

Eastern Illinois University  
**NEW/REVISED COURSE PROPOSAL FORMAT**  
(Approved by CAA on 9/29/11 and CGS on 10/18/11, Effective Fall 2011)

This format is to be used for all courses submitted to the Council on Academic Affairs and/or the Council on Graduate Studies.

**Please check one:**      ☒ New course    ☐ Revised course

**PART I: CATALOG DESCRIPTION**

1. **Course prefix and number, such as *ART 1000*:** HIS 5420
2. **Title (may not exceed 30 characters, including spaces):** Slavery, Race and Diaspora
3. **Long title, if any (may not exceed 100 characters, including spaces):** Slavery, Race and Diaspora in the Americas
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:**
7. **Course description:** Individuals of African descent have had a profound impact upon the cultural history of the Atlantic. Brought to the Americas as part of the largest coerced migration in history, Africans and their descendants have drawn upon their experiences to create enduring cultural forms that seem simultaneously to be thoroughly American and distinctly African. This course explores the history of earnest attempts to understand the diverse cultural practices of black peoples in the Americas and where those practices derived from.
8. **Registration restrictions:**
  - a. **Equivalent Courses**
    - **Identify any equivalent courses** (e.g., cross-listed course, non-honors version of an honors course).  
None
    - 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)?**  
☐ No one    ☐ Chair    ☐ Instructor    ☐ Advisor    ☐ Other (Please specify)
  - d. **Co-requisites** (course(s) which MUST be taken concurrently with this one):
  - 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:

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

**10. Grading methods** (check all that apply): ☒ Standard letter ☐ CR/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:**

- 1) Students will identify and understand how the diaspora of African-born peoples shaped individuals’ identities and nations’ histories;
- 2) Students will identify and describe the major actors, events and developments in the construction of race and the history of slavery during the period from 1400 to the present;
- 3) Students will develop student expertise in critical interrogation of historical theories about race;

- 4) Students will identify demonstrate high level proficiency in interdisciplinary studies and the use of primary sources; and
- 5) Students will synthesize information from a variety of primary and secondary sources in a series of written assignments and class presentations that will develop critical thinking.
  - 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.
  - 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

Depth of content knowledge: 1, 2, 3

Effective critical thinking: 3, 4, 5

Effective oral and written communication: 4, 5

Advanced scholarship: 5

2. **Identify the assignments/activities the instructor will use to determine how well students attained the learning objectives:** Running and participation in weekly seminar discussions; article synopsis; and three response papers.
3. **Explain how the instructor will determine students' grades for the course:** Class presentations and discussions will be 30%, two article synopses will be 10% and three response papers will comprise 60% of the course grade.
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.):
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.
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 \*.)**

### **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.**

**Part I:** *Historical Formations*

- Week 1: Course Introduction; The Atlantic Slave Trade; The Middle Passage
- Week 2: Slavery, Culture & Capitalism
- Week 3: Slavery and Historical Method: Silence/Voices of the Enslaved?
- Week 4: Rebellion and Revolution
- Week 5: Emancipation

**Part II:** *Conceptual Approaches*

- Week 6: Birth of a Discipline
- Week 7: The Scientific Study of the Negro
- Week 8: African Civilizations in the New World
- Week 9: Black Modernity
- Week 10: The Dilemma of the Black European

**Part III:** *Classic Case Studies*

- Week 11: The Invention of Africa I American Religions
- Week 12: Black Rice

**Part IV:** *Historical Memory and Cultural Practices*

- Week 13: Historical Memory and Diasporic Identity
- Week 14: Transnational Sampling and Politics of Style
- Week 15: Cultural Performance and Competitive Advantage

### **PART IV: PURPOSE AND NEED**

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

Atlantic History is a burgeoning field of scholarship. An important component of this field is diaspora studies, particularly of the African diaspora. This course will serve to bridge the traditional divide between American and Global history.

- 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.**
- b. If the course or some sections of the course may be technology delivered, explain why.**

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

The requirement for students to read a book and an article a week, lead and participate in seminar discussions, and write article synopses and three response papers is consistent with the workload in EIU History Department graduate courses.

**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.

**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.
- 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.

This course will be an approved elective for all History graduate students. It will enable students to bridge the divide between the traditional fields of American History and Global History.

**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:**

Charles R. Foy, Roger Beck and any qualified history faculty.

**If this is a graduate course and the department does not currently offer a graduate program, it must document that it employs faculty qualified to teach graduate courses.**

**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):**

Brandon, George. *Santeria from Africa to the New World: The Dead Sell Memories* (1997)  
Carney, Judith A. and Richard Nicholas Rosomoff, *In the Shadow of Slavery: Africa's Botanical Legacy in the Atlantic World* (2009).  
Childs, Matt. *The 1812 Aponte Rebellion in Cuba and the Struggle Against Slavery*. (2006)  
Edwards, Brent Hayes. *The Practice of Diaspora: Literature, Translation, and the Rise of Black Internationalism* (2003)  
Gilroy, Paul. *The Black Atlantic: Modernity and Double Consciousness* (1993).  
Smallwood, Stephanie. *Saltwater Slavery: A Middle Passage from Africa to American Diaspora* (2007)  
Jordan, Winthrop. *Tumult and Silence at Second Creek: An Inquiry into a Civil War Slave Conspiracy* (1996)  
Price, Richard. *First Time: The Historical Vision of an African American People* (2002)  
White, Shane and Graham White, *Stylin': African-American Expressive Culture From its Beginnings to the Zoot Suit* (1998).

A variety of articles from JSTOR (examples include Ralph Austen, "The Slave Trade as History and Memory: Confrontations of Slaving Voyage Documents and Communal Traditions." *William and Mary Quarterly (WMQ)* 58 (2001): 229- 44; Tiffany Ruby Patterson & Robin D. G. Kelley, "Unfinished Migrations: Reflections on the African Diaspora and the Making of the Modern World," *African Studies Review* 43:1 (Apr. 2000): 11-45; Jacqueline Nassy Brown, "Black Liverpool, Black America, and the Gendering of Diasporic Space," *Cultural Anthropology* 13:3 (1998), 291-325; and David Eltis, Philip Morgan, and David Richardson, "Agency and Diaspora in Atlantic History" *American Historical Review* 112:5 (2007): 1329-1358), as well as and primary documents such as the *Trans-Atlantic Slave Database*, slave narratives, my *Black Mariner Database* and African-American art.

## **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.**

## **PART VII: APPROVALS**

**Date approved by the department or school:** October 1, 2012

**Date approved by the college curriculum committee:** Nov. 7, 2012

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

**Date approved by CAA:        CGS:**

\*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/~counsctr/>

**581-3413**

**Career  
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**Disability  
Services**

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**581-6583**