Chair

[Signature] 10-17-01 College Curriculum Committee
[Signature] 10/17/2001 College Dean

[Signature] 4-18-02 + Director of Liberal Studies (where applicable) *Provost (where applicable)

New Course Proposal

HIST404 - Topics in Comparative History

I. Catalog Description. HIST 404 Topics in Comparative History 3c-01-3sh

An upper-division course emphasizing lecture, reading, discussion and writing on specialized topics relating to comparative historical issues. The theme of the course will vary from semester to semester according to the expertise of the faculty member teaching the course. Open to all junior and senior history, history/pre-law, and history/social studies education majors, or by instructor's permission.

II. Course Objectives.

1. Advanced history, history/pre-law, and history/social studies education majors will have an opportunity to do advanced historical study and research and to benefit from the interaction with students who have similar academic and intellectual interests.
2. Students will explore significant historical topics and themes in an interactive class setting.
3. Students will work with a variety of primary and secondary sources and understand them in the context of specific historical situations.
4. Students will strengthen or learn critical thinking skills such as the ability to evaluate different interpretations, identify underlying assumptions, detect fallacies in reasoning, use evidence appropriately, and come individually or as a group to decisions on matters relating to a comparative historical topic or theme.
5. Students will strengthen their oral skills in discussion and, as appropriate, other forms of speech.
6. Students will explore the ethical issues that emerge from class discussions and themes under consideration.
7. Students will address a major historical question or problem related to comparative history in their final research paper.

III. Detailed Course Outline.

This course is a advanced topics course based on an announced theme that will vary from semester to semester depending on the expertise of the faculty member teaching the course. As would be the case with other advanced topics classes of this type, an all-purpose detailed course outline cannot be supplied. This generic syllabus is nevertheless important to the department as a record of course policies for instructors. Individual semester syllabi will be reviewed by the

History Department's Academic Procedures Committee for consistency with this Syllabus of Record. For the benefit of proposal review, a sample course syllabus is attached for one comparative topic as an example of what types of specific criteria would be implemented. Examples of comparative themes or topics that might be offered are:

Slavery
Urbanism
Labor Movements
Colonialism/Imperialism
Women's History
Industrialism
Civil Rights Movements
Revolutions
Environmental Movements
War/Military Systems

IV. Evaluation Methods.

Evaluation methods may vary, subject to the following limits:

At least 50% Final research paper and associated assignments (revisions, drafts, etc.)

Up to 50% Other writing assignments, projects, presentations, quizzes, tests, class participation and attendance. Percentage designations of these graded materials are at the discretion of the faculty member teaching the course and will be clearly indicated on individual instructor syllabi.

Grading - 90-100% A; 80-89% B; 70-79% C; 60-69% D; 59 and below F.

[See the attached sample syllabus for a detailed example of the implementation of this evaluation policy.]

V. Required Textbooks, Supplemental Books and Readings.

Will vary by semester according to specialization of faculty member teaching the course.

[See the attached sample syllabus for an example.]

VI. Special Resource Requirements.

None.

VII. Bibliography.

No single bibliography is applicable because of the variable course content.

[See attached sample syllabus for an example of a bibliography to be used by a faculty member teaching a Comparative Slavery topics course.]

Course Analysis Questionnaire

A. Details of the Course.

A1. The course will be one of a set of required courses open to all advanced history, history/pre-law, and history/social studies education majors. As a advanced topics course, the class is designed for students who have had considerable exposure to historical topics and comparative approaches within the discipline. Non-history majors who are admitted with instructor permission must have demonstrated comparable abilities and commitment to the field of history and to interactive learning. Majors may count the course toward their required hours in history.

A2. Yes, this course does require changes in the content of requirements for a program since it is one of a set of new required courses for all history, history/pre-law, and history/social studies education majors.

A3. This course has not been offered at IUP on a trial basis.

A4. This is a dual-level course and the approval status at the graduate level is pending. (See Appendix A.)

A5. This course may not be taken for variable credit; students may receive credit for the course more than once if they select sections with different topics. [Consult the Registrar's office for confirmation of this credit policy.]

A6. Comparative seminars in history exists at a number of higher education institutions including Vanderbilt University, the University of Pittsburgh, University of Nebraska, Penn State, University of California-Berkeley, and the University of Florida.

A7. This specific course is not required by the American Historical Association (AHA) or any other accrediting authority, law or other external agency. But, the AHA does recommend that history programs require an integrating or synthesizing upper-division course of this nature.¹

¹"Liberal Learning and the History Major," *Perspectives*, May/June 1990, 15.

B. Interdisciplinary Implications.

B1. Each section of this course will be taught by one instructor.

B2. This course does not duplicate or affect courses offered by other departments.

B3. This course is not appropriate to Continuing Education students.

C. Implementation.

C1. The department will work this course into its rotation of upper-level history and special topics courses.

C2. No additional space, equipment, supplies, library materials, or travel funds are needed.

C3. None of the resources for this course are based on a grant.

C4. We expect to offer this course once a year.

C5. We expect to offer one section of this course per year.

C6. Twenty students is the desired maximum number of students in an advanced topics course of this nature.

C7. The American Historical Association does not recommend maximum enrollments for this type of course.

D. Miscellaneous.

No additional information is being supplied.

New Course Proposal - Sample Syllabus for Topics in Comparative Slavery

HIST 404 - Topics in Comparative History

I. Course Description

This course provides an overview of the development of black slavery in the Americas from its African and European antecedents down through its eradication in the nineteenth century. Attention will be given to the institution of slavery as practiced in Europe, but most focus will be on the historical evolution of the institution in Africa and the Americas. Cross-cultural and interdisciplinary perspectives will be taken into account. The intention is to seek out the common characteristics of the institution of slavery, while exploring the different contexts in which it functioned and the range of experience it encompassed.

II. Course Objectives

1. Students will understand the complex historical genesis of slavery as a social and economic system as practiced in Europe and Africa prior to, and after, 1492.
2. Students will gain an appreciation for the importance of the colonial experience in the Americas and the unique labor demands which facilitated the expansion of slave labor from the Old to the New World.
3. Students will develop a broad appreciation for the various approaches (Marxist, cliometric, anthropological, among others) to study and examine slave systems in Europe, Africa and the Americas.
4. Students will hone their analytical and synthetic skills through historical inquiry and reasoning.
5. Students will gain an appreciation for the use of comparative history in analyzing contemporary social and cultural issues and problems relating to the institution of slavery.
6. Students will be exposed to a variety of sources and information which will help them understand the complexity and diversity of slave studies.

III. Detailed Course Outline

1. Slavery: An Historical Overview - (1 week)
 - What is slavery?
 - Early slave systems in Europe
2. Why Slavery? Why Africa - (1 week)
 - Early slave systems in Africa
 - Was it well-established? Or was it driven by European demand?

3. **The Atlantic Slave Trade and the Transition to the Americas - (2 weeks)**
 - The Trade in humans, from Africa to the Americas
 - Motives and means of the African sellers, European traders and brokers, and American buyers
 - 400 years of change and evolution
4. **Work Regimes, Plantation Life, and the Law - (2 weeks)**
 - Principles of slave society organization in Latin America and the United States
 - Treatment, material conditions, and legal issues
5. **Racism, Slavery and the Free Coloreds - (2 weeks)**
 - Slavery and changing attitudes toward race in Latin America and the United States
 - Distribution, treatment, and public perception of free non-Whites in the Americas
6. **The Demography of Slave Societies - (1 week)**
 - Natural growth and reproduction in Latin America and the United States
 - The relative importance of cultural, material, and epidemiological factors
7. **Slave Culture - (1 weeks)**
 - The African influence in Latin America and the United States
 - Assimilation, cultural retention, and syncretism
8. **Family, Religion, and Social Relations - (1 week)**
 - Males, females, the slave family, and relations between slaves
 - The function of religion among slaves in Latin America and the United States
9. **Accommodation and Conflict - (2 weeks)**
 - Rebellions, resistance and the significance of marronage (running away) in Latin America and the United States
 - How did slavery survive for nearly 400 years in the Americas?
10. **Abolition - (1 week)**
 - The moral problem of slavery in Europe, Africa, and the Americas
 - Public attitudes of slaveholding in the late 18th Century in the Americas and in Europe
 - The transition from slavery to freedom

IV. Evaluation Methods.

- 50% Research paper (15 pgs.)
- 20% Book Reviews (2 pgs.)
- 10% Peer editing of historical essays
- 10% Class participation and attendance
- 10% Oral reports and presentations (2 per student)

V. Required Textbooks, Supplemental Books, and Readings.

- Berlin, Ira. *Many Thousands Gone: the first two centuries of slavery in North America* (Cambridge, Mass: Belknap Press of Harvard University Press, 1998)
- Conrad, Robert Edgar. *Children of God's fire : a documentary history of black slavery in Brazil* (University Park, Pa. : Pennsylvania State University Press, 1994)
- Fogel, Robert William, and Engerman, Stanley L. *Time on the cross* (Boston: Little, Brown, 1974)
- Freyre, Gilberto. *The masters and the slaves (Casa-grande & senzala) A study in the development of Brazilian civilization*, Trans. by Samuel Putnam. (New York, Knopf, 1956.)
- Klein, Herbert. *African slavery in Latin America and the Caribbean* (New York : Oxford University Press, 1986)
- Lovejoy, Paul. *Transformations in slavery : a history of slavery in Africa* (Cambridge, UK ; New York : Cambridge University Press, 2000)
- Mason Lowance, ed. *Against slavery : an abolitionist reader* (New York : Penguin Books, 2000)
- Northrup, David. *The Atlantic Slave Trade* (Boston: Houghton Mifflin Company, 2002)
- Price, Richard. *Alabi's World* (Baltimore : Johns Hopkins University Press, c1990)
- Schneider, Dorothy and Schneider, Carl. *Slavery in America : from colonial times to the Civil War* (New York : Facts on File, c2000)

VI. Special Resource Requirements

None.

VII. Bibliography

[See attached]

Selected Bibliography - Comparative Slavery

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Archer, Leonie J. Slavery and other forms of unfree labor. New York: Routledge, 1988

Craton, Michael. Roots and branches: current directions in slave studies. Historical reflections = Reflexions historiques. Directions; no. 1. Toronto; New York: Pergamon Press, c1979.

Davis, David Brion. From homicide to slavery. New York: Oxford, 1986

Davis, David Brion. Slave power conspiracy and the paranoid style. Baton Rouge: LSU, 1986.

Fox-Genovese, Elizabeth. Fruits of merchant capital: slavery and bourgeois property in the rise and expansion of capitalism. A Galaxy book. Oxford; New York: Oxford University Press, 1983

Fredrickson, George M. The arrogance of race: historical perspectives on slavery, racism, and social inequality. 1st ed. Middletown, Conn.: Wesleyan University Press, 1988

Lovejoy, Paul E., ed., Unfree labour in the development of the Atlantic World. London: Frank Cass, 1994.

IV. SLAVERY IN AFRICA

Cooper, Frederick, From Slaves to squatters: plantation labor and agriculture in Zanzibar and coastal Kenya, 1890-1925, 1980

Cooper, Frederick. Plantation slavery on the east coast of Africa, 1977

Fisher, Allan. Slavery and Muslim society in Africa. London: C. Hurst, 1970.

Klein, Martin A. Breaking the chains: slavery, bondage, and emancipation in modern Africa and Asia. Madison: University of Wisconsin Press, c1993

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Lovejoy, Paul E., ed., The ideology of slavery in Africa, 1981

Lovejoy, Paul E. Transformations in slavery: a history of slavery in Africa. African studies series; 36. Cambridge [Cambridgeshire]; New York: Cambridge University Press, 1983

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Miers, Suzanne and Igor Kopytoff, Slavery in Africa: historical and anthropological perspectives, 1977

- Miers, Suzanne and Richard Roberts, eds., *The End of slavery in Africa*, 1988
- Morton, Fred. *Children of Ham: freed slaves and fugitive slaves on the Kenya coast, 1873 to 1907*. African modernization and development series. Boulder: Westview Press, 1990
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- Robertson, Claire C. *Women and slavery in Africa*. Madison, Wis.: University of Wisconsin Press, 1983
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- Watson, James L. *Asian and African systems of slavery*. Oxford: Blackwell, c1980
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- Wright, Marcia. *Strategies of slaves & women: life-stories from East/Central Africa*, 1993

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- Berlin, Ira, ed., *Cultivation and culture: labor and the shaping of slave life in the Americas*. Carter G. Woodson Institute series in Black studies. Charlottesville: University Press of Virginia, 1993

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Cohen, David W., ed., *Neither slave nor free: the freedmen of African descent in the slave societies of the New World*, 1972

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X. EUROPE

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Bloch, Marc Leopold Benjamin. *Slavery and serfdom in the Middle Ages: selected essays*. Publications of the Center for Medieval and Renaissance Studies, UCLA; 8. Berkeley: University of California Press, 1975.

Dockes, Pierre. *Medieval slavery and liberation*. London: Methuen, 1982

Jordan, William C.. *From servitude to freedom: manumission in the Senonais in the thirteenth century*. The Middle Ages. Philadelphia: University of Pennsylvania Press, c1986

XI. ANCIENT GREECE AND ROME

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Bradley, K. R. *Slavery and society at Rome. Key themes in ancient history*. Cambridge [England]; New York, NY, USA: Cambridge University Press, 1994.

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Finley, M. I. (Moses I.). *Ancient slavery and modern ideology*. New York, N.Y.: Penguin Books, 1983, c1980.

Finley, M.I. *Classical slavery*. London, England; Totowa, N.J.: F. Cass, 1987

Garlan, Yvon. *Slavery in ancient Greece*. Rev. and expanded ed. Ithaca: Cornell University Press, 1988

Hopkins, Keith. *Conquerors and slaves*. *Sociological studies in Roman history*; v. 1. Cambridge; New York: Cambridge University Press, 1978.

Hughes, Kenneth. *Slavery*. *Greek and Roman topics*; 3. London: Allen & Unwin [1975].

Vogt, Joseph. *Ancient slavery and the ideal of man*. Cambridge, Mass.: Harvard University Press, 1975.

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Appendix A

New Course Proposal - Sample Syllabus for Topics in Comparative Slavery

HIST 404 - Topics in Comparative History

I. Course Description

This course provides an overview of the development of black slavery in the Americas from its African and European antecedents down through its eradication in the nineteenth century. Attention will be given to the institution of slavery as practiced in Europe, but most of the course will focus on the historical evolution of the institution in Africa and the Americas. Cross-cultural and interdisciplinary perspectives will be taken into account. The intention is to seek out the common characteristics of the institution of slavery, while exploring the different contexts in which it functioned and the range of experience it encompassed.

II. Course Objectives

1. Students will understand the complex historical genesis of slavery as a social and economic system as practiced in Europe and Africa prior to, and after, 1492.
2. Students will gain an appreciation for the importance of the colonial experience in the Americas and the unique labor demands which facilitated the expansion of slave labor from the Old to the New World.
3. Students will develop a broad appreciation for the various approaches (Marxist, cliometric, anthropological, among others) to study and examine slave systems in Europe, Africa and the Americas.
4. Students will hone their analytical skills through historical inquiry and reasoning.
5. Students will gain an appreciation for the use of comparative history in analyzing contemporary social and cultural issues and problems relating to the institution of slavery.
6. Students will be exposed to a variety of sources and information which will help them understand the complexity and diversity of slave studies.

III. Detailed Course Outline

1. Slavery: An Historical Overview - (1 week)
 - What is slavery?
 - Early slave systems in Europe

2. Why Slavery? Why Africa - (1 week)
 - Early slave systems in Africa
 - Was it well-established? Or was it driven by European demand?
3. The Atlantic Slave Trade and the Transition to the Americas - (2 weeks)
 - The Trade in humans, from Africa to the Americas
 - Motives and means of the African sellers, European traders and brokers, and American buyers
 - 400 years of change and evolution
4. Work Regimes, Plantation Life, and the Law - (2 weeks)
 - Principles of slave society organization in Latin America and the United States
 - Treatment, material conditions, and legal issues
5. Racism, Slavery and the Free Coloreds - (2 weeks)
 - Slavery and changing attitudes toward race in Latin America and the United States
 - Distribution, treatment, and public perception of free non-Whites in the Americas
6. The Demography of Slave Societies - (1 week)
 - Natural growth and reproduction in Latin America and the United States
 - The relative importance of cultural, material, and epidemiological factors
7. Slave Culture - (1 weeks)
 - The African influence in Latin America and the United States
 - Assimilation, cultural retention, and syncretism
8. Family, Religion, and Social Relations - (1 week)
 - Males, females, the slave family, and relations between slaves
 - The function of religion among slaves in Latin America and the United States
9. Accommodation and Conflict - (2 weeks)
 - Rebellions, resistance and the significance of marronage (running away) in Latin America and the United States
 - How did slavery survive for nearly 400 years in the Americas?
10. Abolition - (1 week)
 - The moral problem of slavery in Europe, Africa, and the Americas
 - Public attitudes of slaveholding in the late 18th Century in the Americas and in Europe
 - The transition from slavery to freedom

IV. Evaluation Methods

Undergraduates

- 50% Research paper (15 pgs.)
- 20% Book Reviews (2 pgs.)
- 10% Peer editing of historical essays
- 10% Class participation and attendance
- 10% Oral reports and presentations (2 per student)

Graduate Students

In addition to meeting the requirements listed above, graduate students enrolled in HIST 404 will be required to complete additional assignments (e.g. bibliographical and historiographical) as determined by the instructor. To facilitate the graduate learning experience, graduate students will meet collectively with the instructor every other week to discuss outside readings related to the topic.

- 50% Research paper (20 pgs.)
- 20% Book Reviews (2 pgs.)
- 20% Bi-weekly reports
- 10% Additional assignments

V. Required Textbooks, Supplemental Books, and Readings.

Berlin, Ira. *Many Thousands Gone: the first two centuries of slavery in North America* (Cambridge, Mass.: Belknap Press of Harvard University Press, 1998)

Conrad, Robert Edgar. *Children of God's fire : a documentary history of black slavery in Brazil* (University Park, Pa. : Pennsylvania State University Press, 1994)

Fogel, Robert William, and Engerman, Stanley L. *Time on the cross* (Boston: Little, Brown, 1974)

Freyre, Gilberto. *The masters and the slaves (Casa-grande & senzala) A study in the development of Brazilian civilization*, Trans. by Samuel Putnam. (New York, Knopf, 1956.)

Klein, Herbert. *African slavery in Latin America and the Caribbean* (New York : Oxford University Press, 1986)

Lovejoy, Paul. *Transformations in slavery : a history of slavery in Africa* (Cambridge, UK ; New York : Cambridge University Press, 2000)

Mason Lowance, ed. *Against slavery : an abolitionist reader* (New York : Penguin Books, 2000)

Northrup, David. *The Atlantic Slave Trade* (Boston: Houghton Mifflin Company, 2002)

Price, Richard. *Alabi's World* (Baltimore : Johns Hopkins University Press, c1990)

Schneider, Dorothy and Schneider, Carl. *Slavery in America : from colonial times to the Civil War* (New York : Facts on File, c2000)

VI. Special Resource Requirements

None.

VII. Bibliography

[See attached]