



Special Topics in Anthropology: Prime Movers of the Atlantic World: Portugal and Africa

ANTH 4490 (CRN #82100) * Fall 2015
TUESDAY / THURSDAY
12:00 PM – 1:45 PM * SO 1019

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| <u>PROFESSOR INFORMATION:</u> Professor: BRANDON LUNDY, Ph.D. Office: MS, Rm. 245 Office Hours: By appointment. Phone: (470) 578-2893 E-mail: blundy@kennesaw.edu | <u>CO-INSTRUCTOR:</u> RAUL MENDES FERNANDES, Ph.D. Fulbright Scholar-in-Residence Program ramefes@gmail.com |
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COURSE DESCRIPTION:

Anthropological research, the study of what it means to be human, has been carried out on the African Continent for more than a century. This course explores the notion that changing anthropological theory and methodology can provide new insights into this old partnership. This course covers a variety of ideas and findings about Portugal's and African societies' positions in modifying the Atlantic World, both historically and contemporarily. The course focuses on topics such as culture contact and change, inter-ethnic relations and conflict, identity and multiculturalism, transnational networks, independence movements and nationalism, neo/post-colonialism, and global culture and globalization. By the end of this course, students will have tackled several important questions from an anthropological perspective: (1) How were the Portuguese unique in their maritime conduct? (2) How did African societies react to, adapt to, and resist Portuguese expansion? (3) How do these real and constructed histories influence contemporary African societies' worldviews? (4) How does *Lusophonia* produce both cultural homogeneity and cultural disorder? (5) How does this ideology link, reinforce, and alienate relatively isolated pockets of heterogeneous culture into complex webs of identity relations? The course consists of lectures, group activities, slide shows, films, readings, PowerPoint presentations, discussions, and attendance at the Year of the Portuguese-speaking World (YPSW) lecture series.



COURSE LEARNING OBJECTIVES:

- To gain a better understanding of the diverse ways humans meet basic needs.
- To gain a basic understanding of key concepts in cultural anthropology.
- To demonstrate knowledge and skills in applying current anthropological theories, research, and findings to real world contexts and contemporary social issues.
- To recognize the practical difficulties in describing, explaining, and comparing the similarities and the differences in human cultures.
- To recognize and incorporate the similarities, differences, and interconnections between the world's peoples, nations, and world systems.
- To critically examine issues of power, authority, and domination including understanding the concepts of hegemony and structural violence.
- To learn to identify, describe, and explain differing worldviews and how these are shaped by cultural contact, change, agency, diffusion, acculturation, and other forms of mobility and interaction.
- To demonstrate skills in critical thinking, hypothesis-testing, and problem-solving.
- To demonstrate effective and appropriate communication, interaction, and teamwork with people of different nationalities and cultures within and outside the classroom.

COURSE REQUIREMENTS:

1. YPSW Lecture Attendance (26%): Regular attendance is required. The student can miss two YPSW lectures without justification, but he/she is still responsible for the material presented. Each additional absence beyond the first two (unless they are justified) results in a 2% reduction in the student's overall grade. Readings are assigned to complement, not substitute for, the YPSW events. Students are expected to attend every class, lecture, and event and to pay careful attention. A sign-in sheet will be distributed at every YPSW event. The student is responsible for signing the attendance sheet as the only record of attendance. The class attendance policy is:

"Students may be justifiably absent from classes due to religious observances, illness documented by a physician or other appropriate health care professional, conflicts with University sanctioned activities, public emergencies, and documented personal or family emergencies. The student is responsible for notifying the instructors in writing with as much advance notice as possible of required absences, preferably at the beginning of the course. It is recognized that such absences, especially for illness, emergencies, or University sanctioned activities shall be certified in writing by an appropriate senior University administrator, e.g., the Vice President of Student Affairs, the Dean for Student Affairs, the Director of Athletics, or the Vice Provost for Academic Affairs. Students are responsible for the prompt completion of any alternative assignments."

2. Discussion Leader (30%): Each student is required to sign up for two days to lead class discussions. The discussion leader is responsible for writing a brief summary (1-2 pages) outline of the readings by stating and illustrating the main points. These will be shared with the class on D2L. Also based on the readings, the discussion leader will write 5 discussion-stimulating questions.

3. Paper (30%): Each student will do some original library research and write one 5-8 page paper on an approved topic related to the course. The instructors must approve the final choice of topic in advance. Papers submitted after the due date and time will be lowered one point for each day late (including weekend days) for one week, at which point the paper will receive a zero, except in documented cases of illness or emergency. ALL students should consider presenting

their paper at the YPSW Student Symposium (Thursday, November 12, 2015; 8:30-6:15 pm; registration: <http://dga.kennesaw.edu/yearof/ypsw/symposium.php>).

TYPEWRITTEN MATERIALS. The research paper must be typed in 12-pt. font, double-spaced, on white 8 ½ x 11" paper, on one side of a sheet only, with margins of about 1" on all sides. Your name should appear at the upper right corner of every page along with the page number. You may include a cover page, but do not use any sort of binder. Your typescript should be clear and dark (Times New Roman, Arial). Keep a copy of everything you submit, at least until the original is returned to you.

4. Class Participation/Reaction Questions (14%): Students are required to participate in class discussions and activities. Students must complete assigned readings on time. The reading assignments are made to complement class discussions, and to give specific illustrations of general material presented in class. Read to understand the author's main points, and a few specific illustrations of the main points. Make separate, brief notes on the readings. Students should assume that everything presented or assigned is required. This means videos, audio clips, slides, hand-outs, guest lectures, PowerPoint's, etc. – as well as the regular lectures and readings. Class participation will be determined by a **reaction question** presented in the first five minutes of class seven times throughout the semester based on a select reading assigned for that week. No make-ups are available.

GRADING:

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| 1. YPSW Lecture Attendance (15 total events, 2 points per event) | 26 points |
| 2. Discussion Leader (2x, 15 points each) | 30 points |
| -Outline | 5 pts. |
| -5 Discussion Questions | 5 pts. |
| -Discussion Management | 5 pts. |
| 3. Paper | 30 points |
| 6. Class Participation/Reaction Questions (7x, 2 points each) | 14 points |

A = 89.50 – 100

B = 79.50 – 89.49

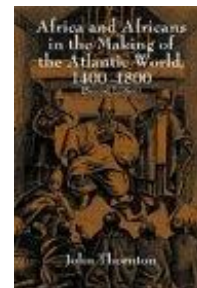
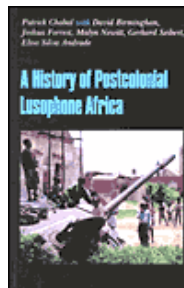
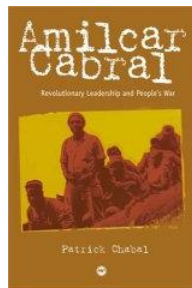
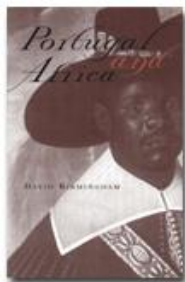
C = 69.50 – 79.49

D = 59.50 – 69.49

F = Below 59.50

REQUIRED MATERIALS:

1. Textbooks (required):



Birmingham, David [**Birmingham**]

- 2004 [1999] Portugal and Africa. Athens, OH: Ohio University Press. (ISBN 0-89680237-X)
- Chabal, Patrick [**Chabal**]
2003 Amilcar Cabral: Revolutionary Leadership and People's War. Trenton, NJ: Africa World Press. (ISBN 1-59221-082-1)
- Chabal, Patrick, et al. [**Chabal et al.**]
2002 A History of Postcolonial Lusophone Africa. Bloomington, IN: Indiana University Press. (ISBN 0-253-21565-X)
- Thornton, John K. [**Thornton**]
1998 Africa and Africans in the Making of the Atlantic World, 1400-1800. 2nd Edition. New York: Cambridge University Press. (ISBN 0-521-62724-9)

2. **Articles:** and other course materials will be posted electronically on the **D2L** course website and will be listed below in the course calendar.

GENERAL INFORMATION:

Information on Current Events: During class meetings, we will link the concepts you learn in class to global and national current events. Please watch the news, read the newspaper, and search the internet news sources. The BBC news shown daily on PBS at 6:00 PM is a good source of information. In addition, check out these internet sites:

1. <http://news.bbc.co.uk/1/hi/world/africa/default.stm>.
2. <http://allafrica.com/>.
3. <http://www.irinnews.org/>.

Please consider becoming a member of the Lusophone African Studies Organization (LASO) and/or joining the H-Luso-Africa network (<https://networks.h-net.org/h-luso-africa>)

1. **E-mail:** Please send e-mails to blundy@kennesaw.edu, not via D2L. Please allow a minimum of 24 to 36 hours during weekdays for the instructors to receive and respond to e-mails. Do not assume the instructors will respond to e-mails during weekends. Plan accordingly (e.g., do not e-mail the instructors with last minute, urgent requests for information on an assignment the night before it is due). The instructors occasionally use e-mail to send class announcements and reminders. Students are required to have a current Kennesaw e-mail account from which he/she can access these materials as well as access to D2L. Please e-mail the instructors if course content or assignments need further clarification. If the student wishes to continue using a personal e-mail account, it is that student's responsibility to open and forward the Kennesaw e-mail to that account. **THE INSTRUCTORS RARELY ACCEPT E-MAIL ATTACHMENTS FOR ASSIGNMENTS.**

Please do not email the instructors requests for any information that can be learned from the syllabus. Please also recognize that email is not a substitute for office hours. In-depth questions are answered most completely and efficiently in face-to-face discussions.

2. **Computer and Web Access:** Students will need to have access to a computer in order to retrieve course readings and other necessary materials. Numerous relevant materials will be posted on the course website that the student will be responsible for accessing outside of class.

Check the D2L site at least twice per week. Computer failure is not an acceptable excuse for late or missing papers and assignments.

3. Late Assignments: If a late assignment is not turned in within ONE WEEK of the due date, the student will receive a ZERO. Late assignments automatically lose one point per day until submitted.

4. Films: Students are responsible for the information from films and video clips shown in class. Most of the films and clips viewed in this class may be unavailable for additional viewings. Do not miss scheduled film screenings.

5. Policies for Coursework: All written work must be the students. If a student plagiarizes, he/she will obtain a zero on the assignment. If a student commits a second academic dishonesty, he/she will automatically fail the course. The instructors has access to *turnitin* plagiarism software and will use it to check students' papers if/when necessary. The student should e-mail or telephone the instructors when emergencies arise, or as soon after as possible. Make-up assignments may be scheduled, depending on the circumstances and justification. Students are encouraged to draw on outside reference materials throughout the course. Please note: WIKIPEDIA, blogs, and other internet sites should NOT be considered reliable references for written material.

Plagiarism – The act of stealing and passing off ideas or words from another as one's own.

KSU's Plagiarism policy is as follows:

No student shall receive, attempt to receive, knowingly give or attempt to give unauthorized assistance in the preparation of any work required to be submitted for credit (including examinations, laboratory reports, essays, themes, term papers, etc.). Unless specifically authorized, the presence and/or use of electronic devices during an examination, quiz, or other class assignment is considered cheating. Engaging in any behavior which a professor prohibits as academic misconduct in the syllabus or in class discussion is cheating. When direct quotations are used, they should be indicated, and when the ideas, theories, data, figures, graphs, programs, electronic based information or illustrations of someone other than the student are incorporated into a paper or used in a project, they should be duly acknowledged. No student may submit the same, or substantially the same, paper or other assignment for credit in more than one class without the prior permission of the current professor(s).

To reiterate, any work borrowed from another source – not just direct quotations – must be appropriately cited. Work which is borrowed from others without citation is considered plagiarism. Plagiarizing work may result, at a minimum, in a zero for the assignment and can result in failing the class. Plagiarism tends to occur when students are stressed and short on time. If a student is having problems with completing an assignment or meeting a deadline, he/she should use office hours to get help from the instructors, request an extension, or keep working on the assignment and turn it in late. A low grade on one assignment is much better than an "F" for the course.

Note that unintentional plagiarism sometimes occurs when students mix others' work (e.g., data cut and pasted from websites) with their own thoughts when doing research or making notes. For

example, a student will paste a quotation from the World Bank website into a document, add their own commentary, and then forget where their own work ends and the World Bank quotation begins. Therefore whenever collecting data, it is important to keep careful track of sources. Accidental plagiarism is still plagiarism.

KSU's Policy on Academic Integrity –

“Every KSU student is responsible for upholding the provision of the Student Code of Conduct, as published in the Undergraduate and Graduate Catalogs. Section II of the Student Code of Conduct addresses the University’s policy on academic honesty, including provisions regarding plagiarism and cheating, unauthorized access to University materials, misrepresentation/falsification of University records or academic work, malicious removal, retention, or destruction of library materials, malicious/intentional misuse of computer facilities and/or services, and misuse of student identification cards. Incidents of alleged academic misconduct will be handled through the established procedures of the University Judiciary Program, which includes either an ‘informal’ resolution by faculty member, resulting in a grade adjustment, or a formal hearing procedure which may subject a student to the Code of Conduct’s minimum one semester suspension requirement.”

6. Disabilities: Students who have a disability must be on file. Students with disabilities should bring written indications (“Faculty Notification Letter”) about the accommodations they require for exams, class discussions, and written assignments **WITHIN THE FIRST TWO WEEKS** of class.

Statement on Students with Disabilities – *“Any student with a documented disability needing academic adjustments is requested to notify the professor as early in the semester as possible. Verification from KSU disAbled Student Support Services is required. All discussions will remain confidential. disAbled Student Support Services, Suite 267 of the Carmichael Student Center, 470-578-6443.”*

(See http://www.kennesaw.edu/stu_dev/dsss/dsss.html).

7. Disruptive Individuals: *“It is the purpose of the institution to provide a campus environment, which encourages academic accomplishment, personal growth, and a spirit of understanding and cooperation. An important part of maintaining such an environment is the commitment to protect the health and safety of every member of the campus community. Belligerent, abusive, profane, threatening and/ or inappropriate behavior of the part of the students is a violation of the Kennesaw State University student Conduct Regulations. Students who are found guilty of such misconduct may be subject to immediate dismissal from the institution. In addition, these violations of state law may also be subject to criminal action beyond the University disciplinary process.”*

8. The Writing Center: “The KSU Writing Center is a free service offered to all KSU students. Experienced, friendly writing assistants work with you on thesis development, organization, research documentation, grammar, mechanics, and more. They help students improve course papers AND teach strategies to become a better writers. For more information or to make an appointment, visit <http://www.kennesaw.edu/english/WritingCenter>, or stop by Room 242 in the English Building.” It is HIGHLY recommended that all students use the Writing Center to help with their paper assignment.

9. Electronics in the classroom: Make sure to TURN OFF all cell phones, laptops, iPods, etc. before the start of class. Both cell phones and laptops can be very distracting to both the professor and the other students. If a student is caught texting or video recording, he/she will be asked to leave and will not receive credit for that day and will not have the opportunity to make up any assignments missed.

10. Additional Policies: Students are encouraged to make friends in order to get notes from classmates if/when absent. *The instructors do not give students their notes and will rarely post PowerPoints on-line.* Please respect fellow students by giving them an opportunity to participate in discussions. It is important that opinions (positive or negative) on the readings and lecture materials be offered and discussed in a scholarly and respectful manner. Please be aware of the ADD/DROP deadlines. The University has an official policy regarding the number of courses a student can drop during his/her career at KSU. For information regarding this policy, go to: <http://www.kennesaw.edu/registrar/withdrawalpolicy.shtml>. Students may determine their standing in the course at any time during the semester by adding their point total for the completed assignments. **There is no extra credit available. NO EXCEPTIONS.**

Office hours are held in room MS 245. Please email the instructors directly to set up an appropriate day/time to meet.

GENERAL COURSE OUTLINE:

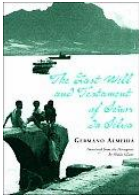
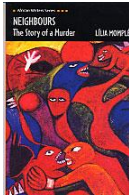

This course syllabus provides a general plan for the course; deviations may be necessary. Any changes will be announced in class. It is the student's responsibility to make a note of any such changes or learn of them from a classmate.

SCHEDULE OF CLASSES, READINGS, FILMS, HOLIDAYS, & ASSIGNMENTS:

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| WEEK 1 August 18 | TOPIC: Orientation, business. What is Anthropology? The Culture Concept Explored |
| -A review of course expectations, definitions of anthropology and the culture concept, and theoretical and methodological trends in anthropology. | |
| August 20 | |
| WEEK 2 August 25 | TOPIC: Africa in/of the World READING: KEIM (1999; 3-13) D2L |
| -A review of myths and facts about Africa, and its geography, ecology, sociology, and contemporary geo-political map. | |
| August 27 | <i>Trade Investment and Value Chain Development in the Portuguese Speaking World</i> , Opening address by Georgina Benrós de Mello , Director General of the Community of Portuguese Speaking Countries (CPLP), Social Sciences Building, Room 1019, Kennesaw Campus READING: MACQUEEN (2003; Pp. 1-26) |
| WEEK 3 September 1 | TOPIC: Complex Webs of Multiethnic Alliances, Social Linkages, and Political Ties READING: ELTIS & JENNINGS (1988; Pp. 936-959) D2L Thornton (Pp. 183-234) |
| -An examination of the dynamics of civilization in Africa before the arrival of the Portuguese including early state formations, population movements due to ecology and invasion, trans-Saharan and indigenous trade networks, and the Bantu migration | |

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| September 3 | <i>Portuguese Pirates, Jesuits and Middlemen in the South China Sea</i> , George Bryan Souza , University of Texas, San Antonio READING: http://digicoll.library.wisc.edu/cgi-bin/AfricanStudies/AfricanStudies-idx?type=header;pview=hide;id=AfricanStudies.Jesuit01 |
| WEEK 4 September 8 | TOPIC: The World's First Global Maritime Empire READING: Birmingham (Pp. 51-62) Thornton (Pp. 1-42) |
| -An examination of the rise of the Portuguese Empire including geopolitical and economic motives in relation to other developing European Empires of the fifteenth century from a Eurocentric perspective. | |
| September 10 | <i>Blending Myth and Reality: Portraits of the Portuguese Royal Court</i> , Barbara von Barghahn , Professor of Art History, George Washington University |
| WEEK 5 September 15 | TOPIC: Culture Contact, Competition, and Commerce: Making of the Atlantic World READING: Birmingham (Pp. 1-50) Thornton (Pp. 43-71) HAWTHORNE (2010; Pp. 151-163) D2L |
| -An examination of European coastal contact in Africa and the ensuing cultural ruptures including African resistance, commercial relationships, and social and ideological syncretism from an Afrocentric perspective. | |
| September 17 | <i>Moorings: Camões and Portuguese Expansion</i> , Josiah Blackmore , Nancy Clark Smith Professor of the Language and Literature of Portugal, Harvard University |
| WEEK 6 September 22 | TOPIC: Conquest and Colonialism READING: Birmingham (Pp. 110-132) Chabal (Pp. 16-28) Thornton (129-151) |
| -An examination of the different ways colonial rule was attempted, established, and enforced in the Portuguese colonies in comparison to French and British colonial patterns. | |
| September 24 | <i>Islands of Sexuality: Theories and Histories of Creolization in Cape Verde</i> , Isabel P. B. Fêo Rodrigues , Associate Professor of Sociology & Anthropology, University of Massachusetts, Dartmouth READING: RODRIGUES (2008; Pp. 343-376) RODRIGUES (2003; Pp. 83-103) |
| WEEK 7 September 29 | TOPIC: African Identities Explored READING: Birmingham (Pp. 63-81) Chabal (Pp. 29-53) HORTA (2000; Pp. 99-130) D2L LOPES (2005; Pp. 3-16) D2L MARK (1999; Pp. 173-191) D2L |
| -An overview of ideology and identity with an emphasis on how people's ways of thinking about, and behaving in, the world come about and, how these ideologies have acted as agents of change and resistance in Africa. | |
| October 1 | <i>Religious Syncretism across the Iberian Atlantic</i> , Jane Landers , Professor of History, Vanderbilt University READING: THORNTON (1988; Pp. 261-278) D2L |
| WEEK 8 October 6 | TOPIC: African Independence READING: Birmingham (Pp. 133-141) Chabal et al. (Pp. 3-28) Chabal (Pp. 188-219) OTHER: <i>Mortu Nega</i> (Those Who Death Refused) (1988: 93 min. – Crioulo, English Subtitles – California Newsreel) |

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| -An overview and comparative perspective on the developments of nationalism, leadership, and armed struggles for independence in Lusophone Africa in relation to the rest of the continent. | |
| October 6 | <i>Year of the Portuguese Speaking World Day</i> , Featuring Capoeira, KSU Tellers, musical performances and food tasting, Carmichael Student Center University Rooms A-E |
| October 8 | <i>The Economic Impact of Slavery in Brazil</i> , João Ricardo Faria , Professor of Public Administration, University of Texas at El Paso |
| WEEK 9 October 13 | <p>TOPIC: Cape Verde: Diasporic Studies and Transnationalism</p> <p>READING: Chabal et al. (Pp. 264-290)</p> <p>OTHER: <i>My Voice (Nha Fala)</i> (2004: 110 min. – French, English Subtitles)</p> |
| -A history of postcolonial Cape Verde with particular emphasis on the significance of the Cape Verdean Diaspora. | |
| October 15 | <p><i>Cross-Cultural Exchange between Angola and Brazil during the Era of the Slave Trade</i>, Roquinaldo Ferreira, Vasco da Gama Associate Professor of History, Portuguese and Brazilian Studies, Brown University</p> <p>READING: FERREIRA (2011; Pp. 3-13) D2L</p> |
| October 16 | <i>Todas as Direções</i> , Works for 7-String Guitar and String Orchestra by Brazilian composer and guitarist " Felipe Coelho " Ilian Jazz Guitarist, Performance, Bailey Performance Center, 8 pm |
| WEEK 10 October 20 | <p>TOPIC: Guinea-Bissau: Refugees and Resistance</p> <p>READING: Chabal et al. (Pp. 236-263)</p> <p>OTHER: <i>Who Controls Africa? Power Structures in Ghana, Guinea-Bissau, and Mali</i> (2004, 56 min.; Films Media Group)</p> |
| -A history of postcolonial Guinea-Bissau with a particular emphasis on the multicultural challenge to state authority. | |
| October 22 | <p><i>Tropical Versailles: Empire, Monarchy and the Portuguese Royal Court in Brazil</i>, Kirsten Schultz, Associate Professor of History, Seton Hall University</p> <p>READING: SCHULTZ (2000; Pp. 7-31) D2L SCHULTZ (2005; Pp. 264-282) D2L</p> |
| WEEK 11 October 27 | <p>TOPIC: São Tomé and Príncipe: The African Plantation System. A Model Exported</p> <p>READING: Chabal et al. (Pp. 291-315)</p> |
| -A history of postcolonial São Tomé e Príncipe with a particular emphasis on the agricultural legacy, bureaucratization, and patron-client ties. | |
| October 29 | <p><i>Gender and Women's Studies Panel</i>, Featuring the following presentations: <i>Sex Tourism in Bahia</i> by Erica Williams, Assistant Professor of Anthropology, Spelman College; <i>Brazilian Women's Filmmaking</i> by Leslie Marsh, Associate Professor of Spanish & Portuguese, Georgia State University; <i>Intersectionality in the Lives of Black Women Activists in Salvador</i> by Ken Williamson, Assistant Professor of Anthropology, KSU</p> <p>READING: WILLIAMS (2014; Pp. 453-470) D2L WILLIAMSON (2012; Pp. 257-278) D2L WILLIAMSON (2015; Pp. 86-101) D2L</p> |
| WEEK 12 November 3 | <p>TOPIC: Angola: Oil, Diamonds, and Cold War Politicking</p> <p>READING: Chabal et al. (Pp. 137-184)</p> <p>OTHER: <i>Angola: The Curse of Oil</i> (2008, 25 mins; Films Media Group)</p> |
| -A history of postcolonial Angola with a particular emphasis on the legacy of Cold War politicking in Africa. | |
| November 5 | <p><i>Brazil in the Creation of the World Coffee Economy</i>, Stephen Topik, Professor of History, University of California, Irvine</p> <p>READING: TOPIK (2002; Pp. 112-132) D2L</p> |

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| WEEK 13 November 10 | <p>TOPIC: Mozambique: Destabilization, Civil War, and Ecological Disaster. Can it rebound?</p> <p>READING: Chabal et al. (Pp. 185-235)</p> <p>OTHER: <i>Kuxa Kanema: The Birth of Cinema</i> (52 minutes)</p> |
| -A history of postcolonial Mozambique with a particular emphasis on regional cooperation and international intervention. | |
| November 12 | <i>Portuguese Speaking World Student Symposium</i> , Featuring PEGS/UNIFACS Brazilian Partnership Presentations |
| WEEK 14 November 17 | <p>TOPIC: Luso-African Literature. What can it tell us?</p> <p>READING: Birmingham (Pp. 174-185) HAMILTON (1991; Pp. 324-335) D2L SHELDON & RODRIGUES (2008; Pp. 423-445) D2L <u>Choose 1:</u> <i>Pepetela</i> (2002) OR <i>Momplé</i> (2001) OR <i>Almeida</i> (1994)</p> <div style="display: flex; justify-content: space-around; align-items: flex-end;">    </div> |
| -An examination of the role of Luso-African literature in the colonial struggle and as a voice of modern Africa with particular emphasis on the politics of the Portuguese language in African literature as an imperially imposed lingua franca and convenient means of wider communication. | |
| November 18 (WED) | <p><i>Development Projects in Mozambique: Spanning the Colonial / Post-Colonial Divide</i>, Allen Isaacman, Regents Professor of History, University of Minnesota. Social Sciences 1021</p> <p>READING: ISAACMAN (1985; 15-56) D2L ISAACMAN (1990; 1-120) D2L</p> |
| WEEK 15 November 24 | Fall Break – NO CLASSES |
| November 26 | University Closed |
| WEEK 16 December 1 | TOPIC: Course Overview and Closing Remarks |
| December 3 | *FINAL PAPER DUE (5:00 PM) |

Further Readings (Potentially Useful for Your Research Paper)**Books:**

Adebajo, Adekeye

2002 Building Peace in West Africa: Liberia, Sierra Leone, and Guinea-Bissau. Boulder, CO: Lynne Rienner. **Guinea-Bissau**

Andersson, Hilary

1992 Mozambique: A War Against the People New York: St. Martin's Press.

Mozambique

Axelsson, Eric

1967 Portugal and the Scramble for Africa, 1875-1891. Johannesburg, South Africa: Witwatersrand University Press. **Portugal and Africa**

Birmingham, David

2000 Trade and Empire in the Atlantic, 1400-1600. New York: Routledge. **Portuguese Empire**

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2003 A Concise History of Portugal. New York: Cambridge University Press.

Portuguese Empire

Bolster, W. J.

1998 Black Jacks: African American Seamen in the Age of Sail. Cambridge: Harvard University Press. **Atlantic World**

Bowen, Merle L.

2000 The State Against the Peasantry: Rural Struggles in Colonial and Postcolonial Mozambique. Charlottesville, VA: The University Press of Virginia. **Mozambique**

Bowman, Joye L.

1997 Ominous Transition: Commerce and Colonial Expansion in the Senegambia and Guinea, 1857-1919. Brookfield, VT: Avebury. **Guinea-Bissau**

Boxer, Charles R.

1969 The Portuguese Seaborne Empire 1415-1825. New York: Alfred A. Knopf. **Portuguese Empire**

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1978 The Church Militant and Iberian Expansion 1440-1770. Baltimore, MD: Johns Hopkins University Press. **Portuguese Empire**

Brettell, Caroline

1982 We Have Already Cried Many Tears: Portuguese Women and Migration. Cambridge, MA: Schenkman Publishing Company. **Portugal and Identity**

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2003 Anthropology and Migration: Essays on Transnationalism, Ethnicity, and Identity. New York: AltaMira Press. **Anthropology and Identity**

Brooks, George E.

1997 A Nhara of the Guinea-Bissau Region: Mãe Aurélia Correia. In Women and Slavery in West Africa. C.C. Robertson and M.A. Klein, eds. Pp. 295-319. Portsmouth, NH: Heinemann. **Guinea-Bissau**

Brooks, George E.

- 2003 Eurafricans in Western Africa: Commerce, Social Status, Gender, and Religious Observance From the Sixteenth to the Eighteenth Century. Athens, OH: Ohio University Press.
- Bruce, Neil
1975 Portugal, The Last Empire North Pomfret, VT: David & Charles. **Portuguese Empire**
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