HSTAFM 151: AFRICA IN THE ERA OF THE ATLANTIC SLAVE TRADE
Spring Quarter 2022
University of Washington
Tuesday & Thursday, 3:30-5:20 p.m.
Anderson 010

Course Canvas Site: https://canvas.uw.edu/courses/1547842

Instructor
Dr. Stephanie Smallwood
104A Smith Hall
ses9@uw.edu
Office Hours: Tuesdays, 5:30-6:30pm, or by appointment.

The course instructor may modify this syllabus as needed over the course of the term; you will be notified of any changes and they will appear on the course Canvas site.

Description
This course will introduce you to the history of Africa from c. 1000 through the end of the nineteenth century. The period encompasses the rise and decline of powerful kingdoms and city-states as well as the proliferation of less hierarchical chiefdoms and “stateless” societies. Another major theme of Africa’s history in this period is engagement with global trade networks that carried things, people, and ideas across the Sahara Desert and the Atlantic and Indian Oceans. Our period ends with the encroachment of European colonial rule throughout the continent at the close of the nineteenth century. Many of the modern myths about Africa and Africans emerged in this period, and one of our major goals will be to challenge lingering notions that Africa and its peoples are static and unchanging, primitive and simple, and best understood in terms of racial difference.

Student Responsibilities
I expect you to conduct yourself with professionalism, courtesy and respect in all interactions (whether in person or online) with one another and with me. This means you should:

- Plan to attend all class meetings and come prepared to participate in classroom activities.
- Our classroom time may include in-class activities involving short ungraded writing assignments that I will collect, so please have paper and pen/pencil on hand.
- This should go without saying, but I’ll say it anyway! Do not nap, read the paper, check email, send texts, surf the net, etc. during class. Turn cell phones off or set to vibrate. Use laptops or tablets only for class-related activities—i.e. note taking.

Learning Objectives
Your goal should be to not just earn a “good” grade, but to grow intellectually: to end the quarter better able to knowledgeably engage questions about Africa’s history than at the start of the term, and with improved abilities in the tools of historical knowledge production. In addition to learning new things about African history, you should aim to:
• Strengthen your analytical reading skills by synthesizing content and evaluating interpretations in assigned materials.
• Deepen your mastery of the key tools of persuasive writing: formulating solid arguments, developing analysis and interpretations supported by evidence, and presenting your work in clear, well-organized prose.
• Improve your skills as a productive collaborator—being able to learn with and from others, share ideas, and communicate effectively, especially about sometimes difficult and disturbing topics.

All of the above are invaluable skills that will serve you well in your lives professionally and personally beyond your time here at UW.

Course Requirements & Grading
All assigned reading and viewing materials are provided in Canvas as digital files; you do not need to purchase any books or other materials. Your grade for the course will reflect your work in the five components listed below; more details about the assignments will be provided in Canvas. Please note that you must have a record of engagement in each of the five course components to receive a passing grade.

Concept Map Reflection (5%)
This is an opportunity to take stock of your knowledge, understanding, and ideas about Africa as you begin the course; you will revisit this assignment for the final project.

Discussion Board Historical Analysis Questions (25%)
Seven weeks during the term, you will post your answer to an “analysis question” focusing on the week’s assigned reading, lectures, and any primary source documents, videos, or other materials used that week and respond substantively to at least one classmate’s post in the Discussion Board. Length requirements will vary but will never exceed 3 paragraphs. Questions will be posted in Canvas at the start of the week and due the following Sunday. Your lowest 2 of 7 grades will be dropped in final course grade calculations.

Annotate & Discuss Assignments in Hypothesis (25%)
Nine weeks during the term, you will contribute to a group discussion of some or all of the week’s assigned reading using the Hypothesis collaborative annotation tool (it is embedded in Canvas and you do not need to create an account or take any additional steps to access or use the app). Your task for these assignments will be to make at least 2 annotation comments and at least 2 replies to a classmate’s annotation comments. These will be graded on a complete/incomplete basis.

Short Essay (15%)
You will write one short essay focusing on units I & II of the course (weeks 1-4). The essay question will be posted in week 4 and your essay will be due Friday, May 6.

Final Project (30%)
In place of a final exam, you will produce a final project in one of three formats of your choosing: you may write an essay (8 pages); record a scripted audio podcast (15 minutes); or record a narrated slide presentation (15 minutes). Whatever format you choose, your task will be
to revisit the Concept Map exercise you completed in Week 1 and develop an analysis of the three themes or topics you regard as most important for understanding of Africa in the era of the Atlantic slave trade. Please note that you must produce a piece of writing regardless of the format you choose—podcasts and slide presentations must be accompanied by a written script. Your final projects are due Wednesday, June 8.

**COURSE CALENDAR**

**UNIT I (WEEKS 1-2): AFRICA & THE IDEA OF HISTORY**

**Week 1**
- **Tu March 29:** No Class Meeting. Complete Concept Map Exercise by Thursday
- **Th March 31:** Introduction and Overview

**Read:**

**Annotate/Discuss:**
- Robert O. Collins and James M. Burns, "The Historical Geography of Africa," in *A History of Sub-Saharan Africa* (New York: Cambridge University Press, 2007), 7-22

**Week 2**
- **Tu April 5:** Visualizing the Continent’s Physical Geography
- **Wed April 6:** Extra Credit: Ato Quayson Lecture, 7pm, Kane 210
- **Th April 7:** Africa’s Past as a Subject of History

**Read:**

**UNIT II (WEEKS 3-4): AFRICA AT THE START OF THE 2nd MILLENIUM CE (c. 1000)**

**Week 3**
- **Tu April 12:** Swahili Societies on the East African Coast: Words as Keys to the Past
- **Th April 14:** Is Swahili Language and Culture African, Arabic, or Both?
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<tr>
<th>Date</th>
<th>Activity</th>
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<tbody>
<tr>
<td>Sun April 17</td>
<td>Analysis Question Discussion Board Post &amp; Reply due by 11:59pm</td>
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<tr>
<td><strong>Week 4</strong></td>
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<tr>
<td>Tu April 19</td>
<td>Islam, Trans-Saharan Trade, and West African States</td>
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<td>Th April 21</td>
<td>Putting the “Land of the Blacks” on the European Map of the World</td>
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<td>Note</td>
<td>Question for short essay due Fri May 6 will be posted this week</td>
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**UNIT III (WEEKS 5-7): AFRICA & EUROPEAN OVERSEAS COLONIZING (c. 1450 - c. 1800)**

**Week 5**
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<td>Tu April 26</td>
<td>Slavery in Premodern Africa</td>
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<td>Th April 28</td>
<td>Afro-Portuguese Relations in the 15th-16th Centuries CE</td>
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<tr>
<td>Sun May 1</td>
<td>Analysis Question Discussion Board Post &amp; Reply due by 11:59pm</td>
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**Week 6**
Tu May 3: The Transatlantic Slave Trade and its Transformation of Slavery

Th May 5: The Impact of the Transatlantic Slave Trade on African Societies

Fri May 6: **Short Essay due by 11:59pm**

Sun May 8: Analysis Question Discussion Board Post & Reply due by 11:59pm


Annotate/Discuss: Smallwood, "The Living Dead aboard the Slave Ship at Sea," in *Saltwater Slavery*, 122-152

Read: Olaudah Equiano, *The Interesting Narrative and Other Writings* (1789; New York: Penguin Classics, 2003), 46-61

Week 7
Tu May 10: European Colonizing in Southern Africa in the 17th Century CE

Th May 12: The Dutch Cape Colony (South Africa) in the 18th Century CE

Sun May 15: Analysis Question Discussion Board Post & Reply due by 11:59pm


UNIT IV (WEEKS 8-10):
AFRICA & MODERN WESTERN IMPERIALISM (c. 1800 - c. 1900)

Week 8
Tu May 17: Europe’s Slave Trade Abolition and the Shift to “Legitimate Commerce”

Th May 19: Europe’s Invention of “Dark Africa”

Sun May 22: Analysis Question Discussion Board Post & Reply due by 11:59pm


**Week 9**

Tu May 24: The Zulu Kingdom and European Settler Colonialism in Southern Africa in the early 19th Century

Th May 26: Expanding Frontiers of Slavery and Slave Trading in East/Northeast Africa in the 19th Century

Sun May 29: Analysis Question Discussion Board Post & Reply due by 11:59pm


Marcia Wright, “Prelude to Texts and Contexts” and “Grandmother Narwimba,” in *Strategies of Slaves & Women: Life-Stories From East/central Africa* (New York: Lilian Barber Press, 1993, 21-45 and 47-57

**Week 10**

Tu May 31: Toward the “Scramble” for Africa: New Incentives for Colonization and European Rivalries in the Late 19th Century

Th June 2: Africa Partitioned

Sun June 5: Analysis Question Discussion Board Post & Reply due by 11:59pm


DEPARTMENT OF HISTORY
UNIVERSITY OF WASHINGTON

Spring 2022 – Covid-19 Expectations and Recommendations

- Masking is strongly recommended indoors, but not required, for the first two weeks of the quarter, regardless of vaccination status.
- Masking is recommended indoors, but not required, for the remainder of spring quarter, regardless of vaccination status.
- FAQ for students on Covid: https://www.washington.edu/coronavirus/student-faq/
- Everyone is required to be fully vaccinated unless they have approved medical or religious exception.
- Avoid drinking or eating during in-person class meetings. If in need of food or drink, student should step outside the classroom.
- Enroll in the Husky Coronavirus Testing Program to help monitor symptoms and get access to Covid-19 tests on UW campuses. For testing in other locations, please, see the WA Department of Health website.
- If you have tested positive to Covid-19 or had close contact exposure notify UW COVID-19 Response and Prevention Team at covidehc@uw.edu or 206-616-3344. Also, notify instructor to arrange make-up assignments or deadline extensions. Information is confidential however instructor may decide immediately to change class format to limit spread.
- Enroll in Washington Exposure Notifications – WA Notify, a free tool for smartphones that alerts users if they have been exposed to Covid-19.

Student Resources in Times of Need

We understand that the COVID-19 pandemic will cause emotional and financial strain on our students. We are here to assist you as you navigate this crisis, from adapting to an online learning environment to applying for emergency financial assistance. We have compiled a list of helpful resources, and we encourage you to reach out to our advisors, to your instructors, and to your peers for additional support. https://history.washington.edu/student-resources-times-need
Plagiarism and Incompletes

Plagiarism
Plagiarism is defined as the use of creations, ideas or words of publicly available work without formally acknowledging the author or source through appropriate use of quotation marks, references, and the like. Along with the University of Washington, the History Department takes plagiarism very seriously. Plagiarism may lead to disciplinary action by the University against the student who submitted the work. Any student who is uncertain whether their use of the work of others constitutes plagiarism should consult the course instructor for guidance before submitting coursework.

Incompletes
An incomplete is given only when the student has been in attendance and has done satisfactory work until within two weeks of the end of the quarter and has furnished proof satisfactory to the instructor that the work cannot be completed because of illness or other circumstances beyond the student's control.

Grading Procedures
Except in case of error, no instructor may change a grade that they have turned in to the Registrar. Grades cannot be changed after a degree has been granted.

Grade Appeal Procedure
A student who believes they have been improperly graded must first discuss the matter with the instructor. If the student is not satisfied with the instructor's explanation, the student, no later than ten days after their discussion with the instructor, may submit a written appeal to the Chair of the History Department with a copy of the appeal also sent to the instructor. Within 10 calendar days, the Chair consults with the instructor to ensure that the evaluation of the student's performance has not been arbitrary or capricious. Should the Chair believe the instructor’s conduct to be arbitrary or capricious and the instructor declines to revise the grade, the Chair, with the approval of the voting members of their faculty, shall appoint an appropriate member, or members, of the faculty of the History Department to evaluate the performance of the student and assign a grade. The Dean and Provost should be informed of this action. Once a student submits a written appeal, this document and all subsequent actions on this appeal are recorded in written form for deposit in a History Department file.

Sexual Harassment
Sexual harassment is defined as the use of one’s authority or power, either explicitly or implicitly, to coerce another into unwanted sexual relations or to punish another for their refusal to engage in sexual acts. It is also defined as the creation by a member of the University community of an intimidating, hostile, or offensive working or educational environment through verbal or physical conduct of a sexual nature. If you are being harassed, seek help—the earlier the better. You may speak with your instructor, your teaching assistant, History Undergraduate Advising, the Department’s Director of Academic Services (Smith 315A) or the Chair of the Department (Smith 308). In addition, the Office of the Ombud (206 543-6028) is a University resource for all students, faculty and staff. Community Standards and Student Conduct Office (cssc@uw.edu) is a resource for students.

Equal Opportunity
The University of Washington reaffirms its policy of equal opportunity regardless of race, color, creed, religion, national origin, sex, sexual orientation, age, marital status, disability, or status as a disabled veteran or Vietnam-era veteran. This policy applies to all programs and facilities, including, but not limited to, admissions, educational programs, employment, and patient and hospital services.

Religious Accommodations
Washington state law requires that UW develop a policy for accommodation of student absences or significant hardship due to reasons of faith or conscience, or for organized religious activities. The UW’s policy, including more information about how to request an accommodation, is available at Religious Accommodations Policy (https://registrar.washington.edu/staffandfaculty/religious-accommodations-policy/). Accommodations must be requested within
the first two weeks of this course using the Religious Accommodations Request form (https://registrar.washington.edu/students/religious-accommodations-request/).

Access and Accommodations

Your experience in this class is important to us. If you have already established accommodations with Disability Resources for Students (DRS), please communicate your approved accommodations to us at your earliest convenience so we can discuss your needs in this course.

If you have not yet established services through DRS, but have a temporary health condition or permanent disability that requires accommodations (conditions include but not limited to; mental health, attention-related, learning, vision, hearing, physical or health impacts), you are welcome to contact DRS at 206-543-8924 or uwdrs@uw.edu or disability.uw.edu. DRS offers resources and coordinates reasonable accommodations for students with disabilities and/or temporary health conditions. Reasonable accommodations are established through an interactive process between you, your instructor(s) and DRS. It is the policy and practice of the University of Washington to create inclusive and accessible learning environments consistent with federal and state law.

Department of History Diversity Committee

The Department of History Diversity Committee initiates and facilitates an ongoing conversation about diversity, proposes measures to address institutional disparities, and also serves as a confidential resource for students, staff, and faculty who have concerns related to climate and diversity. Any member of the department's learning and working community may contact the committee with concerns and questions. https://history.washington.edu/diversity-resources

Standards of Conduct and Academic Integrity: (see WAC 478-121-020)

The following abilities and behavioral expectations complement the UW Student Conduct Code. All students need to demonstrate the following behaviors and abilities: Communication: All students must communicate effectively with other students, faculty, staff, and other professionals within the Department of History. Students must attempt to express ideas and feelings clearly and demonstrate a willingness and ability to give and receive feedback. All students must be able to reason, analyze, integrate, synthesize, and evaluate in the context of the class. Students must be able to evaluate and apply information and engage in critical thinking in the classroom and professional setting. Behavioral/Emotional: Students must demonstrate the emotional maturity required for the adequate utilization of intellectual abilities, the exercise of sound judgment, and the timely completion of responsibilities in the class. Further, students must be able to maintain mature, sensitive, and effective relationships with students, faculty, staff, and other professionals while engaging in the class and within the History Department. Students must have the emotional stability to function effectively in the classroom.

Students must be able and willing to examine and change behaviors when they interfere with productive individual or team relationships. Problematic behavior documented: Problematic behavior will be documented by the Department and if deemed appropriate forwarded on to Community Standards and Student Conduct. If a pattern of behavior or a single, serious lapse in the behavioral expectations becomes evident, the steps below will be followed so that the student is apprised of a warning indicating that the student’s continuation in the class and/or major is in jeopardy. The student’s instructor and/or appropriate program advisor or teaching assistant will document, either verbally or in writing, the concerning behavior and notify the student that they are receiving a warning. Notification of the warning will be forwarded on to the Chair of the Department and Student Conduct and Community Standards via email or in hard copy. The warning identifies what the concerning behavior was and that any further disruptions or concerning incidents will result in the student being asked to leave the class. When incidents occur that represent a significant impact to the program or its participants, students may be asked to leave immediately without prior warning.

Safety and Evacuation

Evacuation routes are posted throughout the building. In case of a fire, please evacuate and go to the evacuation assembly point, locations of which are posted on building walls. In case of a power outage or earthquake, please stay where you are and, for the latter, protect your head and neck. Students with disabilities which could impair evacuation should notify the instructor early in the quarter so accommodations can be made.
Concerns about a course, an instructor, or a teaching assistant

Instructors
If you have any concerns about the course or the instructor in charge of the course, please see the instructor about these concerns as soon as possible. If you are not comfortable talking with the instructor or not satisfied with the response that you receive, contact the History Department’s Director of Academic Services, Tracy Maschman Morrissey, in Smith 315A. If you are not satisfied with the response that you receive from Tracy, make an appointment with the Assistant to the Chair in Smith 308B to speak with the Chair.

TAs
If you have any concerns about the teaching assistant, please see them about these concerns as soon as possible. If you are not comfortable talking with the teaching assistant or not satisfied with the response that you receive, contact the instructor in charge of the course. If you are not satisfied with the response that you receive, you may follow the procedure previously outlined, or contact the Graduate School in G-1 Communications.

Rev. March 25, 2022