

## CIEE Dakar, Senegal

<b>Course name:</b>	<b>Topics in West African History: The Atlantic Slave trade</b>
<b>Course number:</b>	HIST 3002 SGSM
<b>Programs offering course:</b>	Language and Culture
<b>Language of instruction:</b>	English
<b>U.S. Semester Credits:</b>	3
<b>Contact Hours:</b>	45
<b>Term:</b>	Spring 2018
<b>Course meeting times:</b>	Mondays & Wednesdays 12:00 – 13:15 pm
<b>Course meeting place:</b>	Jangàt
<b>Professor:</b>	Dr. Alioune Dème
<b>Contact Information:</b>	Email: <a href="mailto:dr.aliounedeme@gmail.com">dr.aliounedeme@gmail.com</a> / 778494996
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<b>Office hours:</b>	By appointment

### **Course description**

This course looks at the history and development of slavery. It is an overview of the different types of slavery (African domestic Slavery, the Trans-Saharan and the Trans-Atlantic Slave Trade), how various forms of servitude have served as underpinnings for production of goods and services. The course will closely examine the economic, social, legal, political, and cultural characteristics of slavery, how it changed over time, and how slavery grew in Africa. The cohort will look at African socio-political structures in contact with the Trans-Saharan and Transatlantic Worlds, to compare servitude across time and space. Students will be looking at how these systems of forced labor differed and were similar—and debate whether they were all “slavery.”

The forces that led to the rise and fall of slavery have shaped the world in which we live. Thus, the course will help students understand why this is still important through commemoration, which is a contentious issue today.

The case study of a specific region of West Africa like Senegambia will provide an in-depth study of African societies prior to the encounter with Arabs and Europeans and their systems. The course will help see how the different Slave Trades influenced the evolution of African societies and how they marked a turning point, becoming the dominant aspect of the diplomatic relations between Africa and the World. The issue of revolts and abolition of slavery will be read through the Islamic revolutions in Senegambia and the resistances of decentralized societies to the different adventitious philosophies in relation with slavery.

### ***Contextualization***

At the start of the course, students will be expected to familiarize with slavery terminology in African languages. They will be asked to identify the causes of the connection between Arabs/Europeans and Africans in the continent. This is an exercise that will guide them in understanding African past before Slave Trades.

### **Course Objectives**

- to give students the experience and opportunity to do history for themselves and participate in it through gathering evidence, communicating ideas;
- to improve fluency and proficiency in historical thinking, primary source analysis, essay writing, and critical analysis;
- to develop comprehensive and deep knowledge of the history and memory of slavery in Senegambia.

### **Course readings** (see bibliography)

Senegal is a French speaking country. Sometimes books in English could be very difficult to find or purchase. There is for this course a broad list of readings that can be found at the CIEE or at the West African Research Center in Dakar. Students can also obtain readings (PDF documents) from the instructor.

Readings are to be completed before the class for which they appear on the syllabus. When the reading is from a course text, students may ask help for the text that they can find at the secretary.

### **Course Prerequisites**

Have basic ideas about global history

Have basic knowledge about general history of Africa

### **Methods of Instruction**

- \* Presentations (PowerPoints, oral) and discussions
- \* Readings
- \* Field trips

### **Evaluation and final grade**

Weekly Papers: **20%**

Mid-term paper: **25%**

Final papers: **40%**

Attendance (5%) & Participation (10%): 15%

### **Course Requirements**

**\*Weekly papers (Summary or Essay)**

Weekly papers are reaction papers, which students will have to present every week (starting week 2). This is a summary or a discussion of the readings, as a foundation for what will be discussed in class. We are looking for clear identification of and honest engagement with the different approaches to African history.

**\*Mid-term paper: 3 – 5 pages**

There will be an in-class midterm exam after the spring break. It will center on the readings, lecture, and papers

**\*Final paper: 10-15 pages**

The evaluation related to this seminar reflects the interactivity, proof of involvement in reading, good presentation and production of an original paper by using the course materials. Thus the final paper will allow measuring the progression made by the students (more information will be provided).

**\*Attendance & Participation**

Attendance at all lectures and class periods is required. Weekly paper, after presentation, will be submitted only as hard copy handed in at class session and will not be accepted after the due dates except in cases where students can document a solid case that prevented them from completing the assignment on time. Participation will be graded on completion of in-class oral presentations.

**Weekly Schedule**

<b>Theme</b>	<b>Reading list</b> [Quick references, cf. to bibliography]	<b>Week</b>
<b>Socio-Anthropological linguistics of slavery: Types of slavery in Senegambian languages</b>	Field research (if possible). Like an integration class, students have to find the meanings of Slavery in two of the four local languages (Sereer, Wolof, Diola, Pulaar) James F. Searing 2002: 143-194 Rodney, JAH 1966: 431 – 443 Pétre-Grenouilleau, 2004: 144-200	I
<b>Slaves and Captives in Africa</b>	Baum, 1999 : 24-61 Linares, 1987: 113-139 Linares, 2007: 3-12; 74-79 Snyder, 1971: Klein, JAH 2001: 49-65	II
<b>Social, political, and religious contexts of slavery</b>	Searing, JAH 2002: 407-429 Thorton, 1992: 72-97 Abramova in UNESCO 1979 pp 16-30 Karenga, M	III
<b>Rural visits</b>		IV
<b>Enslavement in Africa</b>	Guéye in UNESCO 1979 pp 150-210 Kake in UNESCO 1979 pp 164-174	V

	Ogot in UNESCO 1979 pp 175-183 Hugh Thomas	
<b>Production and social organization in Senegambia</b>	Klein, JAH, 1972: 419-441 Klein, SSH. 1990: 231-253; 335-359 Linares, 1987 <i>ibid</i> Thornton, 1998: 98-124 Barry 2012, pp 31-66	VI
<b>Islam, the Trans-Saharan trade, and Enslavement</b>	Bashear, 1993 : 84-113 Bathily, JAH 1986: 269-293 Sanneh, 1976: 80-97 Deme & Gueye 2007 David Sowell	VII
<b>The birth of the Atlantic world</b>	Thornton, 1998:13-42 Carney, 2001: 9-30 Littlefield, 1991: 74-114 Barry 2012, pp 67-88 Thorton, 1998: 47-71 Mark, JAH 1999: 173-191 Fage, Pap 1989: 97-115 Thiaw 2011a	VIII
<b>Enslavement outside Africa</b>	Gerbeau in UNESCO 1979 pp 184-210 Peter Wood Jane Landers Gwendolyn Hall	IX
<b>Spring Break</b>		X
<b>Mid-term papers</b>		XI
<b>Revolts and the abolition of the Slavery in Africa</b> - The Muslim Revolutions in Senegambia - Deferring to slavery in the Northern rivers	Meillassoux, 1975 : 183-219. Baum, 1999: 108-129 Linares, 1987: 113-139 Barry 1998	XII
<b>The consequences of Slavery in Africa</b> - The underdevelopment of Africa	Inikory, AEH 1999 :37-58 Fage, 1975 : 15-23	XIII
- Middlemen and ethnicity in Africa	Sanneh, 1976: 80-97 Austen & Derreck, 1999 : 5-47 ; 138-175 Littlefield, 1991 : 33-55	XIV
<b>History, Memory and Commemorations in Africa</b> - Negritude, history, memory and The Black Atlantic - Places of memory in Senegambia	Gilroy, 1993 Holsey, 2008 :151-191 Bettelheim, 1985: 50-105 Curtin, 1995 Thiaw 2011b Klein 1989	XV
<b>Final Papers</b>		XVI

## Readings

### Selected bibliography

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