

Paper 1



Free
Sample

History for the IB Diploma Programme



Independence and Identity

Pearson

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The Haitian Revolution
(c. 1780–1811)

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Key concepts:

- ▶ Cause and consequence
- ▶ Perspectives
- ▶ Continuity and change

This chapter contains sources that use racist and outdated language and contains detailed descriptions of violence and oppression. Please proceed with caution and take breaks if needed.

Inquiry question: What prompted the emergence of the independence movement?

Introduction

From the 1600s until the 1800s, European countries such as Britain, France, the Netherlands, Spain, and Portugal built extensive overseas empires. They did this to project political strength, gain economic resources, and spread Christianity. These aims are sometimes shortened to ‘God, Gold, and Glory.’



Figure 1.1 A world map depicting colonial territories in the 1800s.

European powers ruled over these territories harshly, exploiting the people and land for their resources and suppressing the Indigenous people’s heritage and culture. European rule over these territories was **authoritarian**, Europeans believed that they were culturally and morally superior. Due to the oppressive policies implemented by the **colonial** powers, resistance against colonial rule was often present, and over time this grew into independence movements which allowed the Indigenous populations to gain their freedom.

The growth of independence movements altered the world order, from one ruled by empires to one that revolved around the **nation state**. This shift fundamentally changed our world in the way countries are ruled, how we interact with each other, how we trade, and how we celebrate and share our cultures. These are significant developments that deserve to be studied by historians. The way in which

independence is achieved impacts the way in which a country is ruled in the early years of independence, and therefore, studying the reasons for independence and the methods used are important.

Haiti’s independence movement is significant for many reasons. Firstly, it was only the second colony to gain independence (after the United States), therefore providing an early example for other nations wishing to break away from colonial rule. Secondly, it was the first independence movement led by and for Black people and would serve as an inspiration for African nations as they sought their own independence. Finally, as it grew out of a rebellion of enslaved people, it is an important example of how, despite a significant power imbalance, repressed communities can come together to overthrow exploitative leaders and power structures.

Timeline

Note: Saint Domingue changed its name to Haiti when it declared its independence in 1804. In this chapter we refer to Saint Domingue before 1804 and Haiti thereafter.

1625	France takes possession of Saint Domingue from Spain, giving France control of one third of the island of Hispaniola (the whole land mass which is now split between modern-day Haiti and the Dominican Republic).
1789	The French Revolution leads to the removal of the monarchy and establishes a Republic under the values of ‘Liberty, Equality, and Fraternity.’
15 May 1791	The French Assembly in Paris gives full citizenship rights to people of dual heritage.
August 1791	Enslaved people meet at Bois Caïman to plan the rebellion. Their goal was to abolish slavery and gain the rights of French subjects. Shortly afterwards, thousands of enslaved people start their revolt.
24 September 1791	The law giving mixed-race citizens citizenship is repealed, and mixed-race free people of color join the rebellion to regain their citizenship rights.
February 1793	France declares war against Spain after Spain protests the execution of King Louis XVI.
August 1793	The French Civil Commissioner announces the general emancipation of enslaved people in Saint Domingue’s northern territories.
June 1794	Slavery is abolished in France and its colonies.
1796	The Treaty of Basel ends the war with Spain, and France takes possession of the eastern side of the island of Saint Domingue.
November 1798	General Toussaint L’Ouverture orders all Black adults who are not fighting in the war to work on plantations to secure the economy.
1801	The Saint-Dominguan Constitution is enacted.
August 1802	General Toussaint is taken prisoner and transported to France.
April 1803	General Toussaint dies while in prison in France. Jean-Jacques Dessalines takes power.
November 1803	The final French forces are defeated at the Battle of Vertières.
January 1804	Haiti declares independence.
February–April 1804	Dessalines orders the massacre of all remaining French residents in Haiti.
October 1804	Dessalines declares himself Emperor of Haiti.
1806	Dessalines is assassinated.

1825	French officials arrive in Haiti demanding compensation for lost property during the Revolution. Haiti agrees to pay 150 million gold francs to France.
1838	The balance of indemnity payments is renegotiated to 60 million gold francs.

SKILLS

Using sources

The words we use reflect the values of the time, and as these values change, the use of some of these words becomes unacceptable as they cause harm to people in our society. In addition to this, over time the meaning of words and how they are used changes. This can present a challenge for historians, as choosing to repeat the words that were used at the time may not reflect modern-day values and beliefs, and yet they are used in the primary accounts.

The words used to describe people who were enslaved have changed dramatically as we understand more about the origins and use of words in the past. At the time of writing, the term 'enslaved person' is considered a more respectful way to describe this community as it acknowledges that they were a person and while they were enslaved, that does not form their entire identity, which would be implied if we use the word 'slave.' However, please be aware that this chapter contains source extracts, many of which use a diverse array of discriminatory and outdated terms.

French colonial rule

France began its colonial expansion in the 1600s in North America and the Caribbean, as well as having a small presence in the Indian Ocean (modern day Mauritius). France's motives were similar to other European nations.

- **Spreading Christianity:** France was a Catholic country, and the King of France believed that he had been chosen by God to rule over France. This made Catholic kings believe that they had a duty to spread Christianity to other parts of the world using French **missionaries**.
- **Gaining resources:** In the 1600s and 1700s, international trade expanded because of new ship technology and the growth of overseas empires. As trade expanded, new and exotic goods, such as coffee, tea, sugar, and spices, that arrived from the Americas, Asia, and Africa, grew in popularity, creating a moneymaking opportunity for nations who could acquire these goods.

International trade was already established before empires existed, but by building empires European powers sought to gain more profit by creating unequal trading terms. Once a European power took control of a territory, they were able to create a trade **monopoly**, and they would not give local traders a fair price for their goods. Both of these factors would enable them to extract wealth from colonies.

- **International prestige and power:** By gaining overseas territories, France was able to project an image of strength and power against other European nations who were also competing for dominance at home and overseas. Throughout the 1700s, European powers fought many wars against each other, and expanding their presence overseas enabled them to gain the resources and wealth needed to fund these expensive wars.
- **Secure power at home:** In the 1700s, France was experiencing a lot of political instability and uncertainty. For much of the century France was ruled by King Louis XV. His reign from 1715–74, was characterized by expensive wars and his extravagant lifestyle. In the later part of his rule, France was struggling financially, and he was becoming increasingly unpopular. Building an empire outside of France could help to fund his significant expenses, as well encourage French people to feel a sense of pride about showing strength overseas while domestically the country appeared weak.

Source A:

James Walvin, a British historian of the **transatlantic slave trade** and the early Americas, writing in the introduction to C.L.R James's academic book *The Black Jacobians: Toussaint L'Ouverture and the San Domingo Revolution* (1938). Walvin used the introduction of the text to set the wider context of the Haitian Revolution, positioning the book as the starting point for many people studying the Haitian Revolution.

'The West Indian [Caribbean] slave colonies had emerged, from the mid seventeenth century onwards, on the back of imported Africans toiling primarily on sugar plantations. The sugar industry became a remarkable source of wealth... for those involved... By turns, the Spanish, Portuguese, Dutch, English and French all sought to establish their own New World-based sugar industry. Of course, enslaved people produced a range of other tropical staples (notably tobacco, coffee and rice, but sugar remained their pre-eminent activity.'

SKILLS

Using sources

A common misconception is that secondary sources are more reliable as they are written with hindsight and detached from the period being studied. Historical knowledge, however, is always impacted by the historian's values and the context in which it is created. Therefore, it is important to analyze the source's context to consider how it can be used to answer the inquiry question.

Multiple elements impact the context of the source. When analyzing the source, it is important to read the **provenance** to find the following information:

- The author – What expertise, knowledge, or connection do they have to the events being studied? Would these influence their interpretation of the events being studied?
- When the source was published – Was something important happening at that time which related to the historical event being studied?
- Where the source was published – Does the place have a connection to the events being studied?
- The purpose of the source – Who is its intended audience? What are they meant to do with the information being presented? Would this source cause them to change their actions after receiving this information?

While we may not be able to identify every single element described above, we can use this information to develop an analysis.

Example question:

Why did European powers build empires in the Americas in the 18th and 19th centuries? Analyze how the context of **Source A** can be used to answer the inquiry question.

Example answer:

The author of the extract is James Walvin, an expert of the transatlantic slave trade in the Americas, teaching at the University of York. As a historian of this period of study, he has the necessary skills and knowledge to analyze and interpret this history critically and thoughtfully, and this context adds to the ability of this source to help answer the inquiry question 'Why did European powers build empires in the Americas in the 18th and 19th centuries?'

The extract was written in 2001. With distance from the events of the Haitian Revolution, as well as distance from the original publication of the text Walvin is introducing (1938), this allows the ideas to be presented critically, as well as having access to relevant sources. Therefore, one can see this context as credible as the historians involved are able to view the work critically.

On the other hand, while Walvin's expertise adds credibility to the source, the purpose of the source could be a limitation. The purpose of Walvin's chapter was to introduce readers to the work of C.L.R. James, a historian, and convince them of the significance of his work. This could change the presentation of events to align with James's interpretation, limiting the credibility.

Activity 1

ATL Thinking skills

What is the purpose of **Source A**? How does the purpose of the source change the way in which a historian may use it positively and/or negatively?

The colonial experience in Haiti

Prior to European colonization, the part of the island we now call Haiti was inhabited by Taíno and Arawakan peoples, who called the island *Ayiti*. When Christopher Columbus arrived in the Americas in 1492, the entire island was claimed by the Spanish and was named *Hispaniola*, meaning 'Little Spanish Island.' However, France was looking to expand its presence in the Americas and support trade routes from their first colony in the Americas, **Acadia**, which they established in 1604. France officially took control of Haiti, known as Saint Domingue at the time, in 1625 after they agreed to a settlement with the Spanish. In this settlement, France was given one third of the island to establish a trading colony.

Figure 1.2 A map showing Acadia and Saint Domingue, as well as trade routes that France hoped to develop.

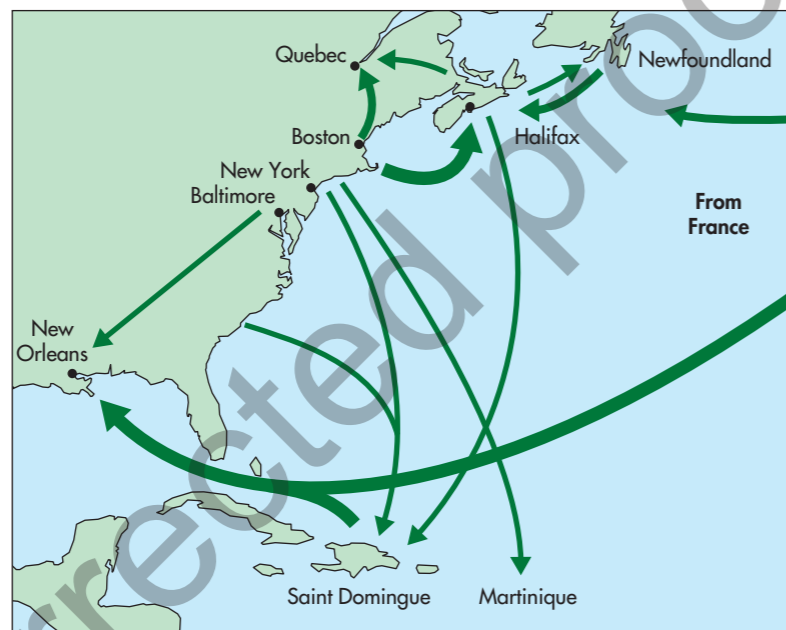


Figure 1.3 A map of the French settlement in Saint Domingue made in 1764. It shows the original settlement in Hispaniola, which was approximately one third of the total island.



Saint Domingue's main crop was sugar. Demand for sugar had increased since it was first introduced to Europe in the 1600s and was a very profitable **commodity**. As sugar is not a seasonal crop, it can be farmed year-round, meaning there is huge potential for profit from its production with no pauses to the production process. However, it is very physically demanding and dangerous to harvest, as the thick stalks of sugar cane need to be cut using very sharp machetes or cane knives. This type of work was unpopular and therefore, despite the high demand and potential for profit, plantation owners needed to find a workforce to harvest these crops. As the trading settlement developed, plantations also farmed coffee and indigo (a blue dye). In 1789, Saint Domingue produced 60 percent of the coffee (which was growing in popularity) and 40 percent of the sugar imported to France and Britain. It was the most profitable colony in the Caribbean and in France's empire.

Source B:

Paolo Fumagalli, an Italian artist, depicted a Caribbean sugar plantation in his color engraving 'Slaves at work in the sugarmills, Antilles' (1821) as part of an Italian encyclopedia.

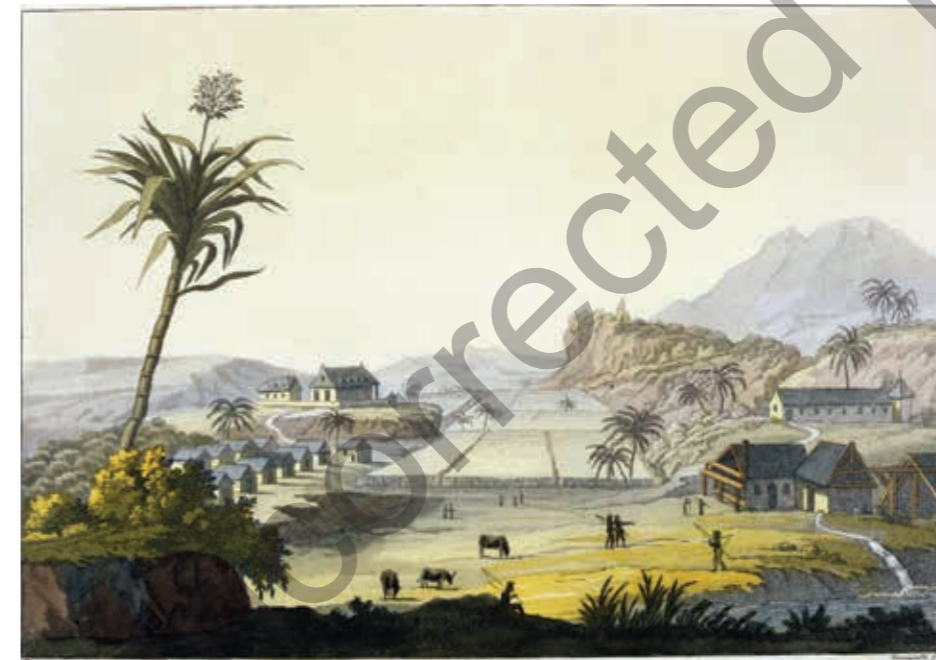


Figure 1.4 A Haitian sugar plantation.

Exam practice

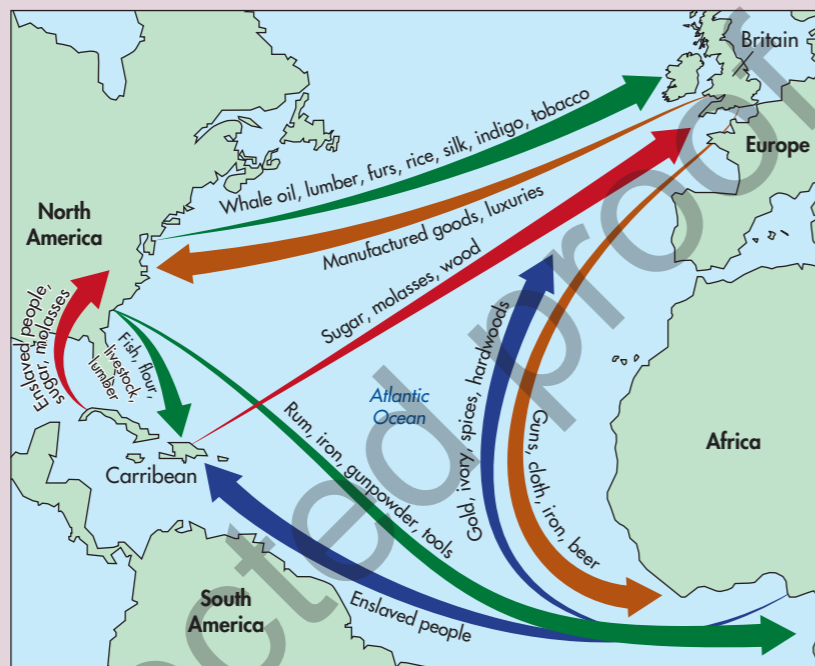
Explain how the content of **both Sources A and B** can be used to answer the inquiry question, 'Why did European powers colonize the Caribbean in the 18th and 19th centuries?'

Plantation owners in Saint Domingue used enslaved labor to fill their workforce. The transatlantic slave trade began in the early 1600s, as Europeans sought to find workers willing to do the physically demanding work required to farm sugar, cotton and tobacco, and to work in silver mines in the Americas. African people were taken from their homes and transported across the Atlantic Ocean in appalling conditions. If they survived the

journey, they were sold as property to plantation owners and forced to do the work demanded of the plantation owner. While a few enslaved people were able to gain their freedom, most would work until they died as the property of another human being.



The Transatlantic Slave Trade Triangle



The concept of the trade triangle began in Europe, where people wanted to have access to the new, exotic goods coming out of the Americas, such as sugar, coffee and tobacco. In order to gather the workforce to produce these goods, Europeans sent money and slave ships to Africa for 'slave catchers' who would capture and force people into captivity. These people would then be sent to the Americas on slave via what was called 'The Middle Passage.' The journey was in exceptionally harsh conditions, with enslaved people forced to stay below the deck of the ship chained to the floor by their feet and hands. They were also chained to each other in order to prevent escape. Food and water were in short supply, and due to poor sanitary conditions, many people got sick from illnesses such as dysentery. Enslaved Africans were also often subjected to violence or humiliating practices, such as forcing them to dance for the white European sailors. Some Africans decided to jump overboard rather than endure these harsh conditions and cruel treatment. While it is difficult to estimate the number of people who died crossing the Atlantic via the Middle Passage, it is thought that about 10–15 percent of enslaved Africans died during the journey.

Once enslaved Africans arrived in the Americas and the Caribbean, they would be sold at auction to plantation owners. Once they were sent to the plantation, they would be forced to do hard manual labor for long hours, often faced with the threat of violence and degrading treatment. Their work would help produce valuable goods such as sugar, cotton, tobacco, and **lumber** which would be sent for sale in Europe.

SKILLS

Using sources

When handling large data sets, historians may choose to present this information in statistics or a graph to present the ideas more clearly. An example of this is shown on the following page, where numbers for the African population in Saint Domingue have been consolidated into a table.

Source C:

C.L.R. James, a historian writing in *The Black Jacobians: Toussaint L'Ouverture and the San Domingo Revolution* (1938). This was one of the first histories of the Haitian Revolution to be written in

Figure 1.5 The transatlantic slave trade formed a three-part exchange of goods between Africa, the Americas, and Europe. This trade resembles a triangle on a map.

English. It is therefore an important starting point for historians learning about this event. C.L.R James was born in Trinidad and Tobago and educated in Britain.

Data in James's book has been adapted into a table and graph showing the number of enslaved Africans in Saint Domingue in the 1700s.

Year	Number of Black Africans in Saint Domingue
1720	47,000
1730	80,000
1754	172,000
1763	206,000
1789	465,429

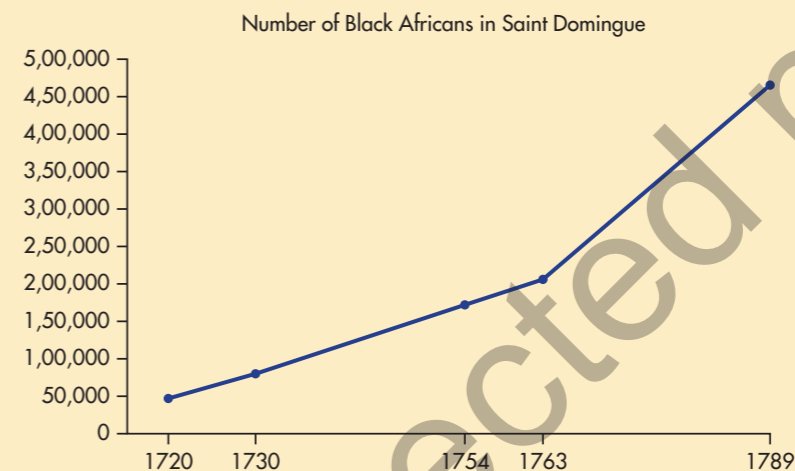


Figure 1.6 Line graph showing the number of enslaved Africans in Saint Domingue in the 1700s.

When analyzing statistics, it is important to examine the data as a whole set and not focus on one data point. In history, we explore patterns, often identifying changes or continuity over time.

When examining the statistical data, we should:

1. Read the title of the table or graph to learn what data is presented in the table.
2. Read the table headings or axis headings to see what two data points are being compared.
3. Examine the data presented in the first column or first axis. Examine the change or distance between data points:
 - a. In **Source C**, the years are not distanced equally, so this must be taken into consideration when tracking change over time.
 - b. Consider if any of these dates align with key events we have studied – why does the data end in 1789?
4. Examine the data presented in the second column or the second axis. What trends or changes can we see over time? For example:
 - a. There is a 10 times increase in the enslaved population from 1720–1789.
 - b. There is rapid expansion in the period 1730–1754 and 1763–1789.
5. Use the analysis you made above to construct the historical inference, for example:
 - a. The enslaved population massively expanded in the period 1720–1789.
 - b. There was an escalation in the import of enslaved people in the late 1700s.

Conditions for enslaved people in Saint Domingue were very poor, and because of this many of them died without having children. Most enslaved people in Saint Domingue were born in, and had lived for at least some time in Africa. To maintain the workforce needed in Saint Domingue to produce sugar and tobacco, one third of the total number of people taken from Africa in 1789 were transported to Haiti.

While the experience of Black Africans in Saint Domingue was varied based on the type of work they were allocated and the plantation they were assigned to, they all experienced hardship due to their status as property of the plantation owner. Firstly, people lost their freedom and therefore lost a fundamental human right. This loss of freedom would dictate their experiences, as they were not allowed to exercise basic rights such as freedom of speech, to work for their own benefit, and to express their own cultural identity. Once enslaved, they were considered property rather than people. Enslaved people were treated inhumanely and very poorly, often facing violence and degrading conditions and treatment.

Source D:

C.L.R. James, a historian writing in *The Black Jacobians: Toussaint L'Ouverture and the San Domingo Revolution* (1938).

'The stranger in San Domingo was awakened by the cracks of the whip, the stifled cries, and the heavy groans of the Negroes* who saw the sun rise only to curse it for its renewal of their labors and their pains. Their work began at daybreak: at eight they stopped for a short breakfast and worked again until midday. They began again at two o'clock and worked until evening, sometimes until ten or eleven.'

Source E:

Marlene L. Daut, a historian writing in *Awakening the Ashes: An intellectual history of the Haitian Revolution* (2023). She works at Yale University where she teaches French history and the history of the African diaspora.

'Those captives who survived the journey from Africa to the Caribbean archipelago ordinarily arrived on the island of Ayiti (Haiti) in a terrible state. Sold to the highest bidder, their misfortunes only increased when their 'masters' (their new enslavers) branded their names on their chests using hot iron. All too apparent evidence of the tyranny of the colonists, branding was an attempt by enslavers to establish discipline over the body and mind of the person they were forcing into captivity and was meant to visibly transform a human being into a commercial object.'

Source F:

A Swiss traveler who went to Haiti in the 1800s, describing the experience of enslaved people in C.L.R. James's *The Black Jacobians: Toussaint L'Ouverture and the San Domingo Revolution* (1938).

'They were about a hundred men and women of different ages, all occupied in digging ditches in the cane field, the majority of them naked or covered with rags. The sun shone down with full force on their heads. Sweat rolled from all parts of their bodies. Their limbs, weighed down by the heat, fatigued with the weight of their picks and by the resistance of the clay soil baked hard enough to break their implements, strained themselves to overcome every obstacle. A mournful silence reigned. Exhaustion was stamped on every face, but the hour of rest had not yet come. The pitiless eye of the Manager patrolled the gang and several foremen with long whips moved periodically between them, giving stinging blows to all who, worn out by fatigue, were compelled to take rest – men or women, young or old.'

*Please note: This is an outdated and offensive term used in the original source. It has been left unchanged here to reflect the historical language and culture of the time.

