UNIVERSITY COLLEGE of the FRASER VALLEY

COURSE IMPLEMENTATION DATE: September 2005
COURSE REVISED IMPLEMENTATION DATE:
COURSE TO BE REVIEWED: September 2009
(Four years after implementation date) (MONTH YEAR)

OFFICIAL COURSE OUTLINE INFORMATION

Students are advised to keep course outlines in personal files for future use.
Shaded headings are subject to change at the discretion of the department and the material will vary - see course syllabus available from instructor

FACULTY/DEPARTMENT: **History**

HIST 358	**N/A**	**4**
COURSE NAME/NUMBER	FORMER COURSE NUMBER	UCFV CREDITS

African Slavery in the Americas
COURSE DESCRIPTIVE TITLE

CALENDAR DESCRIPTION:

This course explores the development of the Atlantic slave trade and the history of African slavery in the Americas. It takes a broad view, examining the institution of slavery over four centuries, while considering the diverse experiences of slaves in the hemisphere's distinct colonies and early nation–states. Topics may include the impact of slavery on African polities, the formation of Afro-American societies and cultures, the perspectives of both slaves and slave owners, the genesis of new identities and ideologies regarding race, class, and gender, the mechanisms used to keep slaves under control and the forms of resistance they practiced, and the struggle to achieve personal freedom and abolition.

PREREQUISITES: **Nine credits of lower-level history**
COREQUISITES:

SYNONYMOUS COURSE(S)
(a) Replaces: _____ *(Course #)*
(b) Cannot take: _____ *(Course #)* for further credit.

SERVICE COURSE TO: _____ *(Department/Program)* _____ *(Department/Program)*

TOTAL HOURS PER TERM: **60**
STRUCTURE OF HOURS:

Lectures:	**30**	Hrs
Seminar:	**30**	Hrs
Laboratory:		Hrs
Field Experience:		Hrs
Student Directed Learning:		Hrs
Other (Specify):		Hrs

TRAINING DAY-BASED INSTRUCTION
LENGTH OF COURSE:
HOURS PER DAY:

MAXIMUM ENROLLMENT: **36**
EXPECTED FREQUENCY OF COURSE OFFERINGS: **once every second year**
WILL TRANSFER CREDIT BE REQUESTED? (lower-level courses only) ☐ Yes ☒ No
WILL TRANSFER CREDIT BE REQUESTED? (upper-level requested by department) ☐ Yes ☒ No
TRANSFER CREDIT EXISTS IN BCCAT TRANSFER GUIDE: ☐ Yes ☒ No

AUTHORIZATION SIGNATURES:

Course Designer(s): Geoffrey Spurling
Chairperson: Raymond Welch *(Curriculum Committee)*
Department Head: Sylvie Murray
Dean: Virginia Cooke
PAC Approval in Principle Date:
PAC Final Approval Date: October 29, 2004

LEARNING OBJECTIVES / GOALS / OUTCOMES / LEARNING OUTCOMES:

A major goal of History 358 is to further develop students' critical skills in creating their own arguments and evaluating those of others. As well, the course seeks to enhance students' ability to communicate their ideas, both in writing and in class discussions. In crafting their analyses, students will draw on a wide range of primary and secondary sources.

History 358 will expose students to the analytical perspectives used in the study of slavery and provide them with a thorough knowledge both of the historical development of the Atlantic slave trade and the impact of African slavery in the Americas. It will also contribute to students' understanding of European expansion and colonization, the process of state formation, the creation of new identities, and the nature of racism. The course will build on material discussed in lower-level history offerings on European expansion and the colonial Americas (History 101, 201, 241, and 261), it will complement other upper-level courses focused on colonial North America and Latin America (History 340, 359, and 459), and it will offer a lead-in to History 370 (The American Civil Rights Movement). History 358 will also augment other Latin American courses offered at UCFV (in LAS and SCMS).

METHODS:

Lectures and seminar discussions.

PRIOR LEARNING ASSESSMENT RECOGNITION (PLAR):

Credit can be awarded for this course through PLAR (Please check:) ☒ Yes ☐ No

METHODS OF OBTAINING PLAR:

Challenge exam.

TEXTBOOKS, REFERENCES, MATERIALS:

[Textbook selection varies by instructor. An example of texts for this course might be:]

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 E., ed. Children of God's Fire: A Documentary History of Black Slavery in Brazil. University Park (PA): Penn State University Press, 1993.

Gates, Jr., Henry Louis, ed. The Classic Slave Narratives. New York: Mentor, 1987.

Klein, Herbert S. The Atlantic Slave Trade. New York: Cambridge University Press, 1999.

History 358 Coursepack, including selections from Barnet, Biography of a Runaway Slave, Davis and Mintz, The Boisterous Sea of Liberty, Jones, Mutiny on the Amistad, Genovese, Roll, Jordan, Roll: The World The Slaves Made, and Engerman, Drescher, and Paquette, Slavery.

SUPPLIES / MATERIALS:

None.

STUDENT EVALUATION:

[An example of student evaluation for this course might be:]

Paper 1 (analysis of selected primary sources in

Conrad, Children of God's Fire) 25%

Paper 2 (analysis of slave narratives) 35%

Participation in seminar discussions 10%

Final Exam 30%

COURSE CONTENT:

[Course content varies by instructor. An example of course content might be:]

Week 1 Introduction to the course / Slavery and Servitude in the Old World

Week 2 Analytical and Comparative Perspectives on Slavery

Week 3 The Origins of the Atlantic Slave Trade

Week 4 The Impact of the Slave Trade on African Societies / The Atlantic World

Week 5 African Slavery in Latin America and the Caribbean

Week 6 Rural and Urban Slavery / Afro-American Societies and Cultures / Slavery, the Catholic Church, and Afro-American Religions

Week 7 Slave Resistance and Rebellion

Week 8 Abolition in Latin America and the Caribbean

Week 9 Slavery and Race in the North American Colonies

Week 10 Ethnogenesis and Slave Communities / Mechanisms of control and forms of resistance

Week 11 Race Relations in the Antebellum South, the 'Free States' of the North, and Canada

Week 12 The Amistad Case / The Abolition Debate

Week 13 Comparative Views of Slavery in the Americas / Concluding Comments