

SEMESTER AT SEA COURSE SYLLABUS

Colorado State University, Academic Partner

Voyage:	Fall 2019
Discipline:	History
Course Number and Title:	HIST 460 Slavery in the Americas
Division:	Upper
Faculty Name:	Seneca Vaught
Semester Credit Hours:	3

Prerequisites: The standard prerequisites as listed in the CSU course catalog –completion of one (1) history course AND completion of no fewer than 45 credits total—have been waived by the instructor.

COURSE DESCRIPTION

The course will explore historical and cultural significance of slavery in the Atlantic world. We will tour the Cape Coast Castle and Slave Dungeons in Ghana to better understand the sheer scale of the transatlantic slave trade and the politics of memory. The course will examine the relationship of the slave trade to major ports and cities of the Atlantic world economy such as Lisbon, Cadiz, Cape Coast, Port of Salvador, and Port of Spain. We will examine the central role of transatlantic slavery as a watershed historical moment across regions, nationalities, race/ethnicity, and religion, tracing how unfree labor shaped the cultures of the Atlantic world from its origin to the present including various episodes of conquest, resistance, and revolution. We will analyze primary sources to better understand how the project of mass slavery in the Americas decimated and transformed indigenous populations, recast identities of Western Europeans and Western Africans, and continues to influence the cultures of Latin America and the Caribbean.

LEARNING OBJECTIVES

Upon successful completion of this course, students will be able to:

1. Develop a critical understanding of the role of slavery in the creation of the Atlantic World and its legacy.
2. Understand the role of slavery in the Americas on politics, economic, and cultural change.
3. Compare the experiences of enslaved persons and encounters with slavery in different cultures, histories and geographies of selected regions.
4. Discuss controversies about the historical interpretation and memory of slavery in different regional and cultural contexts.
5. Explain the relationship of the transatlantic slave trade to major ports and cities of the Atlantic world economy and its legacy.

REQUIRED TEXTBOOKS

All students must purchase Davis' *Inhuman Bondage* (our main textbook) and Holsley's *Routes of Remembrance* then **choose one** of the other texts:

AUTHOR: David Brion Davis
TITLE: *Inhuman Bondage*
PUBLISHER: Oxford University Press
ISBN #: 978-0195339444
DATE/EDITION: 2008

AUTHOR: Bayo Holsley
TITLE: *Routes of Remembrance*
PUBLISHER: University of Chicago Press
ISBN #: 978-0226349763
DATE/EDITION: 2008

Choose one:

AUTHOR: Chouk El Hamel
TITLE: *Black Morocco: A History of Slavery, Race, and Islam*
PUBLISHER: Cambridge University Press
ISBN #: 978-1107651777
DATE/EDITION: 2014

AUTHOR: Darien Davis
TITLE: *Beyond Slavery*
PUBLISHER: Rowman & Littlefield
ISBN #: 978-0742541313
DATE/EDITION: 2007

TOPICAL OUTLINE OF COURSE

Depart Amsterdam, The Netherlands – September 9

B1–September 12:
Introduction

Part I: Recontextualizing the Scope and Scale of Transatlantic Slave Trade

B2–September 14:
Inhuman Bondage Overview

Gdansk, Poland – September 15-20

B3—September 22:

Inhuman Bondage, Ch.1 - The Amistad Test of Law and Justice

🗡️ *The Voyage of La Amistad*

B4—September 24:

Inhuman Bondage, Ch. 3 - The Origins of Anti-Black Racism in the New World

Afro-Latino Voices, Ch. 1 and 2

B5—October 2:

Inhuman Bondage, Ch. 4 - How Africans Became Integral to New World History

On Vogt's "The Lisbon Slave House and African Trade"

Afro-Latino Voices, Ch. 3,4, and 15

Lisbon, Portugal — September 26-28

Cadiz, Spain — September 29 - October 1

B6—October 4:

Afro-Latino Voices, Ch. 15 and 18

Inhuman Bondage, Ch. 6-7 -The Problem of Slavery in the American Revolution

🗡️ Rough Crossings

B7—October 11:

Inhuman Bondage, Ch. 2 - The Ancient Foundations of Modern Slavery

Popular Misconceptions and Forgotten Contexts About Race and Religion

On Robert Davis' *Christian Slaves, Muslim Masters*

🗡️ White Slaves, Muslim Pirates

Dubrovnik, Croatia — October 6-10

Part II: Thinking Historically and Comparatively About Slavery Across Time and Space

B8—October 13:

Black Morocco, Ch.1-3

Comparing Slavery Then and Now: The Saharawi

🗡️ *Stolen*

B9—October 21:

On Maha Marouan's "Incomplete Forgetting"

Black Morocco, Ch.4-6

Casablanca, Morocco — October 15-20

B10—October 23:

Black Morocco, Ch. 7-8

🗡️ Prince Among Slaves

B11—October 26:

Inhuman Bondage Ch. 9 and 10 - From Contradiction to Defense

B12—November 2:

Routes of Remembrance

🗿 Sankofa

Tema, Ghana — October 28-30

Takoradi, Ghana — October 31 – November 1

B13—November 5:

Routes of Remembrance

🗿 Retour à Gorée

B14—November 7:

On Feldman's Black Rhythms: Afro-Peruvian Music and Memories of Slavery

Routes of Remembrance

Part III. Investigating Slavery as a Catalyst of Social, Political, and Economic Transformation

B15—November 9:

Inhuman Bondage Ch. 5 - The Atlantic Slave System: Brazil and the Caribbean

Beyond Slavery, Ch.5

Afro-Latino Voices, Ch.5

Salvador, Brazil — November 10-15

B16—November 17:

Inhuman Bondage Ch. 8 and 11 - Slave Conspiracies and Revolts

Beyond Slavery Ch.7

🗿 Quilombo (1984)

B17—November 19:

Inhuman Bondage Ch. 8 - The Impact of the French and Haitian Revolutions

Beyond Slavery Ch.1

🗿 *Egalite for All*

B18—November 22:

Inhuman Bondage Ch. 12-13 - Explanations of British and American Abolitionism

🗿 *Coolies: How the British Reinvented Slavery*

B19—November 25:

Inhuman Bondage Ch. 14 -15 - The Civil War and Slave Emancipation

🗿 *Slavery By Another Name*

On Eric Williams' *Capitalism and Slavery*

Port of Spain, Trinidad and Tobago — November 24

B20—November 27:

Indigenous Slavery in the Andes
On Rachel O'Toole's *Bound Lives*
Final Exam Essay

B21—November 30:

Negotiating Religious and Racial Identity in Latin America
On Ursula De Jesus and Xica da Silva
Afro-Latino Voices, Ch. 7, 6, 11

B22—December 08:

On Sherwin Bryant's *Rivers of Gold, Lives of Bondage*
Beyond Slavery, Ch.2
Afro-Latino Voices, Ch. 16 and 17

Guayaquil, Ecuador — November 24

B23—December 10:

On Russell Lohse's *Africans into Creoles*
Afro-Latino Voices, Ch. 12, 13, and 14

Puntarenas, Costa Rica — December 11-15

B24—December 17

Beyond Slavery, Ch. 6
Afro-Latino Voices, Ch. 8,9, 10

B25—December 20: Final Exam

Slavery Memorial Concept Presentations

Arrive San Diego, California — December 23

FIELD WORK

Semester at Sea field experiences allow for an unparalleled opportunity to compare, contrast, and synthesize the different cultures and countries encountered over the course of the voyage. In addition to the one field class, students will complete independent field assignments that span multiple countries.

Field Class & Assignment

The field class for this course is on **Friday, 1 November in Takoradi, Ghana.**

Field Class attendance is mandatory for all students enrolled in this course. Do not book individual travel plans or a Semester at Sea sponsored trip on the day of your field class.

Field Classes constitute at least 20% of the contact hours for each course and are developed and led by the instructor.

Country: Ghana

In this field class, we will visit the Cape Coast Castle and the Slave Dungeons in Ghana to better understand the scale of the transatlantic slave trade in the Atlantic World and the politics of memory surrounding the slave trade in Africa. Specifically, we will explore the historical aspects of the slave trade to better understand the long-term social, geopolitical, and economic impacts. We will hear diverse perspectives and interpretations of the transatlantic slave trade and discuss the role of the trade in transforming the culture, memory, and identity of Africans and African-descended people.

Objectives: Students will understand the scale of the transatlantic slave trade and its role in shaping the Atlantic world in the past as well as assessing its ongoing relationship to the identity of the African Diaspora in the present. Students will understand the role of slavery and the politics of memory and preservation in West Africa.

Academic Objectives: During this field class, we will explore the interpretation and memory of the Atlantic slave trade in historical and contemporary Africa. Upon completion of this field class, in a team of three, you will answer one of the following assigned questions in a 5-6 page essay that is due on **November 5**. Your group paper should include a discussion of points of interest that you encountered during this excursion and discuss how what you encountered relates to your reading of *Routes of Remembrance*:

1. What role does the slave trade play in the identity of Ghanaians and in the local economy? How do Ghanaians interpret the history of the transatlantic slave trade as part of their past?
2. How have other countries we have visited decided to remember, forget, or memorialize the transatlantic slave trade? How do these efforts compare to Ghana's approach?
3. What were short and long-term impacts of participation in the transatlantic slavery on the region? How might this compare to transformations in Latin America and the Caribbean?

Independent Field Assignments: Find and Create Signage to Commemorate Slavery

Many of the ports we will visit on this trip played a significant role in the transatlantic slave trade. How well is this aspect of the city's past preserved and/or memorialized? What does the omission or inclusion of this particular port's involvement reveal about the politics of memory and its role in this city's identity? What is the proper way to address the role of slavery in public space?

At each port we visit, I want you to look for signage or public historical interpretations of the role of slavery in the history of the city. If you come across historical markers that acknowledge this past, take a picture of them and prepare to share these images with your classmates. More likely than not, you will see very little interpretive signage. In that case, take pictures of other historical and cultural signage that you come across in the city. Then using the existing signage as a template, design a sign that accomplishes the task of informing the public about this particular port's historical significance in the transatlantic slave trade in the context of its broader history based on what you have learned in this class. You should sketch a draft in your journal first and then improve upon your design over the semester.

Towards the end of the class, you will be asked to bring together your individual findings and create a slavery memorial concept for one of the ports we have visited. You will be asked to share your design with the rest of the class in a PowerPoint presentation on **December 20**.

Your group's nine-slide presentation should include:

- 1) a title slide with names of all group members
- 2) a collage of the pictures of all the group members
- 3) a collage of all site signage taken by group members
- 4) an image of your slavery memorial concept
- 5) a map that pinpoints the location of your memorial and why the location was selection
- 6) a list of all the attributes of your memorial
- 7) a slide with a three-point summary of what your group learned about the cultural and political context of slavery from other locations and course readings
- 8) a slide with a three-point summary of what your group learned about how people are challenging or embracing the history and/or legacy of slavery in this particular location
- 9) a concluding slide with a three-point summary of what your group learned about what this teaches us about the history of slavery and its significance in the Atlantic World.

METHODS OF EVALUATION

Cape Coast Slave Castle Field Class & Group Essay – 30%

Participate in a tour of a slave dungeon that helps you to better understand the history of the transatlantic slave trade and the politics of memory.

Field Assignment: Find Signage and Create Signage – 20%

Design a sign that accomplishes the task of informing the public about a particular port's historical significance in the transatlantic slave trade and the context of its broader history. Then create a concept for a slavery memorial based on what you have learned this semester.

Class Fishbowl Discussions – 30%

You will submit two document-based essays that address one of the selected course questions using primary and secondary sources and facilitate two discussions based on

questions that you have researched. These essays are due on different dates over the semester that correspond with your assigned and selected presentation topic. To prepare for this assignment, in small teams you will select a topic that corresponds to one of the course questions listed below. Each member of the team will write a 2-3 page essay that addresses the question using the following forms of evidence:

- one of the selected documents from *Afro-Latino Voices* (on reserve)
- a selected film from the semester (on reserve)
- the selected book that you choose from the ancillary reading lists

Each team member will use these essays to create 2-3 follow-up questions as a basis for discussion with the classmates in your team. I will provide summative lectures and additional information following each discussion for you to incorporate into your notes.

In both essays and discussions, you will use the selected sources listed above as evidence to address one of the following course questions and themes:

1. What was the role of slavery in the creation of the Atlantic World? How has the legacy of slavery continued to shape the Atlantic World?
2. Compare the role of slavery in shaping politics, economic, and cultural change in two selected regions or countries we have covered in this class.
3. Compare and contrast the experiences of enslaved persons and encounters with slavery in different cultures, histories and geographies of selected regions. What do these experiences reveal about the nature of slavery in the Americas?
4. Discuss controversies surrounding the historical interpretation and memory of slavery in different Africa, Europe, and the Americas. What do omissions and inclusions of the history of slavery reveal about the legacy of the slave trade?
5. Explain the relationship of the transatlantic slave trade to major ports and cities of the Atlantic world economy and its significance.
6. Which of the historical interpretations of slavery has been most relevant to your experiences on this trip? Compare the main arguments of a particular scholar with your own readings.

In-Class Participation (Notes, Journal, and Daily Challenges) – 20%

I require you to take detailed notes on class activities, films, readings, and lectures in your composition notebook. I also expect you to assist in documenting our excursions, guest speakers, field trips, activities, and other “noteworthy” activities taking place during the semester using camera and video and by taking detailed notes in your journals. You should think of this notebook also as a scrapbook that you can use to collect various paper items and memorabilia related to the course that you encounter throughout the trip.

I will collect your notebooks periodically to grade your progress. **I will take the top five participation grades and drop the remaining scores.** However, remember that missed participation activities **cannot be made-up** under any circumstance. The grading program will automatically drop all of your participation grades until you have taken the minimum number and then it will begin to reassign ‘dropped’ status to the lowest scores. I suggest attempting all activities as a preventative measure for the unexpected.

I will review your participation in the class discussions and determine a grade based on your overall contributions. I am particularly interested in your demonstration of the ability to think critically about the readings, engaging parallels in the present, paradoxes, and popular misconceptions. I am interested in seeing how you are able to improve over the semester. All the course activities are designed to evaluate how well you understand the major questions and learning outcomes of the course as listed in the syllabus and the final exam guide.

GRADING SCALE

The following Grading Scale is utilized for student evaluation. Pass/Fail is not an option for Semester at Sea coursework. Note that C-, D+ and D- grades are also not assigned on Semester at Sea in accordance with the grading system at Colorado State University (the SAS partner institution).

Pluses and minuses are awarded as follows on a 100% scale:

<u>Excellent</u>	<u>Good</u>	<u>Satisfactory/Poor</u>	<u>Failing</u>
97-100%: A+	87-89%: B+	77-79%: C+	Less than 60%: F
93-96%: A	83-86%: B	70-76%: C	
90-92%: A-	80-82%: B-	60-69%: D	

ATTENDANCE/ENGAGEMENT IN THE ACADEMIC PROGRAM

Attendance in all Semester at Sea classes, including the Field Class, is mandatory. Students must inform their instructors prior to any unanticipated absence and take the initiative to make up missed work in a timely fashion. Instructors must make reasonable efforts to enable students to make up work which must be accomplished under the instructor's supervision (e.g., examinations, laboratories). In the event of a conflict in regard to this policy, individuals may appeal using established CSU procedures.

LEARNING ACCOMMODATIONS

Semester at Sea provides academic accommodations for students with diagnosed learning disabilities, in accordance with ADA guidelines. Students who will need accommodations in a class, should contact ISE to discuss their individual needs. Any accommodation must be discussed in a timely manner prior to implementation.

A letter from the student's home institution verifying the accommodations received on their home campus (dated within the last three years) is required before any accommodation is provided on the ship. Students must submit this verification of accommodations to academic@isevoyages.org as soon as possible, but no later than two months prior to the voyage.

STUDENT CONDUCT CODE

The foundation of a university is truth and knowledge, each of which relies in a fundamental manner upon academic integrity and is diminished significantly by academic misconduct. Academic integrity is conceptualized as doing and taking credit for one's own work. A pervasive attitude promoting academic integrity enhances the sense of community and adds value to the educational process. All within the University are affected by the cooperative commitment to academic integrity. All Semester at Sea courses adhere to this Academic Integrity Policy and Student Conduct Code.

Depending on the nature of the assignment or exam, the faculty member may require a written declaration of the following honor pledge: "I have not given, received, or used any unauthorized assistance on this exam/assignment."

RESERVE BOOKS FOR THE LIBRARY

I have placed the following book on reserve from my personal collection.

AUTHOR: Kathryn McKnight and Leo Garofalo
TITLE: Afro-Latino Voices
PUBLISHER: Hackett Publishing Company
ISBN #: 978-0872209930
DATE/EDITION: 2013/1st

FILM REQUEST

I have placed the following films on reserve from my personal collection.

Title of Film: Quilombo (1984)
Distributor: CDK

Title of Film: *Egalite for All*
Distributor: PBS

Title of Film: *Coolies: How the British Reinvented Slavery*
Distributor: BBC

Title of Film: Rough Crossings
Distributor: BBC

Title of Film: *The Voyage of La Amistad*
Distributor: MPI Home Video

Title of Film: White Slaves, Muslim Pirates
Distributor: Denmark Radio

Title of Film: Sankofa
Distributor: Trigon Film

Title of Film: Prince Among Slaves
Distributor: PBS

Title of Film: Stolen
Distributor: New South Wales Film and Television Office

Title of Film: Retour à Gorée
Distributor: CAB Productions

ELECTRONIC COURSE MATERIALS

None

ADDITIONAL RESOURCES

None