

HIST 108/AFS 101- Introduction to African Studies

Professor: Matt Carotenuto
Office: Piskor 116
Office Hours: 2:30-4pm T/Th (& by appointment)
Email: MCarotenuto@stlawu.edu
Phone: 229-5456

Course Schedule
HIST 108/AFS 101
History/African studies Spring 2012
Carnegie 114
T/Th- 8:30-10:00am.

Introduction and Course Objectives

In an ever expanding global village, people are coming into increasingly greater contact with peoples of diverse cultural backgrounds very foreign to their own. Among the least understood of these examples in many western societies is the image of Africa and the vastly diverse people who inhabit the continent. Many westerners have been bombarded by a variety of biased images and opinions that depict Africa as a monolithic "Dark Continent", spawning only exotic animals, and static "tribalism". But what can we make of this image of Africa? Where does it come from? And how has pervasive usage of terms like "Tribalism" shaped how the world has viewed Africa throughout history?

By surveying historical developments over the last 500 years of Africa's past, one will see a wide variety of peoples and cultures tackling a range of issues in their daily lives. From global historical forces such as the Atlantic slave trade and colonialism, to local cultural beliefs and environmental conditions----this course will introduce you to the contemporary socio-cultural varieties of African societies while addressing an array of historical issues that has affected the continent. Course materials and readings are designed to give special emphasis to African initiatives and perspectives of shaping their own history. Continent wide issues will be addressed in many cases through local examples from diverse areas of the continent, thus giving students a chance to see how broad issues impact Africans on a local level. Ultimately the goal of this course is to provide students with a wide interdisciplinary introduction to African studies, so that students can interpret contemporary African issues with an informed historical background. At the end of the course I hope that students will be able to see how Africans have participated in world historical events as well as explain the many external and internal forces that have shaped African societies over the past 500 years.

Throughout the course, we will explore these questions and issues in an open academic environment, as students will not be spoon-fed facts and figures in merely lecture format. On the contrary students will be challenged throughout the semester to develop their own answers to some of these questions and flesh out their thoughts and arguments through discussion, and writing. Therefore a secondary benefit to learning the "content" of this course is to develop the skills to enable students to better research and articulate their thoughts on the subject. These skills will not only enable students to gain a new perspective on African history and society, but also develop important life skills, which they can carry on with them throughout their academic and professional careers.

Course Policies

Due to the important nature of student participation in this class, students are expected to have assigned readings done before the scheduled class period so that they will gain the most out of class discussions and lectures. Also, students will be expected to attend all class sessions and will

HIST 108/AFS 101- Introduction to African Studies

be penalized for excessive un-excused absences. Frankly speaking if you do not think you can attend class regularly this is not the course for you. Students will also be required to turn in all course assignments on or before the specified due date. Failing to do so will result in a **ten** point penalty on the assignment grade for everyday late (**up to 3 days then the assignment will not be accepted**).

A note on classroom etiquette (Please refrain from the following in this course)

- 1. Coming to class habitually late (this will affect your grade)**
- 2. Having your cell phone go off in class or using it for text messaging.**
- 3. Using your laptop for anything other than taking notes.**
- 4. Not having assignments printed and stapled when they are due**

Grading and Assignments: (the total course grade will be out of 1000 points)

Course Engagement:	10%	(100 points)
Map Quiz:	10%	(100 points)
Reading Quizzes (2)	10%	(50 points each)
Response Paper	20%	(200 points)
Mid Term:	20%	(200 points)
<u>Final Exam:</u>	<u>30%</u>	<u>(300 points)</u>
Total:	100%	(1000 points)

Grading Scale used for all course work

	<u>Assignment Grades</u>	<u>Final Average</u>
4.0 =	94-100	940-1000
3.75 =	91-93	910-930
3.5 =	88-90	880-900
3.25=	85-87	850-870
3.0=	82-84	820-840
2.75=	79-81	790-810
2.5 =	76-78	760-780
2.25=	72-75	720-750
2.0=	69-71	690-710
1.75=	66-68	660-680
1.5=	63-65	630-650
1.25=	60-62	600-620
0.0=	0-59	000-590

Class Engagement (10%): Participation and active engagement in class discussions are essential components of this class. Not only do I expect students to attend class regularly but also ask questions and participate in discussion. **Since you are being evaluated on your engagement in class I expect you to take your own initiative to play an active role in class discussions and activities. Simply said---If you plan to sit quietly in class all semester this is not the course for you!**

With this in mind however, I do not expect course engagement to simply mean always contributing “brilliant and innovative ideas.” On the contrary by simply asking questions when

HIST 108/AFS 101- Introduction to African Studies

you are confused, coming to my office to discuss course materials or engaging your colleagues in small group discussion are all perfect ways you improve your course engagement.

Rubric for Course Engagement:

3.25-4.0- Student came to class each day fully prepared (see below) to discuss the assigned reading. He/she frequently contributed to classroom discussions on his/her own initiative, and regularly asked questions when material was unclear.

2.5-3.0- Student came to class prepared to discuss and/or ask questions about the assigned reading. The student responded to directed questions by the instructor but did not take much initiative to engage with the class discussion on his/her own.

Below 2.5- Student came to class only partially prepared to discuss the readings (ex. participated in discussing only one of the assigned readings for the day). Student often sat quietly during classroom discussion and took little or no initiative to offer his/her own input.

Tips on being prepared for class

1. Finish all readings before class.
2. Bring each reading to class with you and be prepared to refer to specific passages.
3. Try to highlight the author's argument and be able to summarize it in a few sentences.
4. Jot down any gaps, weaknesses or disagreements you may have with the author's argument.
5. Take notes on each of the readings, write down questions you have and underline passages which are unclear.
6. Be a true historian and examine the footnotes, citations and bibliographies of readings to have a sense of the types of sources author's use to back up their arguments.

Map Quiz: (10%) A basic knowledge of African geography is essential for students to be able to gain the most out of this course. Plus you will wow your parents and friends by being able to name the source of the Nile or specifically where the infamous "Timbuktu" is. The quiz will be **25** questions, to be numbered on a blank map. Students should refer to the back of the syllabus for the potential items to be on the quiz.

Response Paper: (20%): For one of the historical novels we read in this course you will be asked to write a 5-6 page response paper. You will be given a question and a list of potential topics for the response paper before we read the novel. The paper will not only ask you to discuss the broader significance of the story but also relate it to at least one additional scholarly source. Clarity of argument, and critically engaging the text in your response is an essential component to this assignment and you should refer to the below guidelines for clarification (Note we will also discuss some basic writing tips for this paper prior to the assignment)

Reading Quizzes (10%): a basic content quiz for two of the historical novels will be given on the day the novels are due. The quiz will consist of a series of short answer questions about the story

HIST 108/AFS 101- Introduction to African Studies

and characters of the book. Basically if you read the novel carefully you should do well on this quiz. Note that make-up quizzes will not be given without a legitimate documented excuse.

Written Work: General guidelines

All written work is expected to be double-spaced and typed, using 12 font and one inch margins. All assignments are expected to have a clear introduction with a defined thesis, followed by a well-structured body and conclusion. Students are reminded to carefully proof-read their work, as mere computer spell checking cannot detect all grammatical and structural errors. Also, all sources consulted are expected to be properly cited. In terms of grading the following scale will be used in evaluating written assignments

20%- Overall style and creativity of the work

40%- Structure and Argument

40%- Reading of Sources, use of evidence and proper citations.

(NOTE: Plagiarism/Academic Dishonesty of any kind is completely unacceptable in this course and may result in penalties that could include failing this course. Please consult the student handbook for more on this policy)

Exams: (50%): The two exams will consist of short answer/identification and one essay. The format and layout for the exams will be discussed in advance during class time. Make-up exams will only be given in extreme cases and note that **only documented excuses** will be accepted for missing a scheduled exam time. If you have a legitimate conflict or need special accommodations, please see the instructor in advance.

Extra Credit Option: Throughout popular culture we are rarely given the opportunity to see African societies or historical events accurately depicted in film. You have the opportunity to add up to 10 points (or 1%) on your final course grade by examining the historical validity on any one of the below films. To receive the extra-credit, watch the film and write a 2 page typed critique of the film from the point of view of an African historian. Examine the historical accuracy of the film and any misinformation the film provided. Also explain any biases that you saw in the film towards African societies and argue overall if you think the film has any educational value. In your analysis you must cite at least **2 additional historical sources outside of the course readings** that relate to the topic discussed in the film. **(Note Web sources outside of approved academic databases such as Academic Search Complete, JSTOR or Project MUSE are not acceptable)**

(All extra credit assignments are due on or before December 6th: Approved Films shown below (If you want to substitute any other below films, see the professor first for approval)

Hotel Rwanda

Black Hawk Down

Nowhere in Africa

Out of Africa

Cry Freedom

Catch a Fire

War Dance

In My Country

Sometimes in April

Breaker Morant

The Constant Gardener

A Dry White Season

The Last King of Scotland

Xala

The Ghost and the Darkness

Invictus

Tsotsi

Lumumba

Shaka

Amistad

Blood Diamond

Battle of Algiers

Invisible Children

District 9

HIST 108/AFS 101- Introduction to African Studies

Readings:

The specific readings for this course are listed below in the course schedule. Students are expected to finish the readings for each day **before** each class. This point is essential for your ability to do well in this course, as the course continually builds upon ideas and if you fall behind in your reading it will be extremely difficult to fully understand subsequent lectures and discussions.

Texts:

The following books are available for purchase at the college bookstore.

- Shillington, Kevin. *History of Africa*. (New York: Palgrave-MacMillan, 2005 2nd Edition)
- Wright, Donald A *World in a Very Small Place in Africa*. (New York: M.E. Sharpe 2010 3rd edition)
- Emecheta, Buchi: *The Joys of Motherhood*. (Portsmouth, NH: Heinemann, 1994.)
- Abrahams, Peter. *Mine Boy* (Portsmouth, NH: Heinemann, 1989.)
- Ngugi wa Thiongo. *The River Between*. Portsmouth, NH: Heinemann, 1990
- **Online readings available on Angel or Full text database**

Course Schedule

Part I- Introduction: Africa in World history 1500-1880

1/24- Course introduction- Class introductions and review of course set-up, materials and guidelines

1/26- Myths and Stereotypes: Introduction to African History.

- Binyavanga Wainaina's satire "How to Write about Africa"
<http://www.granta.com/Archive/92/How-to-Write-about-Africa/Page-1>
- Watch Chimamanda Ngozi Adichie "The Danger of a Single Story"
<http://www.cnn.com/2009/OPINION/12/21/ted.talk.adichie.excerpt/index.html>
- **Read syllabus carefully and come with questions**

1/31- Environment, Geography and Human Societies

- Angel- "The Contemporary Map of Africa"

2/2- Source Material in African History: Social and Political Organization

- Angel- "Social Organization in Africa"

2/7- Africa and the World at 1500- **Map Quiz**

- *History Of Africa*- 77-87, 120-135

2/9- Film and Discussion: Caravans of Gold

- *A World in a Very Small Place in Africa* 3-57
- **Discussion- "Niimi and the old-world system"**

2/14- Africa and the Atlantic Slave Trade I.

- *History Of Africa*- 169-179

HIST 108/AFS 101- Introduction to African Studies

- *A World in a Very Small Place in Africa*- 59-113
- **Discussion “Niumi and the Slave Trade”**

2/16- Africa and the Atlantic Slave Trade II.

- *History Of Africa*- 179-210
- Phyllis M. Martin “Power, Cloth and Currency on the Loango Coast” *African Economic History*, No. 15 (1986), pp. 1-12 (**JSTOR**)
- **Discussion- “Effects of the Slave trade in Central Africa”**

2/21- West and East Africa in the 19th century

- *History Of Africa*- 224-240, 249-255.
- *A World in a Very Small Place in Africa*- 113-142
- **Discussion- “Niumi in the 19th Century”**

2/23- Changing European-African relations- Case Study: Southern Africa

- *History Of Africa*- 210-224, 256-273

2/28- Colonial Conquest and African Resistance

- *History Of Africa*- 288-331 (**Review time for Exam**)

3/1- **Exam I**

Part II- Colonial Africa: 1880-1994

3/6- Film and Discussion

- *History of Africa*- 317-332

3/8- Creating Colonies in Africa

- *History of Africa*- 332-348.
- *A World in a Very Small Place in Africa* 142-170.
- **Discussion: “Niumi and British rule”**

Spring Break

3/20- Discussion of *The River Between* (**Reading Quiz I**)

3/22- Social Change in Colonial Africa

- *History of Africa*- 348-359
- M. Carotenuto. “Riwruok e Teko: Cultivating Identity in Colonial and Post-Colonial Kenya” *Africa Today* 53, 2 (2006) (**JSTOR**).
- **Discussion: “Ethnicity and the Colonial Encounter in Kenya”**

3/27- Discussion of *The Joys of Motherhood* (**Reading Quiz II**)

3/29- Nationalism and Independence I

HIST 108/AFS 101- Introduction to African Studies

- *History in Africa*- 361-375

4/3- Nationalism and Independence II

- *History in Africa*- 376-404
- *A World in a Very Small Place in Africa* 170-185

4/5- Work and Labor in Southern Africa

- Film and Discussion

4/10- Discussion of *Mine Boy* (**Response Paper due**)

Part III: Contemporary Africa 1957-present

4/12- Waning Colonialism: Case of Southern Africa

- *History in Africa*- 404-417

4/17- - Independence and the Colonial Legacy I

- *History in Africa* - 417-460

4/19- Independence and the Colonial Legacy II

- *A World in a Very Small Place in Africa* 185-269
- **Discussion- “Gambia Since Independence”**

4/24 Issues in Contemporary Africa

- **TBA** -The next three class periods will be devoted to exploring themes related to current issues in Africa as per student interest. I will be polling you in mid-way through the semester to see which topics we can collectively decide to cover. Potential topics covered in previous semesters include “China’s new role in Africa,” “Kenya’s 2008 Post Election Violence,” “Reconciliation in Post-Apartheid South Africa,” “Youth Culture in Contemporary Africa,” and “The African implications for the 2010 World Cup”

4/26- Issues in Contemporary Africa II

5/1- Issues in Contemporary Africa III

- **Last day to hand in extra credit assignments)**

5/3- **Current Events Discussion**

- **Review for Final Exam**

Final exam- Thursday 5/10 @ 8:30am in Carnegie 114

HIST 108/AFS 101- Introduction to African Studies

Map Quiz Guide

The Map quiz will be held on **February 7th** at the beginning of class. You will be asked to place 25 items selected from the following list on a blank map.

Potential items will include all the current country names plus the following list.

Rivers

Senegal
Niger
Zambezi
Congo
White Nile
Blue Nile

Lakes

Victoria
Tanganyika
Chad
Malawi
Turkana

Other Geographical Features/regions

Mount Kilimanjaro
Drakensberg Mountains
Zanzibar
Sahel
Great Rift Valley
Transvaal

Mount Kenya
Cape Verde Islands
Cape of Good Hope
Horn of Africa
Kalahari Desert
Lamu

Place Names: Cities and Towns

Cairo	Addis Ababa	Nairobi	Mombasa
Kigali	Kampala	Banjul	Dar es Salaam
Harare	Lusaka	Accra	Lagos
Cape Town	Luanda	Kinshasa	Johannesburg
Dakar	Bamako	Monrovia	Khartoum
Juba	Mogadishu	Tripoli	Windhoek

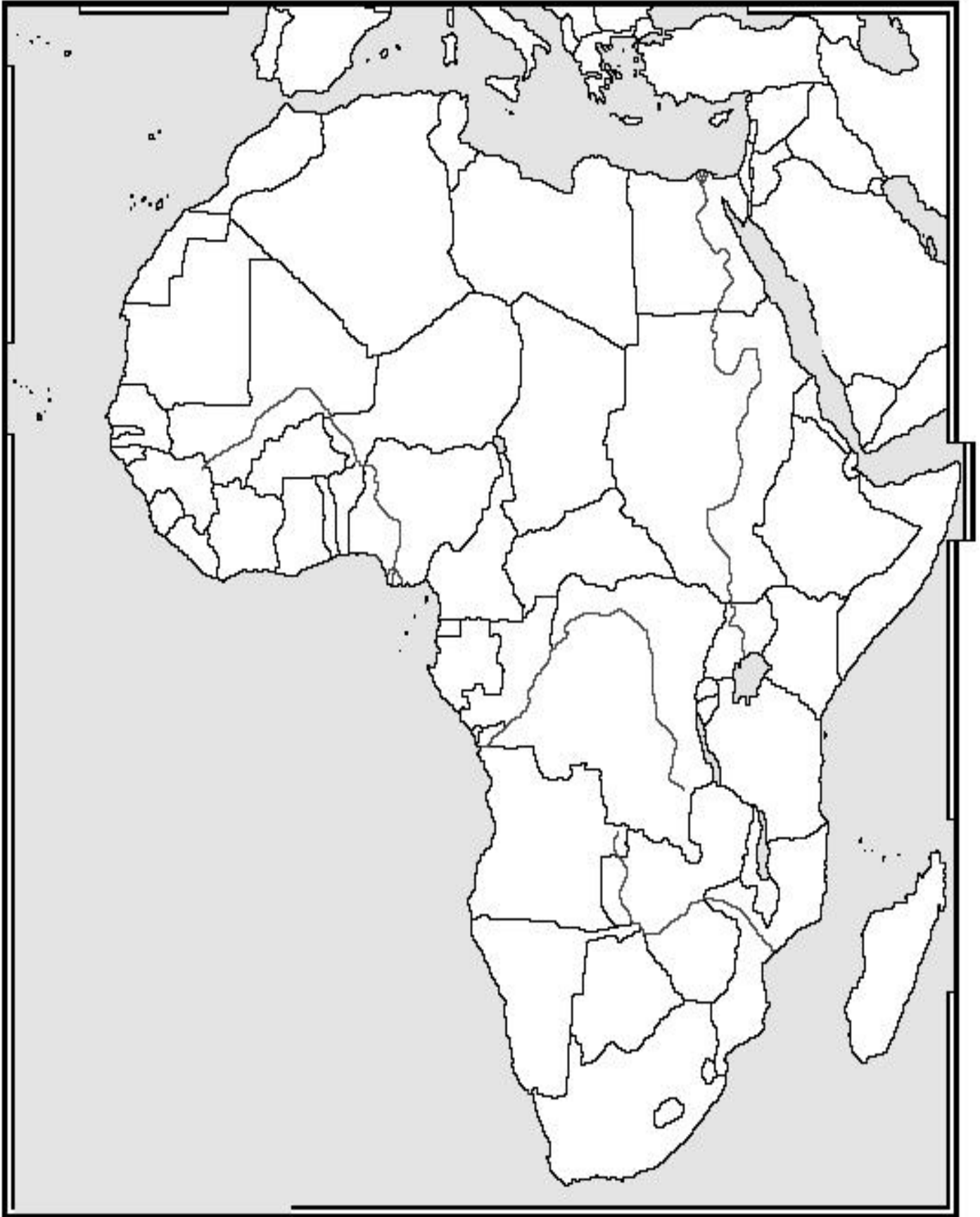
Former colonial names of current countries

Northern Rhodesia	Southern Rhodesia	Belgian Congo
Tanganyika	Nyasaland	Beuchuanaland
Southwest Africa	Gold Coast	

African Peoples (Map will be provided for this section on angel)

Igbo (Ibo)	Hausa	Fulani	Zulu	Xhosa
Swahili	Asante	Kongo	Dinka	Tutsi
Kikuyu	Luo	Maasai	Somali	Shona

The above items can be found in the maps in the *History of Africa* text as well as “The Contemporary Map of Africa” reading. Any good world atlas will have the main geographical features which can be found at the College Library. For a web resource see the University of Texas map collection at <http://www.lib.utexas.edu/maps/africa.html>



HIST 108/AFS 101- Introduction to African Studies

Sources for Current Events on the African Continent

Additional African Studies Resources: If you would like to learn more about contemporary or historical issues I encourage you to visit SLU's African Studies resource page linked above, or just visit <http://www.stlawu.edu/academics/programs/african-studies/page/1223>

www.allafrica.com This is a great news source that collects articles about Africa from dozens of African news sources.

<http://news.bbc.co.uk/> the British Broadcasting corporation news site offers fairly good insight as well as a special page devoted to African issues

<http://www.h-net.org/~africa/> - h-net is an international list-server for academics and professionals interested in African issues.

http://www.sas.upenn.edu/African_Studies/AS.html - UPenn's African studies program offers a lot of teaching materials and links to sources of African related materials

<http://africa.msu.edu/> - Michigan State Universities African Studies program also offers some good resources for African issues and is of special interest to future elementary or high school teachers

Other Reliable news sources: Christian Science Monitor, Economist, BBC- Focus on Africa, National Public Radio (NPR), Human Rights Watch.