



HIST*4100 Africa and the Slave Trades

Fall 2024
Section(s): C01

Department of History
Credit Weight: 1.00

1 Course Details

1.1 Calendar Description

This course will discuss the origins, character, and operation of slavery and the export slave trades in Africa. It will examine the interaction between domestic slavery and the export slave trades, on the one hand, and demographic, political, economic, social and cultural impact on African states and societies, on the other. Other themes to be examined include slave resistance in Africa, and abolition and the introduction of legitimate commerce and their impact on Africa. (H)

Pre-Requisites: 10.00 credits including (1 of HIST*2340, HIST*2960, HIST*3410, HIST*3910)

Restrictions: Restricted to students in the BA Honours program with a minimum of 70% average in all History course attempts.

1.2 Course Description

This course will run as a series of seminars and discussions that examine the nature of slavery and slave trade in Africa before the 19th century. Using select secondary and primary sources, the course will explore key topics and debates in the history and historiography of slavery, the slave trades, and abolition in Africa up until the 19th century. Was slavery and slave trade in Africa of some essential characteristics similar or different from the famous Atlantic slavery? What were the origins of slavery in Africa? How did Islam and Christianity, gender, firearms, and state formation processes, and 19th century European imperialist intrusion impact on and were impacted by slavery and slave trades in Africa before and up to the 19th century. These and other topics will be the subject of our seminar discussions during the semester.

1.3 Timetable

Mondays & Wednesdays:



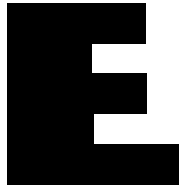
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Venue:



2 Instructional Support

2.1 Instructional Support Team



3 Learning Resources

All the required course materials (journal articles, selected chapters from monographs, and primary source documents/ books) are available to you via the CONTENTS and LINKS icons on CourseLink or otherwise are accessible using the library's OMNI or Google search. You do not need to purchase any of them.

3.1 Required Resources

Paul E. Lovejoy, *Transformations in Slavery. A History of Slavery in Africa*. (Oxford University Press, 2010) (Textbook).

3.2 Recommended Resources

John Thornton, *Africa and Africans in the Making of the Atlantic World* (Cambridge: Cambridge University Press, 1992.) (Textbook)

Claire Robertson and Martin Klein, *Women and slavery in Africa* (Portsmouth: Henieman, 1997) (Textbook)

4 Learning Outcomes

4.1 Course Learning Outcomes

By the end of this course, you should be able to:

- identify and explain the major topics and controversies that constitute the study of the history of slavery and the slave trades in Africa.
- identify key primary and secondary sources relevant to the study of slavery and the slave trades in Africa

- assess the strengths and weaknesses of principal source evidence for the study of slavery and the slave trades in Africa
- use relevant primary source evidence on slavery in Africa in historiographical analysis.
- organize scholarly evidence and effectively present views orally as well as in writing in formal setting and informal discussions (via the seminar presentations, discussions, and a final exam).
- fulfil the role of professional historians by preparing for and writing a final history project requiring a successful search for, selection, and interpretation of relevant primary and secondary source evidence.

5 Teaching and Learning Activities

5.1 Seminar

Sept 9/11	Defining the slave What are the definitions of slavery across space and time? Were the characteristics associated with a slave in Africa different from those of other continents. What deviation or conformity to the definition/s of slavery in the week's assigned texts for this week do you find in the primary source documents?	105 pages
	<ul style="list-style-type: none"> • S. Miers and Igor Kopytoff, “African Slavery as an institution of marginality,” in <i>Slavery in Africa: Historical and Anthropological perspectives</i>. (Madison: University of Wisconsin Press, 1977), pp.1-69. • Claude Meillassoux, “The Anthropology of Slavery: The Womb of Iron and Gold.” In Damian Alan Pargas, and Felicia Roşu. 2018. <i>Critical Readings on Global Slavery</i>. (Leiden: Brill), pp.147-183. 	
Sept 16/18	Physical and conceptual landscape of slavery in Africa	85 pages
	<ul style="list-style-type: none"> • Paul E. Lovejoy, Chapter 1. “Africa and Slavery.” <i>Transformations in Slavery : A History of Slavery in Africa</i>. Vol. 3rd ed. African Studies. New York: Cambridge University Press, 2012. https://doi-org.subzero.lib.uoguelph.ca/10.1017/CBO9781139014946 • Ware, Rudolph T. Chapter 3. “Slavery in Islamic Africa, 1400–1800.” <i>The Cambridge World History of Slavery</i>, vol. 3, (Cambridge University Press, 2011), pp. 47–80. https://doi.org/10.1017/CHOL9780521840682.005. • Nwokeji, G. Ugo. Chapter. 4. “Slavery in Non-Islamic West Africa, 1420–1820.” <i>The Cambridge World History of Slavery</i>, vol. 3, (Cambridge University Press, 2011), pp. 81–110. https://doi.org/10.1017/CHOL9780521840682.006. 	
Sept 23/25	Origins of “African” slavery debate “How” and when did slavery begin in Africa? Did some African societies not know slavery & to what extent was their identification with slavery between the 15th and the 19th century a result of their link with the Atlantic, trans-Saharan and Indian Ocean slave trades? The debate between Fage and Rodney addresses these questions. The Gemery and Hogendorp reading provides a different way,	71 pages

economic model, of looking at the slave trade and helps to contextualize Rodney's and Fage's readings as well as deal with how slaves were "produced".

- Walter Rodney, "African Slavery and Other Forms of Social Oppression on the Upper Guinea Coast in the Context of the Atlantic Slave-Trade," *The Journal of African History*, Vol. 7, No. 3. (1966), pp. 431-443.
- J. D. Fage "Slavery and the Slave Trade in the Context of West African History" *The Journal of African History*, Vol. 10, No. 3 (1969), pp. 393-404.
- Thornton, John. "Slavery and African Social Structure." Chapter 3. In *Africa and Africans in the Making of the Atlantic World, 1400-1800*. (Cambridge: Cambridge University Press, 1998), pp. 72-97.
- Henry A. Gemery; Jan S. Hogendorn, "The Atlantic Slave Trade: A Tentative Economic Model," *The Journal of African History*, Vol. 15, No. 2. (1974), pp. 223-246.

Sept 30/ 2 Oct Arguments about women and slavery in Africa

73
pages

How did slavery and the slave trades affect African women? How valid is the view that African slavery was women slavery? If most slaves in sub-saharan Africa were women, what does that say about the popular literature on slavery in Africa that you have read?

- Robertson, C. C. (2018). Slavery and Women in Africa. In *A Companion to African History* (pp. 143-159). John Wiley & Sons, Ltd. <https://doi.org/10.1002/9781119063551.ch8>
- Meillassoux, Claude. Chapter 3. "Sterility." In *The Anthropology of Slavery: The Womb of Iron and Gold*. (London: The Athlone Press, 1991), pp. 78-84.
- Lovejoy, P., "Concubinage in the Sokoto Caliphate (1804-1903)," *Slavery and Abolition* vol. ii, no.2. (1990) pp. 159-189.
- Nwokeji, G. Ugo. "African Conceptions of Gender and the Slave Traffic." *The William and Mary Quarterly* 58, no. 1 (2001): 47-68. <https://doi.org/10.2307/2674418>.

Oct 7/9 Debate about the relationship between firearms & the slave trade

76
pages

What relationship existed between the importation of firearms and the supply of slaves; political and military processes, and social and economic development in Africa?

- Hacker, Barton C. "Firearms, horses, and slave soldiers: the military history of African slavery." *Icon* 14 (2008): 62-83. <http://www.jstor.org/stable/23787162>.
- R. A. Kea, "Firearms and Warfare on the Gold and Slave Coasts from the Sixteenth to the Nineteenth Centuries," (in *Papers on Firearms in Sub-Saharan Africa*, I) *The Journal of African History*, Vol. 12, No. 2. (1971), pp. 185-213.
- John Thornton Chapter 4 The process of enslavement and the slave trade *Africa and Africans in the Making of the Atlantic World, 1400-1800* (1992), 98-125.

Oct 16	Read this primary source document: Samuel Adjai Crowther. CMS Sierra Leone.) CA1/079/2b (transcribed archival manuscript)	9 pages
Oct 21/23	Agreements & disagreements about the impact of slavery and slave trades What was the impact of the Atlantic slave trade and the expansion in internal African slavery on the demography of the African society: on age and sex and what was the implication of these demographic elements for Africa? How did slavery and the slave trade ongoing in Africa impact on state formation and government structures and people's general wellbeing? <ul style="list-style-type: none"> • Joseph Inikori, "Introduction" <i>Forced Migration. The Impact of the export slave trade on African Societies</i>, (London: Hutchinson & Co. 1982), pp.13-60. • John Thornton - Chapter 4: "Slavery and African Social Structure" <i>Africa and Africans in the Making of the Atlantic World, 1400-1800</i>" (1992), pp. 72-97. 	72 pages
Oct 28/30	Marcia Wright, <i>Strategies of Slaves & Women: Life-Stories from East/Central Africa</i> (Boydell & Brewer Ltd 1993.), pp. 21-61.	40 pages
Nov 4/6	Mary F. Smith. <i>Baba of Karo, a Woman of the Muslim Hausa</i> . (Yale University Press, 1981), pp.11-82.	71 pages
Nov 11/13	Verger, Pierre. <i>Trade Relations between the Bight of Benin and Bahia from the 17th to 19th Century</i> . (Ibadan University Press, 1976), pp. 179-211.	32 pages
Nov 18/20	Isert, Paul Erdmann, and Selena Axelrod Winsnes. <i>Letters on West Africa and the Slave Trade : Paul Erdmann Isert's Journey to Guinea and the Caribbean Islands in Columbia (1788)</i> . (Sub-Saharan Publishers, 2007.), pp.48-106	58 pages
Nov 25/27	Review	

6 Assessments

6.1 Assessment Details

60%: Seminar presentation and discussion

[Due date = weekly]

- 25%: Pre-class preparation and posting of Response Paper/List of Evidence to Courselink
- 25%: Seminar presentation and discussion using (may not be limited to) your Response Paper.
- 10%: Participation in class discussion.

During the 1st half of the semester, our class seminars will focus on discussion of key secondary literature that addresses the major topics in the course. Those for the 2nd half of the semester, on the other hand, will focus on primary source analysis.

1. Discussion of secondary literature. For this component of your assessment, your 4 best weekly grades out of the 5 weeks of seminar activities will count.
 - a) Each student reads the assigned literature for the week and prepares a 1000-1200-word **Response Paper** to be posted to the Courselink discussion board by midnight on the Sunday preceding our weekly classes. Do your first posting on Sept 15th and your 4th by Oct. 20th.
 - b) Two to three students will be assigned to lead discussions on the topic of the week, each taking their turn using their Response Paper.
 - c) The remaining class members must also bring a copy of their Response Papers to class to facilitate participation in the class discussions.

Your Response Papers, in flowing and connected sentences, should

- Summarize the **key** arguments, questions, or issues raised.
 - Identify disagreement and agreements among/between the readings i.e., **debates** and questions.
 - Proffer **your assessment** of the readings, i.e., which method or approach, analysis, and use of evidence you find the most useful and why.
 - What question you think the readings do not adequately answer or that remains unclear to you.
2. Primary Source Analysis.
 - a) Class members will read the primary source document assigned for the week and generate a **List of Evidence**
 - You will identify 10 sentences, paragraphs, or pieces of information in it that address any of the major debates, conclusions, or positions on any number of topics in the secondary literature that we have discussed during the first half of the semester.
 - You can put them into columns and rows; in the first column you can *copy and paste* the relevant primary source evidence /information/data together with its page / paragraph information. In the other column in the same row, you should indicate the topic or debate that the information address/es.
 - b) Each class member must post their **List of Evidence** to Courselink discussion board by midnight on the Sunday preceding our weekly class meetings.
 - c) Three students per week will lead the class in the analysis and discussion of their evidence and the relevant topics or issues these evidence address.

40%: Final project based on 1 (or at most 2) of the assigned primary source documents

- Read and analyze your choice of primary source document, using it to address questions or debates on any number of topics or issues in the history of slavery and the slave trades in Africa that interests you.
 - Page limit: 12-15 pages (inclusive of the cover page and references). Use 12-point font.

- No limits are set for your use of secondary sources.
 - **Due date:** December 2, 2024.
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7 University Statements

7.1 Email Communication

As per university regulations, all students are required to check their <uoguelph.ca> e-mail account regularly: e-mail is the official route of communication between the University and its students.

7.2 When You Cannot Meet a Course Requirement

When you find yourself unable to meet an in-course requirement because of illness or compassionate reasons please advise the course instructor (or designated person, such as a teaching assistant) in writing, with your name, id#, and e-mail contact. See the Undergraduate Calendar for information on regulations and procedures for [Academic Consideration](#).

7.3 Drop Date

The final day to drop Fall 2024 courses without academic penalty is the last day of classes: November 29

After this date, a mark will be recorded, whether course work is completed or not (a zero is assigned for missed tests/assignments). This mark will show on the student's transcript and will be calculated into their average.

This applies to all undergraduate students except for Doctor of Veterinary Medicine and Associate Diploma in Veterinary Technology (conventional and alternative delivery) students. The regulations and procedures for course registration are available in the [Undergraduate Calendar - Dropping Courses: https://www.uoguelph.ca/registrar/calendars/undergraduate/current/c08/c08-drop.shtml](https://www.uoguelph.ca/registrar/calendars/undergraduate/current/c08/c08-drop.shtml)

7.4 Copies of Out-of-class Assignments

Keep paper and/or other reliable back-up copies of all out-of-class assignments: you may be asked to resubmit work at any time.

7.5 Late Penalty Policy

Assignments (critical reflection papers and the final essay) submitted late will not be graded, except for sudden emergencies and ill-health.

7.6 Artificial Intelligence Use Policy

The use of ChatGPT, Aria, or other AI systems to **mimic independent analysis and generate text** for all assignments in this course **is strictly prohibited**. The unauthorized use of AI systems will be considered a violation of the university's academic misconduct policies.

Your course assignments must reflect your own intellectual work and demonstrate the application of critical thinking and analysis.

7.7 Accessibility

The University promotes the full participation of students who experience disabilities in their academic programs. To that end, the provision of academic accommodation is a shared responsibility between the University and the student.

When accommodations are needed, the student is required to first register with Student Accessibility Services (SAS). Documentation to substantiate the existence of a disability is required; however, interim accommodations may be possible while that process is underway.

Accommodations are available for both permanent and temporary disabilities. It should be noted that common illnesses such as a cold or the flu do not constitute a disability. Use of the SAS Exam Centre requires students to make a booking at least 10 days in advance, and no later than the first business day in November, March or July as appropriate for the semester. Similarly, new or changed accommodations for online quizzes, tests and exams must be approved at least a week ahead of time. For students at the Guelph campus, information can be found on the [SAS website](#).

7.8 Academic Integrity

The University of Guelph is committed to upholding the highest standards of academic integrity and it is the responsibility of all members of the University community – faculty, staff, and students – to be aware of what constitutes academic misconduct and to do as much as possible to prevent academic offences from occurring. University of Guelph students have the responsibility of abiding by the University's policy on academic misconduct regardless of their location of study; faculty, staff and students have the responsibility of supporting an environment that discourages misconduct. Students need to remain aware that instructors have access to and the right to use electronic and other means of detection.

Please note: Whether or not a student intended to commit academic misconduct is not relevant for a finding of guilt. Hurried or careless submission of assignments does not excuse students from responsibility for verifying the academic integrity of their work before submitting it. Students who are in any doubt as to whether an action on their part could be construed as an academic offence should consult with a faculty member or faculty advisor.

The [Academic Misconduct Policy](#) is outlined in the Undergraduate Calendar.

7.9 Accommodation of Religious Obligations

If you are unable to meet an in-course requirement due to religious obligations, please email the course instructor within two weeks of the start of the semester to make alternate arrangements.

See the Academic calendar for information on regulations and procedures for [Academic Accommodations of Religious Obligations](#).

7.10 Recording of Materials

Presentations that are made in relation to course work - including lectures - cannot be recorded or copied without the permission of the presenter, whether the instructor, a student, or guest lecturer. Material recorded with permission is restricted to use for that course unless further permission is granted.

7.11 Resources

The Academic Calendars are the source of information about the University of Guelph's procedures, policies and regulations which apply to undergraduate, graduate and diploma programs.

7.12 Health And Wellbeing

The University of Guelph provides a wide range of health and wellbeing services at the [Vaccarino Centre for Student Wellness](#). If you are concerned about your mental health and not sure where to start, connect with a [Student Wellness Navigator](#) who can help develop a plan to manage and support your mental health or check out our [mental wellbeing resources](#). The Student Wellness team are here to help and welcome the opportunity to connect with you.

7.13 Illness

Medical notes will not normally be required for singular instances of academic consideration, although students may be required to provide supporting documentation for multiple missed assessments or when involving a large part of a course (e.g.. final exam or major assignment).
