

WESTERN KENTUCKY UNIVERSITY

AFRICAN AMERICAN STUDIES 360-A70/CRN 34697

HISTORY 360-A70/CRN 37989

WKU Web-based

HISTORY OF AFRICA

Summer Session

June 8, 2015-July 10, 2015

Instructor: John A. Hardin, Ph. D.



Course Description:

HISTORY OF AFRICA. A survey of the history of sub-Saharan Africa from the earliest times to the present. Three (3) hours.

General Education and Course Goals:

This course helps fulfill the requirements for Category F: World Cultures and American Cultural Diversity in Western Kentucky University's General Education program prior to Fall 2014. It will help you attain:

- a historical perspective and an understanding of connections between past and present.
- an appreciation of the complexity and variety of the world's cultures.

This course uses readings and online class discussions to introduce you to major phases in the history of the world's cultures and especially those in Africa. This course is designed to develop your ability to identify ideas and achievements characteristic of these cultures. Exploring change over time will be one of the major themes of this course. Historians are most frequently involved in answering the question, "How did this develop from that?" Class assignments are designed to help you answer this question for those cultures addressed in each session thereby strengthening your grasp of historical perspective and causation. This course will also encourage you to think

analytically about how each culture has adjusted to internal and external challenges and opportunities that have confronted them in the past.

Goals:

1. To provide students with an overview of the critical historical issues of sub-Saharan Africa from the earliest times to the present.
2. To expose students to the elements which led to the development of early African civilizations, extensive contact with non-African cultures and the formation of contemporary nation-states.

Objectives:

1. Each student must read assigned chapters in the narrative text on African history.
2. Each student will be expected to submit a four page critical analysis paper on each of **five (5)** African history documents selected from the Blackboard site for a total of **twenty (20)** pages.
3. Each student will be expected to complete a final examination based on the reading of the assigned chapters in the text and documents.

Expectations:

1. Typically, each week of class would focus on a specific topics in cultural diversity in American history. Because this is a summer term class and there are only 33 days (June 8 to July 10, 2015) for the course, the schedule for discussion threads will be accelerated. The first discussion thread will focus on process and course themes. Subsequently, students will be expected to read assigned articles and/or materials (see below) and contribute at least 500 words of comments on the assigned readings. Each set of comments will be shared with the entire class. These discussions will occur up to last week of class. Please go the tab on the Blackboard site for this course entitled ‘Discussions’ click on it. On **June 8, 2015** at 12:00 am, all ten of the forums will be active until **July 10, 2015** at 12:00 am. It is expected that each student will post their responses no later than 11:59 p.m. (Central time) of each due date. I ask that each student contribute to the discussion. Students may submit their comments earlier if they wish.

Since we are a small group (30 combined for AFAM 360 and HIST 360), it is important that each student complete the assigned readings and submit the assignments accordingly. I have found that these discussions often produce expanded, informed analyses on the readings. Each student can make suggestions for additional readings to provide additional substance to the discussion.

Expectations and Requirements:

1. Students will be expected to read the assigned readings and respond in the discussion board. **Maximum value of each discussion board response: ten (10) points X 10 = 100 points.**
2. Submission of **five (5)** document analysis papers of four (4) pages in length from the course Blackboard site collection of African history documents. Each document will focus on a specific problem, issue or personality in African history.

The document analysis papers will be judged on content, syntax and grammar. If you have not written a document analysis paper in an upper-level history course or have not had extensive collegiate-level writing assignments in history, you **MUST** use the Rampolla text or the University of Chicago Manual of Style. Footnote and bibliographic entries should be from the [Chicago Manual of Style](http://www.chicagomanualofstyle.org/tools_citationguide.html) (http://www.chicagomanualofstyle.org/tools_citationguide.html). When using this guide for footnote and bibliographic entries, use the Notes/Bibliography style and **not** the Author/Date style, e.g., (Smith, 2015).

Most history papers DO NOT use the American Psychology Association style (APA). History or social science majors will use Mary Lynn Rampolla's Pocket Guide to Writing History Papers (Bedford/St.Martin's) as a style guide. It is required for this course.

Value: Maximum value of each document analysis paper is 20 points each X 5 =100 points.

A scoring rubric for the papers will be provided on the Blackboard site. Please use that rubric for each paper and for the final exam.

Please note: plagiarism is NOT acceptable. All SUBMITTED papers will be checked via turnitin.com for inappropriate use of text from internet term paper services. Papers with all internet sources are NOT acceptable. While the internet is useful to obtain background information, there are thousands of published scholarly articles and books on which the internet writers used to create their webpages. Moreover, internet data are not always accurate or verifiable. Published scholarly journal articles and books are more reliable.

WEBSITESOURCES SUCH AS WIKIPEDIA OR GOOGLE ARE NOT TO BE USED AS KEY SOURCES/REFERENCES OR CITATIONS IN YOUR PAPERS. One should make sure that any scholarly sources, websites and/or documents have undergone scholarly review. Typically, JSTOR and EBSCOHOST have these types of journals.

3. Students will be expected to submit to the course site on turnitin.com their response to the final examination questions. The final examination will reflect the readings and discussion boards. The examination questions will posted on the Blackboard site no later than July 8, 2015 and due on later than 11:59 pm, July 10, 2015. **Maximum value of the exam: 100 points.**

4. The determination of the final grade will occur as follows: the sum of the points earned from the final exam (100), documents papers (100) and discussion boards (100) will be divided by three (3). The resulting average will be used to compute your final grade accordingly: A/A- 100-89; B/B- 88-79; C/C- 78-69; D/D- 68-59 and F 58-0. For example, if your final average was 88.9, the final grade is **B**.
5. It is the student's responsibility to determine if withdrawal is needed. If the student decides to use this option, the University deadline for withdrawal must be observed and procedures followed through TOPNET. Please note the class attendance policy of the current WKU Student Bulletin: Registration in a course obligates the student to pay for the course and to fulfill course requirements. It is the student's responsibility to drop the course prior to the official deadline if the student does not intend to complete the course. Students who remain registered in a course without fulfilling course requirements will be issued an appropriate grade.
6. Each student will submit the final exam questions responses to turnitin.com in Word.doc format. Make sure that any citations or sources used to respond to the question in are citation style in the Rampolla text or the Chicago Manual of Style.
7. The information required to use a free, turnitin.com account will be emailed to students enrolled in AFAM and HIST 360 before the course begins on June 8. Only registered students for AFAM 360-A70 and HIST 360-A70 will be allowed to upload the papers and submit papers to turnitin.com. If you already have a turnitin.com account, you will simply need to use the course identification number and password for the appropriate course.

Office/Phone:

223A Cherry Hall. 270.745.2233 if you have a question or concern. If the instructor does not immediately answer, send an e-mail to: john.hardin@wku.edu

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Required texts:

Erik Gilbert and Jonathan I. Reynolds. *Africa in World History: From Prehistory to the Present*. Third Edition. Upper Saddle, NJ: Pearson/Prentice Hall, 2012. ISBN-10: 0-205-05399-8. Used copies might be available through local bookstores and online. Required. Costs vary but most are about \$60.00.

Mary Lynn Rampolla. *A Pocket Guide to Writing in History*. Seventh Edition. Boston: Bedford/St. Martin's, 2012. ISBN-13 978-0312610418. Required. Some students may already have a copy or earlier edition. If you are a history or social studies major, you might already have this book. Required. Cost: about \$20.00.

Term assignments and homework: (The blank line__ is a space for your completion of each assignment.)

__. **June 8.** Listen to audio podcast on the Blackboard site under the Tegrity tab. This will explain the process for the course. A podcast transcript can be found on the Blackboard site. The syllabus will be discussed.

__. **June 10.** Discussion question: How does one define the African continent? Assignment #1 Readings: Gilbert and Reynolds, *Africa in World History*: Preface-xxi-xxiv; Part 1- pages 1-3; Chapter 1 Physical Context of African History: Geography and Environment, pages 4-13; Chapter 2: Africa and Human Origins, pages 14-24.

__. **June 14.** Discussion question: How and with what instruments did humans survive on the African continent before the modern era? Assignment #2 Gilbert and Reynolds, *Africa in World History*: Chapter 3: Finding Food and Talking about it: The First 100,000 Years, pages 25-39; Chapter 4: Settled Life; Food Production, Technology, and Migration, pages 40-66. Document Paper 1.

__. **June 16.** Assignment #3. Africa beyond the Sahara: North/Northeast Africa and the African roots of Christianity: why are these topics significant? Gilbert and Reynolds, *Africa in World History* Chapter 5: North and Northeast Africa in Early World History, pages 67-84; Chapter 6: Africa and the Early Christian World, pages 85-97.

__. **June 18.** Assignment #4. What were the key elements/persons/groups in the spread of regional Islam in north, west and east Africa? Did the political and geography of each area influence Islam's spread? Gilbert and Reynolds, *Africa in World History*, Chapter 7: North and West Africa and the Spread of Islam, pages 98-119; Chapter 8: East Africa and the Advent of Islam, pages 120-138. Document Paper 2.

__. **June 20.** Assignment #5. Since the 1500s, the slave trade and slavery were associated with the African continent especially in west and west central Africa. Based on your readings, how did the introduction of chattel slavery change African societies? Gilbert and Reynolds, *Africa in World History*, Africa Since 1500 C. E. pages 139-142; Chapter 9: Slavery and the Creation of Atlantic World, pages 143-174; Chapter 10 West and West Central Africa:1500-1880, pages 175-198.

__. **June 24.** Assignment #6. By 1500 CE, forces and nations external to African societies introduced changes to domestic cultures. What were these changes and how did they impact local cultures from the 16th through the 19th centuries? Gilbert and Reynolds, *Africa in World History*, Chapter 11: North Africa and the Soudan: 1500-1880, pages 199-218; Chapter 12: East Africa 1500-1850, pages 219-240, Document Paper 3.

__. **June 26.** Assignment #7. As European settler created new settlers colonies in southern Africa in the 16th and 17th centuries , indigenous African societies expanded their level of resistance to non-African settlers. What were the implications of European incursions over time and African resistance to them? Gilbert and Reynolds, *Africa in World History*, Chapter 13,

Southern Africa 1500-1870, pages 241-261 Chapter 14: Colonialism and African Resistance, pages 262-284.

___ **June 30.** Assignment #8. With the evolution of world economies, African societies were both excluded and included in this process. How, why and what factors influenced this process? Did indigenous African societies (often led by African trained in European-based schools) seek to change/remove or evolve the colonial systems? Gilbert and Reynolds, *Africa in World History*, Chapter 15: Economic Change in Modern Africa: Forced Integration into the World System, pages 286-313; Chapter 16: Political Change in the Time of Colonialism, page 314-338. Document Paper 4.

___ **July 2.** Assignment #9. In what contexts/settings has/have African culture (s) evolved in the modern world? Have African political structures adapted following the removal of European colonial systems? Gilbert and Reynolds, *Africa in World History*, Chapter 17: African Culture in the Modern World, pages 339-359; Chapter 18: Politics in the Era of Decolonization and Independence, pages 369-387.

___ **July 5.** Assignment #10. In recent decades, modern continental Africa has become the site of social, political and economic changes some of which have led to widespread turmoil. What are these changes and how did they impact African and non-Africans alike? Gilbert and Reynolds, *Africa in World History*, Chapter 19: Contemporary Africa, pages 388-415. Document Paper 5.

___ **July 7.** Discussion and review on Blackboard.

___ **July 8.** Final Examination questions posted on Blackboard site.

___ **July 10.** 11:59 pm FINAL EXAMINATION RESPONSES MUST BE SUBMITTED in Word.doc format on turnitin.com.

Documents on course Blackboard site for document papers:

The Periplus of the Erythraean Sea

Anonymous

A Traveler's Account of the Maqdashaw and Kulwa Sultanates

Ibn Battuta

from "Sundiata: an epic of old Mali"

D.T. Niane

A Venetian Describes the Portuguese West African Trade

Alvise da Cadamosto

Slave Trade in the Kingdom of Loango in the Eighteenth Century

Abbé Proyart

from Chapter 3, "The Slaveship," in "Equiano's Travels"

Olaudah Equiano

Letter to Rev. William Jowett
Samuel Ajayi Crowther

The Letters of Philip Quaque
Philip Quaque

Methods of Native Administration: Political Officers and Native Rulers
Lord Frederick Lugard

The General Act of the Conference of Berlin

OAU Charter
The Organization for African Unity

Prayer for Peace
Léopold Sédar Senghor

from Congo My Country
Patrice Lumumba

We Are Declaring War on the Enemy Within
Samora Machel

from "Things Fall Apart"
Chinua Achebe

Address Delivered at the Inauguration of the African Continental Bank
Nnamdi Azikiwe

Continental Government for Africa
Kwame Nkrumah

Inaugural Address
Ellen Johnson Sirleaf

The Definition of Black Consciousness
Steve Biko

from "Long Walk to Freedom"
Nelson Mandela