

Slavery and Colonialism in the African Diaspora

HIST 269A/LIT 295A

Spring 2022

MWF 9:00 AM – 12:00 PM

Huntley 327

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Office Hours: By appointment

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Course Description

The histories, politics, and cultures of various regions have given shape to the global African diaspora, at times producing continuities and at others, points of departure. Two constants, however, are the prevalence of colonialism and slavery, particularly in Africa and the Caribbean. This class will examine the impacts that colonialism and slavery have had on colonized peoples, as well as the linkages between African and Caribbean history, by traveling to Barbados, a former British colony. Particular points for consideration include enslavement in the Caribbean, decolonization, post-colonialism, and contemporary legacies of colonialism and slavery, including movements for reparations.

Learning Objectives

- Identify the historical processes that contributed to the spread of slavery and colonialism throughout the African Diaspora
- Analyze the legacies of slavery and colonialism in Africa and the Caribbean
- Develop familiarity with decolonial movements in Africa and the Caribbean
- Use interdisciplinary methods such as literary analysis and the digital humanities to examine the 20th and 21st century impacts of slavery and colonialism

Course Format

This course will rely heavily upon student discussion, engagement with assigned readings, and participation in various outings. You can expect to read a combination of primary and secondary sources; to listen to lectures/panels featuring several guests; and to visit historical and cultural sites in Barbados.

Travel

While in Barbados, we will have the opportunity to learn from faculty members at the University of the West Indies. We will go on a tour to various historical and cultural sites. Additional lecturers include Dr. Tonya Haynes and Dr. Janeille Matthews, who will speak with us about decolonial Caribbean feminisms, and colonialism's impact on legal systems in the Caribbean. Our excursions will include but are not limited to the following locations:

- [Jubilee Gardens](#)
- [The Blackwood's Screw Dock](#)
- [Emancipation Statue](#)
- [Newton Slave Burial Ground](#)
- [Foursquare Rum Distillery and Heritage Park](#)
- [Barbados Museum and Historical Society](#)
- [George Washington House and Tunnel Tour](#)
- [St. Nicholas Abbey](#)

Travel dates are April 26 – May 10.

Required Texts

The following textbooks are required for this class and are available at the bookstore.

- Hilary Beckles, *The First Black Slave Society: Britain's Barbarity Time in Barbados, 1636-1876*
- Aimé Césaire, *Discourse on Colonialism*

All other required texts will be available as a handout, on Canvas, or as an e-book on the library website. Films may occasionally be required. While some may be available on YouTube, you may occasionally need to watch it through a paid service (i.e. Netflix or rent it on Amazon Prime for \$3.99).

Academic Misconduct

All students are expected to abide by the Honor System. Instances of academic misconduct may result in failing the assignment. Academic misconduct includes but is not limited to: aiding and abetting academic misconduct; cheating; fabrication; plagiarism; and violating ethical or professional standards. For further information, see <https://my.wlu.edu/executive-committee/the-honor-system/plagiarism/plagiarism-pamphlet>.

Disability Resources

We are committed to ensuring equitable access to course content for all students. Reasonable accommodations are available for students with disabilities. Contact Lauren Kozak, Title IX Coordinator and Director of Disability Resources, at kozakl@wlu.edu or 540-458-4055 to confidentially discuss your individual needs and the accommodation process. More information can be found at <https://www.wlu.edu/disability-accommodations/undergraduate-accommodations>.

If you have already been approved for accommodations, please meet with one of us within the first two days of the term so we can develop an implementation plan together. It is important to meet as early in the term as possible; this will ensure that your accommodations are implemented early on. If you have accommodations for test-taking, please remember that arrangements must be made at least a week before the date of the test or exam.

Attendance

Class attendance is mandatory. It is imperative that you prepare for each class by completing the required readings and by arriving **on time**. We will adhere strictly to our schedule. Tardiness and absences for reasons other than illness or family emergencies (such as sleeping in, sight-seeing, going to the beach, etc.) will affect your overall performance in the course. Your final grade in the course will be deducted by 1/3 of a letter grade for each unexcused absence.

Evaluation of Students

Class Participation (30%)

Analytical Essay (20%)

StoryMap (20%)

Final Paper (30%)

Class Participation (30%)

Students will be placed into small groups that will meet for recurring discussions. All students are expected to contribute to discussion consistently. In order to do so, you **must** come to class having completed the assigned readings/viewings. Additionally, you are required to be an active participant in all outings (i.e. museum visits) and to be engaged when we have guest speakers.

Analytical Essay (20%)

At the conclusion of week one, a 3-5 page paper describing the relationship between slavery and colonialism is due. This paper must cite at least 3 peer-reviewed sources. Drawing on our excursions, readings, discussions, and your own personal discoveries thus far, what linkages, continuities, disjunctions, etc. you have noticed between these two historically seismic processes in the lives of Caribbean peoples? How is slavery different from colonialism? How are the two similar? This assignment is due by **noon on Sunday, May 1**.

StoryMap (20%)

While we are in Barbados, create a StoryMap of at least 10 different locations using the StoryMap JS website. The locations that you select are up to you. They can be from our group excursions or from anywhere you go in your free time. Each marker on your map should include 1-2 pictures and a brief annotation. In addition, write a 2-3 page reflection tying your StoryMap together that highlights how your experiences in these locations influence your understanding of slavery and colonialism in the African diaspora. They should also discuss how our outings have impacted your understanding of history, literature, and Africana Studies. This assignment is due by **noon on Friday, May 6**.

A sample StoryMap is available [here](#). Instructions for how to create your StoryMap are below.

- 1) Set up an account on <https://storymap.knightlab.com>. This will allow you to save your work, edit it, and share it.

- 2) Enter the exact latitude and longitude of the markers you want to include. You can use the Maps app on your phone to drop a pin and find the coordinates of a location. If you are including a readily identifiable location in your StoryMap, like a museum, you can find the coordinates easily on Google Maps.
- 3) Upload 1-2 pictures as the featured photo and/or background photo for each slide. We encourage you to take pictures of various historical and cultural sites as we travel through Barbados so that you can include them in your StoryMap. You can also enter an image URL if a photo of your site is available online.
- 4) Write your headline and annotation. The headline should state the name of the location you are writing about. The annotation should be around one paragraph long and highlight the significance of the location. Do not simply summarize what a location is (i.e. This is a museum.) Instead, explain what you learned or what insights you gained at each location. (i.e. This is a museum that shed light on 3 particular themes, A, B, and C. A, B, and C are concepts that show us XYZ.) To facilitate this assignment, students are urged to keep a daily journal of their experiences and observations, which then becomes the raw material for the StoryMap annotations and the reflection paper. Make sure that you keep track of which location coordinates go with your notes.
- 5) Consider how crafting a narrative through a map is different from crafting a narrative in an essay. The rhetoric of a website and the way that you present information in this format is not identical to the rhetoric of a paper. What do pictures and maps offer us that traditional papers are unable to capture? We encourage you to use this as an opportunity for creative expression.

Final Paper (30%)

Write a 5-7 page paper analyzing how slavery impacted Barbados *or* another region significant to the African diaspora during the twentieth century and in the present day. This paper should cite at least three peer-reviewed sources. You may draw on your experiences in Barbados, but the paper should primarily draw on scholarly sources to evaluate how the legacies of slavery and colonialism are manifested in the country. This assignment is due by **11:59 PM on Saturday, May 21.**

Grading Scale

A	93-100	B-	80-82	D+	67-69
A-	90-92	C+	77-79	D	60-66
B+	87-89	C	73-76	F	0-59
B	83-86	C-	70-72		

We reserve the right to edit this syllabus. In the event of any changes, we will notify you in a timely manner.

READING SCHEDULE

Week 1: Slavery and Colonialism in Barbados

Wednesday 4/27

- Centre for the Study of the Legacies of British Slavery, “[Sunbury](#)”
- Carol J. Williams, “[Barbados Starts to Revisit its Grim Past](#)”
- Hilary Beckles, *The First Black Slave Society: Britain’s Barbarity Time in Barbados, 1636-1876*, Introduction, Chapters 1-2, pg. 1-29
- Marisa Fuentes, *Dispossessed Lives: Enslaved Women, Violence, and the Archive*, Introduction, pg. 1-12 (e-book on library website)
- Paule Marshall, “[To Da-Duh, in Memoriam](#)”

Thursday 4/28

- Glenville Lovell, *Fire in the Canes* (whole book)

Friday 4/29

- Beckles, Chapters 11-12, pg. 123-150

Week 2: Slavery and Colonialism in the Caribbean

Sunday 5/1 – PAPER DUE BY NOON

Monday 5/2

- Mayotte Capécia, *I Am a Martinican Woman*
- Fuentes, Chapter 4, pg. 100-123 (e-book)
- Claudia Joseph and Flora Drury, “[Benedict Cumberbatch’s Slave Owning Ancestors](#)”
- Esther Phillips, “[Ready for Reparations?](#)”
- Esther Phillips, “[Pay Up, Mr. Drax \(Part 1\)](#)”

Tuesday 5/3

- C.L.R. James, [Black Jacobins excerpt](#)
- [Egalité for All: Toussaint Louverture and the Haitian Revolution](#) (documentary)
- Yanick Lahens, “The Survivors,” pg. 157-79 (in *Border Crossings: A trilingual Anthology of Caribbean Women Writers*, ed. Nicole Roberts and Elizabeth Walcott-Hackshaw, University of the West Indies Press, 2011)

Thursday 5/5

- Robin Kelley, *Discourse on Colonialism*, “A Poetics of Anticolonialism,” pg. 7-28

- Aimé Césaire, *Discourse on Colonialism*, pg. 29-78

Friday 5/6 - MAPPING ASSIGNMENT DUE BY NOON

Week 3: Colonialism's Afterlives (on campus)

Wednesday 5/11 – NO CLASS

Friday 5/13

- Walter Rodney, *How Europe Underdeveloped Africa*, Chapter 3, excerpts of Chapter 6
- Eric Williams, *Capitalism and Slavery*, Chapter 3, pg. 39-66 (e-book on library website)

Week 4: Decolonization and Post-Colonialism

Monday 5/16

- Frantz Fanon, *Wretched of the Earth*, “On Violence”
- L.S. Senghor, “Negritude: A Humanism of the Twentieth Century” (in *The African Reader*, eds. W. Carney, & M. Kilson, New York: Vintage Books, 1970)

Wednesday 5/18

- Euzhan Palcy, *Sugar Cane Alley* (film available online and in Leyburn)

Friday 5/20

- Frantz Fanon, *Black Skin, White Masks*, excerpts
- Ana Lucia Araujo, *Reparations for Slavery and the Slave Trade: A Transnational and Comparative History*, Introduction, Chapter 5, Epilogue, pg. 1-9, 153-184

Saturday 5/21 – FINAL PAPER DUE BY 11:59 PM