

**African History to c. 1800**  
**AS 100.121**  
**Fall 2005**

Lectures: M & T 15:00 - 15:50, Maryland 109  
Section 1: T 14:00 - 14:50 Maryland 109  
Section 2: W 9:00 - 9:50 Gilman 37  
Section 3: W 10:00 - 10:50 Bloomberg 176

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**Scope and Purpose**

AS 100.121 is the first in a two-semester survey of African history offered by the Department of History. The course considers the early period of African history, mostly to about 1800. Because there is so much to learn about Africa and Africans in this significant interval, we will adopt two simultaneous approaches. The major textbook, entitled *The Civilizations of Africa*, provides a challenging overview of early African history. Unlike most textbooks, it does not focus only on states, kingdoms, kings, and queens, but strives in innovative ways (the author is an historical linguist with strong competence in archaeology who has conducted research in widely scattered parts of the continent) to provide a broad sense of the various cultural systems in early Africa and their interactions. Most of the other course readings as well as the lectures will explore several important and specific themes in the history of the continent and its peoples.

The course will consist primarily of lectures and discussions with periodic audiovisual presentations (mainly slides). All the lectures employ presentation software that include images. Requirements for superior achievement in the course (an A) include regular attendance at the lectures and in discussion sections with no unexplained absences, always completing the reading for each week before your assigned discussion section, regular and vociferous participation in course discussions, and thoughtful and well-written exam papers. *Anyone missing a class (both lecture and discussion section) should notify his or her discussion section leader by telephone or email BEFORE the said class meeting, not afterward.*

### **How to Use this Syllabus**

All the material in this syllabus is important, please read it carefully and refer to it frequently. The most critical part of the syllabus for ongoing purposes is the course schedule. In it you will find the required reading for each week. This reading and your weekly paper should be completed *before* your weekly discussion section. Following the list of assigned reading for each week is a paragraph that discusses the purpose of the week and sets the reading, and sometimes the lectures, in context. These paragraphs are an essential guide to the reading material and provide clues to the kinds of issues you will be tested on in the midterm and final exams. You should *study* the explanatory paragraphs carefully *each week* both before and while reading the required weekly reading.

### **Requirements**

1. Attendance, preparation, asking questions, and participation in class discussions, or, in other words, being responsible and engaged. We expect responsibility and engagement from every class participant. Absences—particularly unexplained ones—will adversely affect your grade in the final calculation, especially if you fall in the border area between two grades.

2. Informal weekly reaction/thought papers. These are informal but must be typed. One page, single spaced, is entirely adequate. You are *not* encouraged to write more. The paper should record your informal reaction to the week's assigned reading, a sort of journal of your thoughts. Strive to answer questions such as, What was the argument of the readings? What did you find interesting about them? New? Provocative? Questionable? Each paper should also raise two or more questions or issues for the class to deliberate, and you should raise these verbally during discussion. The questions should be thought-provoking ones for your fellow students to consider, not simple informational questions for the instructor to answer. The purpose of the weekly papers is for the instructors to get a sense of how you are thinking critically about the readings and to help you prepare for your oral participation in discussion section. Weekly papers are due each week in discussion section. Ten points will be subtracted from your final grade for each reaction paper not turned in. You must turn in your own reaction paper and it is a violation of academic honesty to have another person turn it in for you. If you notify your discussion leader of an upcoming absence from class before the class takes place, you may make arrangements to get it to him/her by some other plan.

3. Two map quizzes: one of African geographical features and the other of modern African country names. These will be administered in class on October 4 and October 11, respectively.

4. A take-home mid-term examination. This will consist of essay answers to general questions relating to the required readings, professor's lectures, and course discussions through Week 7. Questions will be circulated by email on Tuesday, October 24 and are due in class, at the beginning of class, on Tuesday, October 31. *The conception and*

*writing of these answers must be entirely your own; working with another person on the exam in any way will be interpreted as academic dishonesty and reported.*

5. A take-home final examination. Like the mid-term, this will consist of essay answers to general questions relating to the required readings, professor's lectures, and course discussions from Week 8 to the end of the course. Questions will be distributed as hard copy in class on December 12 and essays are due at noon on Saturday, December 17, the designated end time for the final exam for the class. *The conception and writing of these answers must be entirely your own; working with another person on the exam in any way will be interpreted as academic dishonesty and reported.*

### **Grading**

**Attendance and Weekly Papers** do not add to your grade but detract from it if you fail to attend or to turn in a weekly paper. Unexplained absences (i.e. not informing the professor or section leader *before* class) will definitely count against you if your grade is otherwise on the fence between two grades. Ten points will be subtracted from your grade for each weekly paper not turned in. If you need to make adjustments in the way you write your weekly papers, you will hear from us. If you do not hear from us about your weekly papers, please assume that they are satisfactory.

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|--------------------|-------------------|
| <b>Map Quiz I</b>  | <b>100 points</b> |
| <b>Map Quiz II</b> | <b>100 points</b> |
| <b>Midterm</b>     | <b>400 points</b> |
| <b>Final</b>       | <b>400 points</b> |

### **Readings**

**Most readings are available in MSEL Print or Electronic Reserves.**

#### **Required course books available in the Homewood Bookstore:**

- Christopher Ehret, The Civilizations of Africa: A History to 1800 (Charlottesville, Va.: University Press of Virginia, 2002).
- Joyce Tyldesley, Daughters of Isis: Women of Ancient Egypt (New York: Penguin Books, 1995).
- D.T. Niane, Sundiata: An Epic of Old Mali (London: Longman, 1995).
- Randy J. Sparks, The Two Princes of Calabar: An Eighteenth-Century Atlantic Odyssey (Cambridge, Mass.: Harvard University Press, 2004).

## Course Schedule

### Week 1: Lectures on September 12 & 13

*Myths about Africa, Human Origins*

Reading

- Pier M. Larson, “Myths about Africa, Africans, and African History” [MSEL electronic reserve]

Summary: The reading this week consists of thoughts by the professor concerning common myths about Africa in the United States. The purpose of this reading is to cause you to think about the myths critically and to try and unlearn those you may have consciously or unconsciously subscribed to. The lectures will introduce the course and provide an overview of theories of human evolution and the role of Africa therein.

### Week 2: Lectures on September 19 & 20

*Language, Settlement, and Agricultural Transition, with an aside on press coverage of Africa.*

Reading:

- Ehret, *The Civilizations of Africa*, 3-102.
- Ann Scott Tyson, “U.S. Pushes Anti-Terrorism in Africa,” *The Washington Post*, 26 July 2005. [MSEL electronic reserve]

Summary: The major reading this week focuses on the earliest periods of African history. Historians of early human life employ a wide variety of evidence to construct their arguments: environmental history, paleontology, archaeology, historical linguistics, human genome research, and other disciplines. The reading demonstrates how African people of various language groups (which Ehret calls “civilizations”) lived their lives in different parts of Africa and how Africans made the transition from hunting and gathering to agriculture—the African agricultural revolutions. Note the plural in “revolutions,” for there was not a single agricultural revolution in Africa; people of the various civilizations obtained their food in different and distinct ways. During this early period of human history, the climate of Africa, especially that of the Sahara, was very different from what it is today. Pay careful attention to this in your reading and be prepared to explain how climate change has influenced early human history in Africa. The secondary reading for the week is an interesting and in many ways complex article from *The Washington Post* that the professor read one morning in July this past summer. Read it with a critical eye to what myths about Africa and Africans the author may be passing along in her story (use the reading for the previous week as a guide to finding these). A challenge for you: How might it be possible to think of the two readings for this week as being connected?

### Week 3: Lectures on September 26 & 27

*Ancient Egypt*

Reading:

- Ehret, *The Civilizations of Africa*, 143-156.
- Tyldesley, *Daughters of Isis*, 1-145.

Summary: The brief reading in the textbook provides an overview of the history of Ancient Egypt, which comprises both the upper and lower Nile River between about 5500 BCE and 2000 BCE. Refer to the map on p. 150 as you read. Tyldesley, by contrast, utilizes a variety of evidence to provide you with a sense of the rhythm and texture of everyday life in Ancient Egypt through the lens of women's history. In her focus on women, the author writes insightfully about the lives of common people. The theme of Tyldesley's book is both important and innovative because many histories of ancient Egypt take the lives of the Pharaohs as their primary interest. Daughters of Isis, however, is a much more engaging history of ancient Egypt than most. What do you think are the strengths and weaknesses of a history of women, of everyday people and everyday life as opposed to that of the lives and deeds of the rulers? What do we lose by focusing on women? What do we gain? On what evidence does Tyldesley base her history? Do you find it convincing? Be prepared to discuss these questions in your section meeting.

#### **Week 4: Lectures on October 3 & 4**

*Ancient Egypt and its Art*

Reading:

- Tyldesley, Daughters of Isis, 146-275.
- Geography Map Quiz in lecture on October 4.

Summary: The reading this week continues that from the last. We delve into Egyptian fashion, the harems of the great, female pharaohs, and religious expression. The lectures will include a slideshow on ancient Egyptian art. *Be prepared for the geography map quiz in the lecture on Tuesday.*

#### **Week 5: Lectures on October 10 & 11**

*Urbanism along the Middle Niger River*

Reading:

- Ehret, The Civilizations of Africa, 136-143, 159-169, 227-235.
- Roderick McIntosh, The Peoples of the Middle Niger, 131-286 [MSEL electronic reserve and/or MSEL Print Reserve, GN652.M25 M35 1998].
- African Countries Map Quiz in lecture on October 11.

Summary: The textbook reading for this week is very important and sketches out significant developments in West African history, focusing on the region of the Middle Niger River (pp. 142-143, 231-233), about which we read in Roderick McIntosh's book. As you read in the textbook on the issues of copper production, agricultural innovation, agricultural specialization, the iron and commercial revolutions, economic specialty, and the growing trans-Saharan trade, take notes so you can summarize major developments in each of these areas. Refer to the map on p. 166 for the placing of the Middle Niger River (the area along the bend of the Niger River between Jenne and Kukiya) and for a view of developing long-distance trade routes in West and North Africa. We are reading only a portion, albeit a substantial one, of Roderick McIntosh's book entitled The Peoples of the Middle Niger. The reading selection begins with Chapter 5, which like all the "Historical Imagination" chapters in the book (5, 7, 9), creates a fictional understanding of historical

developments in the area. Here the author, an archaeologist, first imagines, and then writes in Chapter 6 about the movement of humans into the Middle Niger River as the Sahara dried up some 2300 years ago. He moves to the founding of Jenne-jeno, the focus of his research and of this book (locate Jenne-Jeno along the Niger River in the lower left portion of Mali on the map on p. 195). The rest of the reading provides you with an archaeologist's view of Jenne-jeno's past, its social and economic structures and organization, its relationships with surrounding parts of Africa. What is McIntosh's argument about diffused authority and peer polity interaction? How does his argument about trade and the "island of gold" differ from most interpretations of the gold trade? What was the role of Jenne-jeno in that trade? Chapter 10 about the empires of Ghana, Mali and Songhay is directly related to the subject matter for next week, and you may wish to consult it as you plunge into next week's reading [the entire book is on MSEL print reserve]. *Be prepared for the African countries map quiz in the lecture on Tuesday.*

### **Week 6: Lecture on October 18**

#### *Trade, Islam & West African Kingdoms*

#### Reading:

- Ehret, The Civilizations of Africa, 309-329.
- Niane, Sundiata: An Epic of Old Mali, entire book.

Summary: The reading in the textbook—which builds on last week's reading on the commercial revolution, increasing specialization, and Jenne-jeno (see especially McIntosh pp. 261-265)—provides historical background for the many well-known "classical" West African states/empires. Be sure to refer to the maps on pp. 293 and 299 while you are reading in the textbook so you can correctly place these kingdoms. I suggest you photocopy the maps and refer to them as you are reading in the textbook. What were the economic bases of these kingdoms and empires? Pay special attention to the short text on the coming of Islam to west Africa on pp. 313-314. The lecture this and next week will discuss all these issues at greater length. Sundiata is an oral history about the origins of the Mali empire in the mid-13th century (textbook, pp. 324-329). The epic was recorded from an oral historian—or Griot—in the 1960s, it is claimed by the book's editor (D.T. Niane). Sundiata is a classic in African history and literature that illustrates the way in which oral tradition is useful and important for modern historians. The epic relates the conflict between Sumanguru, the leader of the Susu, and Sundiata (or Sunjata), the magical kingdom builder from Mali who expanded his little Mali out into a huge empire by first defeating the Susu kingdom. The epic puts flesh, color, and magical detail into the history of the rise of Mali and its early conflict with the Susu. One of the subtexts in the epic is the place of Islam and "magic" in the struggle between Sumanguru and Sundiata. Who represents Islam, and who magic? What is the evidence for this? Contrast the colorful epic with the narrative in the textbook. How reliable as an historical source do you think the epic is? What makes better reading, the epic or the textbook? How do the epic and the traditional historical narrative in the textbook function together to provide an understanding of ancient Mali?

## **Week 7: Lectures on October 24 & 25**

### *East Africa & The Western Indian Ocean*

#### Reading:

- Ehret, The Civilizations of Africa, 110-123, 169-176, 185-191, 248-251, 275-286, 445-451.
- Mark Horton and John Middleton, The Swahili: The Social Landscape of a Mercantile Society (Oxford, U.K.: Blackwell Publishers, 2000), pp. 26-88.

Summary: The professor will likely have to finish his lecture on West African kingdoms this week, but the focus of the reading is on East Africa and the Indian Ocean. East Africa is an area of tremendous historical and linguistic complexity. In the textbook reading for this week, you encounter that complexity and will have to struggle to understand it. The reading may seem boring, so take it step by step and digest the information carefully. This complex history results from the mixing of peoples from four different African language families or civilizations in the region: Speakers of Niger-Congo languages (the Bantu speakers, both the Mashariki and Kaskazi versions, or Bantu people), Sudanic Languages, Afrasan languages (Cushitic speakers, or Cushites) and Khoisan languages. Very Important: See the linguistic maps on pp. 37 & 63 for the earlier placement of these peoples who came into East Africa. The basic process was one of expansion of the speakers of Bantu (Niger-Congo), Sudanic, and Cushitic (Afrasan) languages pushing out and absorbing speakers of the Khoisan languages. Today Khoisan languages are, with some minor exceptions, no longer spoken in East Africa. The migration of Austronesian speakers from Southeast Asia to Madagascar did not bring any Austronesian languages to continental East Africa, but left an important agricultural legacy from which Africans borrowed. The largest immigration into East Africa proper was that of Bantu speakers, both the Mashariki (eastern) and Kaskazi (southern) branches coming from a homeland in southern Cameroon described in the early part of the reading in the textbook. People speaking languages from each of these four different families had disparate lifestyles, a fact that made their interactions exceptionally complex and rich. Another important theme in the textbook reading is the rise of Swahili civilization & commerce along the East African coast, tying East Africa into the international trade of the Indian Ocean, just as West Africa was tied into the trade of the Mediterranean world by commerce across the Sahara. Refer to the map on p. 204 for the placement of Rhapta as you read about it.

The reading by Michael Pearson about the Indian Ocean shifts the focus away from Africa and onto seafaring and commerce in the Indian Ocean, of which Africa forms the westernmost boundary and into which the eastern parts of the continent were integrated. Recall that during the period described, there was little or no navigation on the high seas of the Atlantic Ocean. Pearson argues for the centrality of India to trade in the Indian Ocean, but Africa was also significant. In what ways? The second part of the reading in Pearson discusses the influence of Islam in the Indian Ocean. How widely did it spread and what was the timing and process of conversion to Islam in East Africa?

## **Week 8: Lectures on October 31 & November 1**

### *The Ethiopian Highlands & Great Zimbabwe*

#### Reading:

- Ehret, The Civilizations of Africa, 127-136, 208-221, 241-247, 251-256, 291-309.
- Garlake, Life at Great Zimbabwe [MSEL Print Reserve; make a photocopy of this short book for yourself].

Summary: The textbook reading for this week centers on two geographical regions: Northeast Africa (comprised of the Ethiopian Highlands and the Horn of Africa) and the highland portion of Southern Africa around what is now Northeastern South Africa and Zimbabwe. The Ethiopian highlands are unique for their high fertility (the black, fertile soil carried down to Egypt by rains falling in the Ethiopian highlands) and their plow agriculture of grains, akin to the Mediterranean agriculture of North Africa and along the Nile River in Egypt. A productive agriculture mixed with the increasing involvement of the inhabitants of Highland Ethiopia and the Horn in the trade of the Indian Ocean and Red sea led to the rise of kingdoms such as Aksum, Ethiopia (under the Solomonic dynasty), and the Nubian states. In southern Africa, on the other hand, an important process was the expansion of the Bantu speakers and the pushing away and absorption of Khoisan speakers. Agriculture was important, but cattle herding spread to a large extent in the more arid areas. Pay careful attention in your reading to the spread of cattle keeping (ranching) and to how it was linked to the emergence of new kinds of chiefship and state power. One section of the reading (251-256) provides direct background for the history of Great Zimbabwe. Life at Great Zimbabwe is an illustrated pamphlet produced in Zimbabwe for use in the schools there. You will see that here and there it assumes knowledge of common words in local languages—don't worry. The pamphlet does a wonderful job of showing how life was lived at Great Zimbabwe. The expressive hand-drawn illustrations convey the aesthetics of Great Zimbabwe with skill. Note that Great Zimbabwe was only the largest of the many smaller Zimbabwe complexes—or mazimbabwe—in southern Africa. The modern nation of Zimbabwe derives its name from this stone-building tradition. Notice the sailing ship in the illustration in the "Decline of Great Zimbabwe" section. What does this suggest about the impact of trade in the Indian Ocean on developments in the interior of Africa?

### **Week 9: Lectures on November 7 & 8**

#### *European Expansion & The Slave Trade*

Reading:

- Ehret, The Civilizations of Africa, 349-379.
- Sparks, The Two Princes of Calabar, 1-69.
- Larson, Pier M. "African Diasporas and the Atlantic." In *The Atlantic and Global History*, edited by Jorge Cañizares-Esguerra and Eric Seeman (New York: Prentice Hall, 2006), in press. [MSEL electronic reserve]

Summary: The first seven pages of the textbook reading for this week are extremely important. They provide a way of understanding the early impact of European navigation around African coasts on African history. Two propositions from p. 352 are particularly important: 1) "For the first 200 years of the Atlantic Age, Europeans remained peripheral historical actors in African history, in most cases able to strongly influence the course of events only in those regions where their activities were allowed and encouraged by Africans," and 2) "We should not read back into past times the technological advantages of the nineteenth-century Europeans." The remainder of the textbook reading illustrates

these propositions with respect to major developments in African history. Make sure to refer to the maps on pp. 356 and 364. The Two Princes of Calabar is a fascinating story of Atlantic history with much information on trade relations between Europeans and Africans in the Bight of Biafra. The story takes us into the issue of the slave trade through the experiences of two young men. What do you learn about the roles of Africans and Europeans in the functioning of the slave trade in this story that surprises you? The article by the professor sets the Atlantic slave trade—or Atlantic diaspora of Africans—into the broader framework of the global dispersion of Africans into the three oceans bounding the continent and within Africa itself. The African diaspora in the Americas represents only a small part of a much larger system of slaving that brought sub-Saharan Africans into the Atlantic, the Mediterranean, and the Indian Ocean. Pay careful attention to the estimates of the slave trade in the tables and graphs. What is their significance? How were the lives of Africans in the Atlantic, Mediterranean, and Indian Ocean different? What was the reason for that difference? What was similar in their lives and experiences? Why do we know so little about the millions of Africans who were exiled, as slaves, to areas other than the Americas? What does this tell us about how African history is sometimes “lost, stolen, or strayed” (terms once employed by Bill Cosby—many years ago)?

### **Week 10: Lectures on November 14 & 15**

#### *European Expansion & The Slave Trade*

##### Reading:

- Ehret, The Civilizations of Africa, 407-429.
- Sparks, The Two Princes of Calabar, 70-147.
- Pier M. Larson, “Horrid Journeying: Experiences of Capture and Dispersion in Africa” [MSEL electronic reserve]
- Enslavement Narrative: Olaudah Equiano. [MSEL electronic reserve]

Summary: The textbook reading details major developments in African history to 1800 against an intensifying set of commercial relationships with Europeans. The trans-Atlantic slave trade is a growing theme, though 85% of that trade by volume would occur after 1700. Pay careful attention to the increasing influence of European commerce in African societies while Europeans themselves remained almost exclusively on their ships at the coast. Does the map on p. 409 provide you any clue as to why slave trading was so effective/widespread in parts of Africa? Does it suggest, at this early date, one reason why Europeans were—much later in the 1880s and 1890s—able to conquer Africa? The continued reading in The Two Princes of Calabar takes you around the rim of the Atlantic Ocean as the princes move from place to place in the steps of many other Africans. Although the experience of the princes is atypical, what does it suggest about the role of Africans in the Atlantic Ocean and how might this be different from their roles in the Indian Ocean or Mediterranean world? The article by the professor focuses on Africans’ experience of enslavement *within* Africa, an important but much neglected topic. It is important for students of African history to not only realize, but know in some detail, that Africa itself was an important site of the African Diaspora, as captives were moved from one part of the continent to another. Finally, the personal narrative of Olaudah Equiano

illustrates the experiences of many youth kidnapped into the Atlantic slave trade during the eighteenth century.

### **Week 11: Lectures on November 21 & 22**

#### *Trade in East Africa & The Lives of Slaves*

Reading:

- Feierman, “A Century of Ironies in East Africa, (c. 1780-1890),” in Curtin, Feierman, Thompson and Vansina, African History: From Earliest Times to Independence (London: Longman, 1995), 352-376 [MSEL electronic reserve].
- Enslavement Narratives: Joseph Wright (Atlantic); Petro Chilekwa (Indian Ocean); Mohammed Ali ben Said (trans-Saharan); Aaron Kuku (African); Chisi-Ndjurisiye-Sichayunga (African) [all at MSEL Electronic reserve].

Summary: There are two themes in the reading for this week. First, Feierman (who was one of the professor’s advisors in graduate school) examines the impact of European trade in the Indian Ocean on the societies of the east and central African interior that traded eastward into that ocean. Major forces of transformation were plantation agriculture, the export slave trade into the Indian Ocean, and the trade in Ivory to India and Europe. Pay careful attention to the trade routes between the interior and the coast on the map on p. 359. Feierman focuses on Zanzibar, a small island of the east coast of what is now Tanzania, and on the increasing influence of Arabs in East Africa. You should be attentive to how trade transformed politics in the African interior. The life experiences of six individuals who became captives/slaves and ended up in different slave trades and disparate major destinations for slaves is usually one of the most popular sets of readings in this class. One interesting fact you will discover is that many people captured as slaves served as slaves within Africa for many years before they ended up, by some twist of fate, in a slave trade that swept them away from the continent. It is important to remember that at least half of the persons enslaved in Africa never left the continent; they remained slaves there, though far away from home and family. What was similar and what unique in the experiences of these six individuals? What do you learn about similarities and differences in the various slave trades by comparing them? How do the life stories of the individuals considered here cause you think differently about the African slave trade?

### **Week 12: Lectures on November 28 & 29**

#### *South Africa, Early Settlement/Peoples*

Reading:

- Ehret, The Civilizations of Africa, 241-247, 256-259, 438-445.
- Elphick, Kraal and Castle, xv-116 [MSEL Print Reserve, D6 .Y2 v.116].

Summary: South Africa was little involved in the trans-Atlantic or Indian Ocean slave trades as an exporter. Its history is one of early colonization by Bantu-speakers and, later, by Europeans and the importation of slaves across the Atlantic and Indian Oceans to the Cape of Good Hope. The textbook reading for this week provides critical background information for understanding Kraal and Castle. The first portions of the textbook reading summarize important changes and human interactions in the period

prior to the arrival of Europeans at the Cape of Good Hope. In this pre-European period, interactions among hunter gatherers, herders, and farmers is a central theme. As you read, pay careful attention to the map on p. 244. Note that because of minor differences in how the authors employ orthography, the “Khoekhoe” or cattle ranchers of the textbook will be the “Khoikhoi” of Kraal and Castle. The second part of the textbook reading provides an outline history of the establishment of the Dutch East India Company and the Boers at the Cape of Good Hope in the mid-seventeenth century, the first significant European colonial occupation of Africa. Kraal and Castle is a history of the interactions between Khoikhoi cattle ranchers and Boers at the Cape of Good Hope, the history lying at the basis of politics and social structure in modern South Africa. Be sure to read the introduction to the book very carefully, for it defines some important terms and provides vital background information to the narrative. How does Richard Elphick define the relationship between hunters and ranchers, the San and Khoikhoi? How were Khoikhoi economic strategies in the era of European trade similar to and different from those of the Bobangi and others along the Congo River? How did the relationship between Khoikhoi and Boers change over time?

### **Week 13: Lectures on December 5 & 6**

*South Africa, The Dutch Period and British Colonization*

Reading:

- Elphick, Kraal and Castle, 117-239 [MSEL Print Reserve; D6 .Y2 v.116].

Summary: In this week we finish reading Kraal and Castle. As you read of the fate of the Khoikhoi in the face of European imperialism, compare and contrast that fate to the interactions between the Boers and Bantu-speaking farming Africans such as the Xhosa and Zulu, about whom I will be lecturing. In all these stories amidst increasing European occupation of Southern Africa, you have the making of the stimulating, complex and tragic history of this region of the African continent.

### **Week 15: Lecture on December 12**

*Remaining lecture and business.*

No assigned reading, but a final lecture will be given and the final take-home exam questions will be distributed in hard-copy at the end of class.