

Approval Form

Proposal Title: COMPARATIVE RACE RELATIONS: A HISTORY OF RACE RELATIONS IN SOUTH AMERICA, BRAZIL AND THE UNITED STATES

Sponsor(s) GARY HUNTER & HISTORY DEPT Dept.: HISTORY Ext. 4819/3988

Check one: Course Specialization Concentration Minor Achievement Certificate
 Certification Program Major Program Minor Change (please name deletion or credit/title/catalog change)

Undergraduate Graduate 3 Credit Hours

<p>Step 1 (Department)</p> <p><input type="checkbox"/> Approved _____ Date _____</p> <p><input checked="" type="checkbox"/> Not Approved _____ <i>Adrian...</i> Dept. EC Chairperson</p> <p><input type="checkbox"/> Reviewed <u>Oct 12, 1994</u> Date</p> <p><i>Gary J. Hunter</i> Dept. Chairperson</p>	<p>Step 2 (Receipt)</p> <p><input checked="" type="checkbox"/> SCC# <u>24-45-21</u></p> <p>Proposal Received <u>10/19/94</u> Date</p> <p>OCT 12 1994</p> <p><i>Ronald J. Fisher</i> SCC Chairperson</p>	<p>Step 3 (School CC)</p> <p>Reviewed <u>11/21/94</u></p> <p><input checked="" type="checkbox"/> Approved <u>with revision</u></p> <p><input type="checkbox"/> Not Approved</p> <p>Comments: <u>See attached memo.</u></p> <p><i>Joanne Scott</i> School Curr Comm. Chairperson</p>
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Step 4 (Academic Dean)

Recommend Not Recommend Conditionally Recommend (see comments)

Reviewed 12/21/94
 Date

Comments:

DEC 21 1994

[Signature]
 Signature, Dean of School

Step 5 (SCC)

Open Hearing 4-24-95 Approved by Senate Curriculum Committee 4-24-95
 Date Date

Returned to sponsor(s) for the following reasons:

Step 6 (Senate)

Presented to Senate 4/24/95 Approved Not Approved
 Date

Notification to Executive Vice-President/Provost _____
 Date

[Signature]
 Signature SCC Chairperson

Step 7 (Executive V.P./Provost)

Received 5/11/95
Date

Approved Yes No

If no, reasons are as follows:

Student credit hours 3

Faculty load hours 3

Equalized credit hours _____

Official copy and approval sheet filed _____
Date

Donald L. Cepheid
Signature, Executive Vice President/Provost

Registrar

Approved course description received 5/30/95
Date

Hegis Taxonomy and Course Number assigned 2205.388

B. J. Kelsey
Signature, Registrar

5/30/95
Date

Notification forwarded:

- Senate Curriculum Committee Chairperson
- Department Chairperson(s)
- Academic Dean(s)
- Registrar
- Sponsor(s)

COURSE PROPOSAL

COMPARATIVE RACE RELATIONS: A HISTORY OF RACE RELATIONS IN SOUTH AFRICA, BRAZIL AND THE UNITED STATES

I. Details

- A. Course Title: Comparative Race Relations: South Africa, Brazil, and the United States
- B. Sponsors: Gary Hunter and the History Department
- C. Credit Hours - 3
- D. Course Level - Undergraduate (upper level)
- E. Curricular Effect - Major elective and global education elective.
- F. Prerequisites - Students should have one of the following: Traditional or Modern Latin American History; African Civilizations I or II; U.S. History I or II or African American History I or II, Introduction to Sociology, or Minority Groups.
- G. Time Implementation - January 1996.
- H. Adequacy of present staff, resources, library facilities, etc. - At present, myself, Dr. Kim Holder in Foundations of Education and Dr. Herb Douglas are also able and willing to teach this course.

II. Rationale:

This course is a result of 20 years of teaching American, African American, Sub Sahara African histories, my participation in the American Association of Colleges Project on "Reforming the Major" and the New Jersey Global Education Project at Ramapo College on "Integrating Foreign Languages and Global Perspectives into the Curriculum: Changing Perspectives on Africa, the African Diaspora and Latin America"

Comparative race relations is designed as a multicultural/global studies course that will examine the history of three societies through the prism of race relations. This course will provide a unique opportunity for students to simultaneously study the history of three societies in different parts of the world. Comparative Race Relations will also be one of the few courses that will employ the methodologies of comparative history and sociological theory to explore the social, economic, political and cultural development of three different societies.

This course can be used by students as a multicultural/global studies elective, a history elective, as well as, an elective in our African American Studies and International Studies Programs.

III. Essence of Course:

A. Objectives

On the completion of this course, students will be expected

1. To be familiar with the methods of comparative history and social science theory in regards to race relations.
2. To understand European concepts of race, culture and hierarchy on the eve of colonization.
3. To know how the forces of commerce, demography, and physical environment led to and shaped the institution of slavery in Brazil, South Africa and the United States
4. To understand the development of the ideologies and institutions of racism in South Africa and the United States and the relative absence of such in Brazil.
5. To be familiar with the patterns of interracial relations in South Africa, Brazil and the United States.
6. To know how industrial revolution and capitalism shaped race relations in the three societies.
7. To be familiar with the organized efforts to restructure race relations in the United States and South Africa and know why no comparable efforts evolved in Brazil.

B. Outline

I. Theoretical Perspectives

- A. Sociological Paradigms
- B. Historiography of Comparative History

II. Birth of New Societies: Colonization and Subjugation on Three Continents.

A. Portuguese and Brazil 1498-1700

1. The Reconquista, Prince Henry and African exploration and commerce.
2. Native American Slavery 1500-1580.
3. Sugar, plantations and the emergence of African slavery. 1580-1680.
4. Mining frontier and slavery - 1680-1800.

B. The English in North America - 1607-1700.

1. The London Company and the settlement of Virginia 1607
2. Native American relations (Powhatans)
3. Tobacco, labor and the emergence of slavery. 1619-1700.

C. The Dutch and Cape Colony 1651-17

1. The East India Company and the settlement of Capetown.
2. Early Native African Relations.
3. The Provisioning trade and interior expansion.
4. The Khoi Wars and emergence of slavery.

III. Slavery, Race Relations and Colonial Cultures.

A. The Demography of Multiracial Culture: Social constructs of interracial relations.

B. Religion Race and Slavery:

1. Red vs. Black: Catholicism and Slavery
2. The many faces of American Protestantism
3. Dutch Reform Church in Cape Colony

C. The Intellectual construction of White Supremacy - 1795-1900

IV. Three faces of Emancipation 1833-1885

A. Imperial Reform in Cape Colony (1833)

B. Abolition on the Sly: The American Civil War 1861-1865

C. Brazil: Abolition by Decay (1885)

V. Pedagogy of White Supremacy

A. Evolution of Segregation in the United States - 1800-1900

- B. The Emergence of the Union of South Africa and the Origins of Apartheid 1910-1950
- C. Brazil: Customs of Color

VI. Politics of Liberation 1909-1991

- A. From the N.A.A.C.P. to Martin Luther King: Characteristics and accomplishments of 20th century African American Protest. 1909-1980.
 - B. The multiple careers of the African National Congress from Sal Plaate (1911) to the election of Nelson Mandella.
 - C. Brazil Neither Black nor White:
- C. Evaluation of Students

As an upper level course, students are expected to complete either a historiographical essay, a book review, a periodic literature review or a 10-12 page paper on a specific theme or topic.

D. Evaluation of course

This course will be evaluated by the department as a whole every five years as part of our program review process, as well as every three years by our curriculum committee.

CATALOGUE DESCRIPTION

Comparative Race Relations: The History of Race in Brazil, South Africa and the United States.

A comparative examination of the development of multiracial societies in Brazil, South Africa and the United States and the impact of race on the political, social and economic cultures of the respective countries.

October 26, 1994

To: Gary Hunter
History Dept.

From: John Myers
Sociology

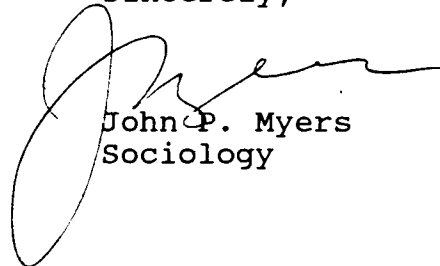
Re: New Course Proposal: Comparative Race Relations: South
Africa, Brazil, and the United States

Thank you for sharing the above proposal with me. As someone who has taught the Sociology of Minority Groups for over twenty years, and as a faculty member who has an interest in this area of scholarship, I think the proposed course would enhance your department's and the College's offerings. There have been many times when I wished that I could have spent more time on specific society's experiences, especially South Africa. I do a brief comparison between the U.S. and South Africa, but adding Brazil to the mix, and doing the study over an entire semester, would be great.

I support the proposal and urge others to do the same. I think it would improve the knowledge base of students who took the course in areas where improvement is sorely needed.

Best of luck!

Sincerely,



John P. Myers
Sociology

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Enc.

TO: Dr. Gary Hunter
History Department

FROM: Dr. Joanne Scott
Chairperson, Liberal Arts & Sciences Curriculum Committee

DATE: November 21, 1994

The Committee has reviewed your new course proposal entitled "Comparative Race Relations: A History of Race Relations in South Africa, Brazil and the United States", and has approved it with revision: the Committee feels that evidence of consultation with the Department of Sociology is indicated, since there is apparent overlap in course content with courses offered by that Department. According to the guidelines for new course proposals, any department offering courses with apparent overlapping of topics must be consulted. The Committee recognizes that you are the Advisor for the African American Studies concentration, but the exact nature of collaboration between the History and Sociology Departments needs to be made clear for purposes of this course proposal.

In order to expedite the process, your proposal is being forwarded to the Dean for her signature, and then to the All-Campus Curriculum Committee. However, we request that you submit a letter documenting support/lack of support for this course from the Sociology Department prior to the open hearing for your course proposal. Please send the letter directly to the Faculty Senate Office, indicating that the letter is a part of proposal #94-95-21.

In addition, there was some question regarding the prerequisites for the course. Some members of the Committee interpret the proposal as indicating that there are 3 history prerequisites, but that all 3 of them may be waived if a student has taken either Intro to Sociology, Culture Anthropology, or Minority Groups. Some members of the Committee expressed objection to the proposal if that is your Department's intent.

If you have any questions regarding these matters, please call me at 3571.

RECEIVED

TO: Dr. Gary Hunter
History Department

FROM: Dr. Joanne Scott
Chairperson, Liberal Arts & Sciences Curriculum Committee

DATE: November 21, 1994

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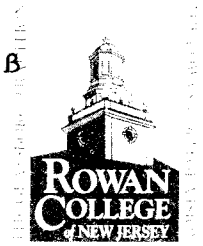
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If you have any questions regarding these matters, please call me at 3571.

*Rev.
I've listed one more
responses to the curriculum
committee's review of the
proposal for the course
Comparative Race Relations*

F. Scott



Rowan College of New Jersey

201 Mullica Hill Road
Glassboro, New Jersey, NJ 08024

History Department • (609) 256-4818 • FAX: (609) 256-4921-4345

April 3, 1995

To: Curriculum Committee
From: Gary J. Hunter
Re: Comparative Race Relations

In response to the committee's review of my new course proposal on Comparative Race Relations on "the nature of the collaboration between the History and Sociology Departments", I would like to submit the enclosed letter from John Myers of the Sociology Department in support of the course. I also plan to have Dr. Myers who teaches minority groups to provide early lectures on basic sociological theory in regards to minority groups which will be tested against the historical experiences of the three societies under consideration.

In terms of the second concern about the prerequisites, the proposal meant to say that any student major or non major should have taken only one of the suggested prerequisites.