

**HISTORY OF SLAVERY IN AFRICA**  
Associate Professor Timothy Cleaveland  
Fall 2006

HIST 7200  
LeConte 322  
Thursdays, 3:30- 6:30

340 LeConte, 542-2479  
Hours: T/R 9:00- 10:00  
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**Course Description and Philosophy**

The primary goal of this course is to provide the students with an historical framework for interpreting the history of African slavery and its contemporary effects on relations within the continent and between Africa and the rest of the World. The second goal is to help students develop their analytical skills and to express their analyses in verbal and written forms. To this end, the course is organized as a seminar, in which students discuss weekly readings with the guidance of the instructor and also regularly meet with the instructor individually to work on personal research projects. This course surveys the history and historiography of African slavery and examines in detail a few selected societies, mainly in West Africa. It will focus on the early evidence for slavery and servility on the continent and will examine how the institution changed over the centuries. The course will examine briefly the trans-Saharan and Indian Ocean slave trades, as well as the Atlantic slave trade. It will also examine slavery in the light of issues such as economics, state formation, religion, race and ethnicity, gender, kinship, and European colonialism. The course assumes no prior background in African history, but it requires the students to master the historiography of African slavery and to analyze historical debates and primary sources in formal essays.

Primary sources constitute a significant portion of the course readings. They include translations of Medieval North African geographies and travel accounts, early sixteenth- and seventeenth-century legal texts from West and North Africa, and eighteenth and nineteenth-century narratives and oral histories. The course readings also include academic interpretations of the history of African slavery, including debates about key unresolved issues. Students will analyze these diverse course readings in five short essays and eight reaction papers. The essays and reaction papers should set out an analytical argument about one of the issues covered in the assigned readings. The teacher will provide more details about the short essays and papers in class meetings, and will be happy to advise students during office hours.

**Course Requirements** (The course syllabus is a general plan for the course; deviations announced to the class by the instructor may be necessary.)

Books to Purchase or Borrow

- 1) *Slavery and African Life: Occidental, Oriental, and African Slave Trades* (African Studies Series, 67) by Patrick Manning
- 2) *Transformations in Slavery: A History of Slavery in Africa* (African Studies, 36) by Paul E. Lovejoy
- 3) *Epic of Askia Mohammed*, translated by Thomas Hale
- 4) *Africa Remembered*, edited by Philip Curtin
- 5) *Paradoxes of Power: The Kano "Mamluks" and Male Royal Slavery in the Sokoto Caliphate, 1804-1903*, by Sean Stilwell
- 6) *Slavery and Reform in West Africa*, by Trevor Getz
- 7) *Slow Death for Slavery: The Course of Abolition in Northern Nigeria, 1897-1936* (African Studies Series, No 76) by Paul E. Lovejoy, Jan S. Hogendorn
- 8) *Slavery and Colonial Rule in French West Africa*, by Martin Klein
- 9) *Colonial Conscripts: The Tirailleurs Senegalais in French West Africa, 1857-1960*, by Myron Echenberg

### Books on Reserve

- 1) *Corpus of Early Arabic Sources for West African History*, Hopkins and Levtzion
- 2) *Problems in African History*, by Robert Collins
- 3) *Timbuktu and the Songhay Empire*, John Hunwick's translation of the *Tarikh al-Sudan*,
- 4) *Slaves and Slavery in Muslim Africa*, ed. by J.R. Willis
- 5) *Sharia in Songhay*, John Hunwick,

**Reaction Papers-** The students in this course will write eight analytical reactions to specific reading assignments. These reaction papers will be one-page analyses (about 350 words) of one of the most salient aspects of the assigned readings. Please do not exceed one page or use a font smaller than 12 point, and do include the word-count at the top of the page. The reaction papers should make a scholarly argument and refer to specific evidence and cite that evidence. The teacher will evaluate the reaction papers on the basis of grammar and style as well as content. Reaction papers and essays should bear only the last four numbers of student's identification number, printed on the back of the last page. Do not write your name on your paper. The reaction papers and other essays must be submitted at the beginning of class on the date due. Do not put late papers in my department mailbox and do not slide them under my office door. Do not submit reaction papers or other essays electronically unless you obtain permission beforehand, and the teacher will only grant permission in exceptional circumstances. One letter grade will be deducted from late reaction papers for each class meeting after the due date. The reaction papers will constitute 30% of the course grade.

**Short Essays-** The students will write five analytical essays, each about 1,500 words in length (about 5 pages). These essays must analyze evidence and ideas derived from the course, including readings, lectures/discussions, and films. These essays require no research beyond the course materials. I will provide detailed instructions regarding the form and content of the essays during class, and I will award grades on the basis of content, grammar, presentation, and style. The essays must be submitted at the beginning of class on the date due, and copies should be presented to classmates as well as the teacher. The short essays will count as 60% of the course grade.

**Class Attendance, Presentations, and Discussion-** This course will be organized as a seminar, and so class discussion is very important. I will expect students to attend class and be prepared to contribute by sharing their views on issues treated in the readings and class presentations. The students will make three presentations (ten to 15 minutes each) on assigned readings, which will be specified in class. The teacher will grade presentations on the basis of content and organization. These presentations, together with general class participation will constitute 10% of the course grade.

**Academic Honesty-** This course has "zero tolerance" for cheating. Any work that infringes the University's academic honesty code (see web address below) will at a minimum receive a grade of "0". The consequences for what I consider significant plagiarism on a paper in this course can also include suspension or expulsion. My policies regarding plagiarism conform to the History Department recommendations. ([http://www.uga.edu/ovpi/academic\\_honesty/academic\\_honesty.htm](http://www.uga.edu/ovpi/academic_honesty/academic_honesty.htm))

**Schedule of Assignments at-a-glance** (all assignments and due dates are subject to change)

**Week One-** Introduction to the course (**Aug. 17**)

**Week Two - Historical Debates (Aug. 24)**

The Historical Debates on African Slavery: Collins, *Problems in African History* (on Reserve) pp. 253-296, 183- 212, and Lovejoy, *Transformations*, Ch. 1; Manning, Pro. & Ch. 1

**(Reaction Paper #1- Assessing the Arguments)**

**Week Three – Islam, Gender and Slavery (Aug. 31)**

*Islam: The Straight Path*, Chs. 1-3 or similar introduction to Islam

*The Quran* (The Cow, Women, She Who Pleaded, The Confederate Tribes, and Divorce-Chs. 2, 4,33,58,65) (**RP #2- Quranic Themes**)

**Week Four- Medieval West Africa (Sept. 7)**

Al-Bakri, Ibn Battuta and Al-Umari in the *Corpus*, and Lovejoy, Ch. 2, Manning Ch. 2

**(Essay #1 - Muslim Geographers and Gender, Race and Slavery)**

**Week Five- The Hamitic Hypothesis, Al-Maghili and Askia Muhammad (Sept. 14)**

*The Hamitic Hypothesis: Edith Sanders, JAH 1969 (JSTOR)*

Ibn Khaldun in the *Muqaddimah*, Ahmad Baba's Complaint: Willis Ch. 7, vol.2 and Hunwick, *Sharia in Songhay*, all on Reserve

**(RP #3- The Power of Stories)**

**Week Six: The Griots and the Clerics (Sept. 21)**

*The Epic of Askia Muhammad*, translated by Thomas Hale

**(RP #4- Slavery and Servility in Songhay)**

**Week Seven: The Tarikh al-Sudan (Sept. 28)**

Hunwick, *Timbuktu and the Songhay Empire* (translation from the *Tarikh al-Sudan*) on Reserve, 91-117, 186-212, (**Essay #2- The Griots and the Clerics of Songhay**)

**Week Eight: The Rise of the Atlantic Trade (Oct. 5)**

*Lovejoy, Chs. 3- 5, Manning Chs. 3 - 6*

**Week Nine: The Seventeenth and Eighteenth Centuries (Oct. 12)**

Soldier Slaves in Morocco: Willis Ch. 1, vol.1

The Narratives of Diallo, Equiano, and Quaquer in Curtin's *Africa Remembered* on Reserve

**(RP #5- African Perspectives of Race and Slavery)**

**Week Ten: Transformations in Slavery (Oct. 19)**

Lovejoy, Ch. 6- 10 Manning Ch. 7

**Week Eleven: Nineteenth-Century Narratives (Oct. 24?)**

Ali Eissami and Samuel Crowther, in Curtin on Reserve

**(Essay #3-Trials and Redemption in Sierra Leone)**

**Week Twelve: Powerful Slaves (Nov. 2)**

Stilwell, *Paradoxes of Power*

**(RP #6- Colonialism and the Islamic Elite)**

**Week Thirteen: European Conquest (Nov. 9)**

Lovejoy, Ch. 11- Manning Ch. 8 and *Slow Death of Slavery*, pp 1-198

**(RP #7 Conquest and the End of Slavery)**

**Week Fourteen: Slavery and Concubinage (Nov. 16)**

*Slow Death of Slavery*, pp 199- 304

Lovejoy and Cleaveland articles on JSTOR

**(Essay #4 Concubinage, Gender, and Sexuality)**

**Week Fifteen: Slavery and Colonialism (Nov. 21?)**

*Slavery and Colonial Rule in French West Africa*, by Martin Klein

**(RP #8: Slavery, Race and Servility)**

**Week Sixteen: Slavery and Servility (Nov. 30)**

*Beyond Slavery*, Cooper, Holt and Scott

**(Essay #5 Slavery and other forms of Servitude)**