Africa through the Era of the Slave Trade

HIST 3318
MW 12:30 – 1:50
Pafford 204

Contact Information & Office Hours:
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Course Objectives:
- Explore formation of Sub-Saharan African societies from 9,000 BCE to early 20th Century
- Examine integration of African societies into global economy through expansion of trade in natural resources, luxury commodities, and human beings
- Develop a greater understanding of slave trades in Africa and an appreciation of the cultural links between Africa and other parts of the world
- Evaluate religious beliefs, political systems, gender and generational relations, and art and architecture in pre-colonial African societies
- Develop a clear understanding of the complex interactions among African societies and global economic, political, and cultural forces
- Investigate historical research methods in the absence of written sources
- Examine and critically analyze primary sources and historical documents
Course Organization:

- This course is organized regionally. We will cover the history of West Africa, East/Central Africa, and Southern Africa in turn. Each unit will run from prehistoric times to the early 20th century.
- Each class will begin with a 30 minute discussion of the assigned reading and will be followed by a 1-hour lecture of new material.

Required Texts:


All books are available for purchase in the bookstore. Used copies are also widely available on amazon and half.com. Many of these books are also available as e-books. Copies of the books are also available on reserve at the Library circulation desk. Additional readings will be available on Course Den.

Assignments:

**Daily Reading:** You are expected to complete the assigned reading for each class. Come to class prepared to discuss the daily reading.
**Reaction Papers:** There will be four reaction papers due over the course of the semester for each of the books we will read during class. Response papers should:

- Be 3-4 pages in length
- Respond to a specific question or topic on the reading.
- Be analytical considerations of a theme or question, not book reports or whether or not you liked the book.
- Clearly identify the thesis statement and topic sentences
- Not provide background information or a synopsis.
- Judiciously use quotes from the book and other class readings to support your argument.
- Be written in the third person

**Reaction Papers are due in the course den drop-box by 12:00 pm on the following dates:**

- *Sundiata* - Wednesday, Sept. 10
- *Abina and the Important Men* – Wednesday, October 1
- *Paradise* – Wednesday, November 5
- *Mhudi* – Wednesday, Dec. 3

**Primary Source Analysis & Introduction:** Students will sign up to analyze and introduce 1-2 primary sources over the course of the semester. Students should turn in a 1-page hardcopy source analysis in class the day we discuss their source(s). Students will then provide a brief (2 min) in-class introduction to the source about who wrote it, when and why they wrote it, and what is most significant about it.
Source Analyses should be short essays exploring the following questions:

- The author – who produced the source?
- The date & Circumstances – when was the source produced? What were the circumstances of its production?
- Why – why was this source produced? What was its purpose and who was its intended audience?
- Trustworthiness – What biases might impact the source? How credible is the information?
- Reading against the grain – What information does the source reveal that may not have been intended?
- Significance – Why is this source historically significant or valuable?

**Maps:** There will be three sets of maps due over the course of the semester, relating to the political and geographical features of each region of the continent. Maps will be due in class **September 15, October 27, and November 17.**

**Exams:** There will be **two exams** over the course of the semester – an in-class midterm and a non-cumulative final exam. These exams will consist of short answer identifications, short answer questions, and essay questions. You will need blue books for both exams. The midterm is **Monday October 13** and the final exam is **Wednesday, December 10** at 11am.
Policies

Participation & Attendance: This course is a mixture of lecture and discussion, both of which require your presence in class and your participation. You are permitted two absences, except under extenuating circumstances.

- Exceeding two absences will negatively impact your grade.
- Please let me know ahead of time if you know you will be absent.
- You are responsible for all missed work.
- I do not give out lecture notes.
- I will be happy to meet with you to discuss anything about which you have questions.

Late Work: Except under extenuating circumstances, I do not give extensions on assignments. Late work will be penalized 1/3 of a letter grade for each 12 hour period it is late. All assignments must be completed to pass the class.

Re-scheduling: I do not reschedule quizzes or exams unless you have a legitimate need. Quizzes and exams should be rescheduled BEFORE the exam date. Make-up quizzes and tests after the set date will only be given in extreme circumstances.

Technology: Using your phone in class is not acceptable. Computers should be used to take notes and look at readings on Course Den. Surfing, chatting, shopping, and doing work for other classes are not acceptable and may result in the loss of your privilege of using your computer in class.

UWG Email Policy: University of West Georgia students are provided a MyUWG e-mail account. The University considers this account to be an official means of communication between the University and the student. The purpose of the
official use of the student e-mail account is to provide an effective means of communicating important university related information to UWG students in a timely manner. **It is your responsibility to check your email.**

**Email:** Please only email me in Course Den.

**Assignments** – All assignments should be turned in as **word .doc or .docx** attachments on Course Den, if possible

**Pledging & Honor Code:** All work must be pledged with a statement at the top affirming that you have abided by the honor code. The UWG Honor Code is in force at all times.

- All work must be completely original, correctly cited, and pledged.
- Work produced for other courses may not be turned in for credit in this course.
- Each student is responsible for understanding the nature of, and rules regarding, plagiarism. As an academic offense, plagiarism is plagiarism, regardless of whether or not it was “intended.”
- **Plagiarism will result in a failing grade for the course.**

**Grading:** All work is graded according to the following criteria:

- **Thesis** – Does your work have a clear thesis statement in the introductory paragraph which clearly and succinctly explains a) your argument b) the significance of your argument c) the way you are going to support your argument?
- **Analysis & Argumentation** – How are you interpreting and combining information to reach new and insightful conclusions? How clearly and effectively are you laying out your argument to create a cogent paper?
• **Source Use** – How effectively are you using examples, quotes, and arguments from the various readings to support your point?

• **Writing Style** – Are you a clear and concise writer? Does your writing support your argument or does it hinder it?

• **Spelling & grammar** – Spelling and grammar always count. You should always avoid passive voice, sentence fragments, run-on sentences, contractions, and ending sentences or clauses with prepositions.
  
  o **Contractions will each result in 1 point off final grade**

• **Formatting** – All papers should have/be:
  
  o A heading with your name, date, and assignment at the top
  
  o A Title
  
  o A pledge
  
  o Page numbers
  
  o Use Times New Roman 12 point font throughout
  
  o Double spaced with 1-inch margins

• **Notation** – All work should be properly cited using **Chicago-style footnotes or endnotes**.

**Grade Review:**

• I do not discuss grades within **48 hours** of returning assignments

• **I do not change grades** except in cases of a mathematical error – **NO EXCEPTIONS**

• It is against university policy to discuss grades via email. If you would like to discuss your grades, please come by my office hours
Grade Distribution

- 4 Response papers (40% - 10% each)
- 2 Exams (30% - 15% each)
- Participation (15%)
- Primary Source Analysis & Introduction (5%)
- 3 Maps (10% - 3.33% each)

SCHEDULE

Unit 1 – West Africa

Aug 25 – Intro to Course & Roots of African Civilizations

Aug 27 – The Iron Age & Agricultural Revolution

- Homework:
  - Reader - Ch. 16 – The Beginnings of Agriculture
  - Reader – Ch. 17 – Renewable Resources
  - Reader - Ch. 18 – The Pastoral Scene
  - Reader - Ch. 19 – The Impact of Iron

Sept. 3 – The Commercial Revolution

- Homework:
  - Reader - Ch. 23 – Cities without citadels
  - Reader – Ch. 26 – The Implications of Trade
Sept. 8 – Early Empires in Western Sudan

- Homework
  - Ibn Battuta – Mali 1352 (Collins, p. 14)
  - Malfante – Tawat and the Western Sudan Trade, 1447 (Collins, p. 16)
  - Leo Africanus – the Western Sudan in the Sixteenth Century, 1526 (Collins, p. 32)
  - Al-Sadi – Songhai and the Moroccan Invasion, 1591 (Collins, p. 63)

Sept. 10 – Sundiata

- **DUE:** Niane, *Sundiata: An Epic of Old Mali*

  **Response Paper 1 Due**

Sept. 15 – Expanding Trade Routes

- Homework:
  - Reader Ch. 27 – Outposts and Inroads
  - Jones – Trading States of the Oil Rivers (Course Den)
  - Gomes de Azurara – The Discovery of Guinea, 1435 (Collins, p. 20)
  - Imam Ahmad ibn Fartuwa – Idris Alamwa and the Kanem Wars, 1602 (Collins, p. 74)
Sept. 17 – Slavery in West African Societies

- Homework:
  - Reader Ch. 28 – Merrie Africa
  - Reader Ch. 31 – I Speak of Africa and Golden Joys
  - Reader Ch. 32 – Portuguese Initiatives
  - Rodney – African Slavery on the Upper Guinea Coast (Course Den)
  - Fage – Slavery in West African History (Course Den)

Sept 22– The Atlantic Slave Trade in West Africa

- Homework:
  - Reader Ch. 36 – The Atlantic Slave Trade
  - Reader Ch. 37 - African Slave Traders
  - Reader ch. 38 – Africa Transformed
  - William Snelgrave – The Slaves Mutiny, 1730 (Collins, p. 128)
  - Honestus – A Defense of the African Slave Trade
    (Collins, p. 135)

Sept. 24–Slave State Complex and West African Empires

- Homework:
  - Jean Barbot – Benin, 1680 (Collins, p. 115)
  - Archibald Dalzel – Dahomey and its Neighbors, 1793
    (Collins, p. 143)
  - Mungo Park – The Niger at Segu, 1796 (Collins, p. 148)
  - Hugh Crow – Bonny, 1800 (Collins, p. 161)
Sept. 29 – Legitimate Commerce

- Reader – Ch. 39 - The Aftermath
- T.F. Buxton – The Principles of Abolition, 1840 (Collins, p. 228)
- Theodore Canot – Slaving in Liberia, 1850 (Collins, p. 233)

Oct. 1 – Abinah

- Getz & Clarke, *Abinah and the Important Men*

**Response 2 Due**

Oct. 6 – Islamic Revolutions in the Sahel

- Hiskett – The Sword of Truth (Course Den)
- Abd Allah bin Muhammad – The Hijra and Holy War of Sheik Uthman dan Fodio, 1804 (Collins, p. 166)
- Al-Kanami – The Case against the Jihad, 1813 (Collins, p. 172)
- Major Dixon Denham – Bornu and Shaykh al-Kanami (Collins, p. 188)

Unit 2 – Central/East Africa

Oct. 8 – Early Indian Ocean Trade

- Reader – Ch. 21 – The Periplus of the Erythraean Sea
- Collins – The Asian Slave Trade (Course Den)
- Periplus of the Erythraean Sea (Collins, 1)
- Cosmas Indicopleustes – Trade in Ethiopia, 547 (Collins, 2)
Oct. 13 – Exam 1

Oct. 15 – The Swahili Coast

- Ibn Battuta – The East African Coast 1331 (Collins, p. 8)
- Duarte Barbosa – The East Coast of Africa at the Beginning of the 16th century, 1526 (Collins, p. 37)
- Joao dos Santos – The Wazimba, 1590 (Collins, p. 55)
- Gaspar Bocarro – From Tete to Kilwa, 1616 (Collins, p. 89)

Oct. 20 – Interlacustrine Communities

- Reader – Ch. 29 – Bananas and Cattle
- Wrigley – State Formation in Uganda (Course Den)
- Musisi – Women and State Formation in Buganda (Course Den)
- AC Gamito – The Maravi, 1831 (Collins, p. 209)
- John Hanning Speke – Unyamwezi and Buganda, 1862
- (Collins, p. 252)
- Georg Schweinfurth – King Munza, 1871 (Collins, p. 257)

Oct. 22 – Kingdoms of the Savanna

- Reader - Ch. 30 – Cattle and Gold
- Vansina – Kingdoms of the Savanna (Course Den)
- Reefe – The Luba-Lunda Empire (Course Den)
- Manuel de Faria – The Kingdom of Monomotapa (Collins, p. 109)
- Antonio Suarez – Conversion of the Monomotapa (Collins, p. 113)
- Father Pinto – The Kingdom of the Kazembe, 1799 (Collins, p. 151)
- PJ Baptista – The Kazembe, 1806 (Collins, p. 169)
Oct. 27 – Kongo & Portugal

- Rui de Aguiar – King Affonso I, 1526 (Collins, p. 25)
- Andrew Battell – The Jaga, 1568 (Collins, p. 44)
- Pigafetta & Lopez – Paulo Diaz de Novais in Angola, 1571
  (Collins, p. 53)
- Alvare II & Alvare III – Relations between the Kingdom of Congo and the Papacy (Collins, 84)
- Giovanni Cavazzi – Queen Ana Nzinga, 1654 (Collins, p. 107)

Oct. 29 – Slavery & Slave Trades in Central Africa

- Miers and Kopytoff - Slavery in Africa (Course Den)
- Lovejoy – Transformations in Slavery (Course Den)
- Paul du Chaillu – Trade in Gabon, 1859 (Collins, p. 242)
- Charles Livingstone – The Prazeros, 1859 (Collins, p. 248)

Nov. 3 – European Incursions

- Ernest Linant de Bellefonds – King Mutesa I, 1875 (Collins, p. 270)
- Edgar Canisius – Rubber Collecting in the Congo, 1885
  (Collins, p. 272)

Nov. 5 – Paradise

- Gurnah, *Paradise*

**Response 3 Due**
Unit 3 – Southern Africa

Nov. 10 – Nguni Kingdoms

- Mbenwana – On God and Ancestors (Course Den)
- Fuze – The Black People and Whence they Came (Course Den)
- Van der Kemp- Among the Xhosa in 1800 (Course Den)

Nov. 12 – Early Dutch Settlement

- Reader ch. 41 - Settlers
- Jan van Riebeeck & Zecharias Wagenaar – Of the Native Tribes of South Africa, 1652 (Collins, p. 96)
- Andrew Sparrman – The Boers, 1776 (Collins, p. 140)
- Thomas Pringle – Boer Meets Bantu, 1820 (Collins, p. 183)

Nov. 17 – British Arrivals

- Reader Ch. 42 – Black and White Frontiers
- John Barrow – The Subjugation of the Eastern Cape Khoekhoe (Course Den)

Nov. 19 – Mfecane

- Reader ch. 43 – Zulu Myths and Reality
- Henry Francis Flynn – Shaka, 1830 (Collins, p. 202)
- Robert Moffat – Mzilikazi, 1840 (Collins, p. 224)
- Omer-Cooper – the Zulu Aftermath (Course Den)
Dec. 1 – Great Treks

- Reader Ch. 44 – The Afrikaners
- Anna Elizabeth Steenkamp – The Great Trek, 1830 (Collins, p. 216)
- Piet Retief – Manifesto (Course Den)
- F. Owen - Dingaan’s Killing of Piet Retief (Course Den)

Dec. 3 – Mhudi

- Plaatje, *Mhudi*

**Response 4 due**

Final Exam – Wednesday, December 10 @ 11:00