

HIS 389-01: West Africa during the Atlantic Slave Trade
Fall 2018 – T/R 12:30 - 1:45, 2209 MHRA

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Course Objectives:

In this course we will examine when, where, and how a trade between European and African merchants that began in the fifteenth century turned into a trans-Atlantic trade in slaves. We will focus on this development primarily from the perspective of the West African societies that were involved in this trade, and we will be especially concerned with questions about how the slave trade was organized on the African side, and how the trade in slaves and its abolition affected West Africa. Major themes to be addressed include: cross-cultural encounters and conflicts; commodities and assortment bargaining; ‘master narratives’ and ‘slave narratives’; history and memory; diaspora and ‘creolization’; ‘double consciousness’ and ‘race’ in the Atlantic world; and gender and demography.

Student learning goals – At the successful completion of this course, a student should be able to:

- Explain the chronological development of the Atlantic Slave Trade and its abolition;
- Review major effects of the Atlantic trade on West Africa and the African diaspora;
- Discuss the importance of geography and chronology in studying historical events.

General College Historical Perspective (GHP) Student Learning Outcomes:

1. Use a historical approach to analyze and contextualize primary and secondary sources representing divergent perspectives;
2. Use evidence to interpret the past coherently, orally and/or in writing.

[Based primarily on short writing assignment (13 total) on course readings.]

General College Global Non-Western (GN) Student Learning Outcomes:

1. Find, interpret, and evaluate information on diverse cultures;
2. Describe interconnections among regions of the world (Africa);
3. Use diverse cultural frames of reference and alternative perspectives to analyze issues.

[Based on a quiz, two tests based on course text, and essay based on *Equiano* course text.]

Course requirements as percentage of final grade:

- 10% Beginning-of-semester quiz based on course reading
- 45% Two tests based on the course text (Lindsay), and an end-of-semester in-class essay based on the other course text (Equiano), (each 15% and together worth 45% of final grade)
- 30% 13 short writing assignments (graded as 0, 2, 4, or 6 points each, together worth 30%)
- 15% General class participation, attendance, and assignments incorporated into group work (together worth 15% of final grade).

NO MAKE-UP TESTS; SHORT WRITING ASSIGNMENTS NOT ACCEPTED AFTER THE CLASS PERIOD DURING WHICH THEY ARE DUE.