

HIS 389-01: West Africa during the Atlantic Slave Trade
Spring 2021 – Asynchronous Online Guided Learning

Dr. Colleen Kriger Office Hours (by phone): Tue. 11-12 and Wed. 10-11, or by appointment
Office: 2107 MHRA Telephone: 336-334-5205 (my office)

* Messages left over cell phones are often unintelligible. Speak slowly and repeat message.*

Course Objectives:

In this course we will analyze and explore the direct trade between European and African merchants that began in the fifteenth century and gradually became the Trans-Atlantic Slave Trade. We will approach and learn about two important and inter-related aspects of this history. In the first part of the course we will be viewing the trans-Atlantic slave trade as a new, inter-continental global economic system and how it operated. Then, in the second part, we will view the trans-Atlantic slave trade in human and social terms, to understand how and why people were drawn into it and what some of its lasting effects remain and are still felt today.

The course includes a variety of required readings and film viewings, including maps, charts, articles by historians, primary sources from the time, oral histories, documentary films, and selected chapters from Olaudah Equiano's indispensable first-person account, *The Interesting Narrative* (1789). Equiano takes us into the Atlantic slave trade through his own experiences as a child taken captive; a slave serving on Atlantic ships who learned to speak, read, and write in English; an eye witness to the varieties of enslavement in the Atlantic basin who went on to purchase his freedom; and, in England, a promoter of abolition of the trans-Atlantic slave trade. Major themes we will examine include: cross-cultural global trade; commercial agriculture and plantation slavery; legal regulation of slaves and slavery; 'master narratives' and 'slave narratives'; history and memory; African diaspora and 'creole' cultures; and 'race' and 'double consciousness' as legacies of Atlantic slavery in the modern world.

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

- Explain the geographical structure and inter-continental system of the Atlantic slave trade over time;
- Review major social, economic, and cultural effects of the Atlantic slave trade in the entire Atlantic basin;
- 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 assignments (14 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 and Atlantic basin);
3. Use diverse cultural frames of reference and alternative perspectives to analyze issues.

[Based on midterm and final essays, covering course readings and my written introductions]