HIST 108/AFS 101- Introduction to African Studies

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Office: Piskor 116
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Course Schedule
HIST 108/AFS 101
History/African studies Fall 2015
Carnegie 112
T/TH- 8:30-10:00am.

Introduction

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, 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, particularly over the last two centuries.

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.
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Course Goals

<table>
<thead>
<tr>
<th>Thematic Content</th>
<th>Academic Skills</th>
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</thead>
<tbody>
<tr>
<td>By the end of the course we expect you to increase your knowledge of:</td>
<td>By the end of the course we expect each of you to develop your capacity to:</td>
</tr>
<tr>
<td>- The diversity and history of African societies</td>
<td>- Evaluate and analyze a wide range of source material from diverse perspectives</td>
</tr>
<tr>
<td>- The role of myths and stereotypes in shaping perceptions of Africa</td>
<td>- Develop a historical thesis and support an argument using evidence</td>
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<tr>
<td>- The role Africans have played in global historical processes</td>
<td>- Debate and discuss historical arguments with your peers</td>
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<tr>
<td>- African history from an African perspective.</td>
<td>- Write effectively</td>
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</table>

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. Frequent absences will make it difficult to stay on top of the material and negatively affect your course engagement grade. 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
2. Having your cell phone go off in class or using it for text messaging.
3. Not having assignments printed and stapled when they are due.

* Note, Laptops will not be permitted in class unless special accommodation is needed. Please see the instructor in advance if you need an accommodation.

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

<table>
<thead>
<tr>
<th>Course Engagement:</th>
<th>10%</th>
<th>(100 points)</th>
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</thead>
<tbody>
<tr>
<td>Quizzes (3):</td>
<td>30%</td>
<td>(100 points each)</td>
</tr>
<tr>
<td>Response Paper</td>
<td>15%</td>
<td>(150 points)</td>
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<tr>
<td>Mid Term:</td>
<td>20%</td>
<td>(200 points)</td>
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<tr>
<td>Final Exam:</td>
<td>25%</td>
<td>(250 points)</td>
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<tr>
<td>Total:</td>
<td>100%</td>
<td>(1000 points)</td>
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Grading Scale used for all course work

<table>
<thead>
<tr>
<th>Assignment Grades</th>
<th>Final Average</th>
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<tbody>
<tr>
<td>4.0 = 94-100</td>
<td>940-1000</td>
</tr>
<tr>
<td>3.75 = 91-93</td>
<td>910-930</td>
</tr>
<tr>
<td>3.5 = 88-90</td>
<td>880-900</td>
</tr>
<tr>
<td>3.25= 85-87</td>
<td>850-870</td>
</tr>
<tr>
<td>3.0= 82-84</td>
<td>820-840</td>
</tr>
<tr>
<td>2.75= 79-81</td>
<td>790-810</td>
</tr>
<tr>
<td>2.5 = 76-78</td>
<td>760-780</td>
</tr>
<tr>
<td>2.25= 72-75</td>
<td>720-750</td>
</tr>
<tr>
<td>2.0= 69-71</td>
<td>690-710</td>
</tr>
<tr>
<td>1.75= 66-68</td>
<td>660-680</td>
</tr>
<tr>
<td>1.5= 63-65</td>
<td>630-650</td>
</tr>
<tr>
<td>1.25= 60-62</td>
<td>600-620</td>
</tr>
<tr>
<td>1.0= 58-60</td>
<td>580-600</td>
</tr>
<tr>
<td>0.0= 0-58</td>
<td>000-590</td>
</tr>
</tbody>
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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 and not engage with your peers 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 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.

2.0-3.0- 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 2.0- 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.
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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 authors 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.

Reading Quizzes (20%): a basic content quiz for our two historical novels will be given on the day the novel is due. The quiz will consist of a series of short answer questions about the story 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.

Film Critique: (15%): Throughout popular culture we are rarely given the opportunity to see African societies or historical events accurately depicted in film. This assignment will ask you to critique the historical accuracy of one of the films below using evidence from the film and comparing it with scholarly writing on the subject.

Hotel Rwanda  Sometimes in April  Tsotsi
Black Hawk Down  Breaker Morant  Lumumba
Nowhere in Africa  The Constant Gardener  Shaka
Out of Africa  A Dry White Season  Amistad
Cry Freedom  The Last King of Scotland  Blood Diamond
Catch a Fire  Xala  Battle of Algiers
War Dance  The Ghost and the Darkness  Invisible Children
In My Country  Invictus  District 9
Mandela: Long Walk to Freedom

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.
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(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: (45%): 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 the semester there will be a few African studies lecturers and performances where you will be able to attend a write a reflection for up to 10 points of extra credit. If you have a university, family or employment related conflict that does not allow you to attend these events please see the instructor for an alternative. (Note all students can submit a maximum of two extra-credit assignments each).

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.
- Online readings available on Sakai or Full text database

Course Schedule

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

8/27- Course introduction- Class introductions and review of course set-up, materials and guidelines
- Watch Chimamanda Ngozi Adichie “The Danger of a Single Story”
  http://www.ted.com/talks/chimamanda_adichie_the_danger_of_a_single_story?language=en

9/1- Myths and Stereotypes:
- **Read syllabus carefully and come with questions**
- **Discussion: How do popular ideas about Africa impact interpretations of African History?**
9/3- Introduction to African Geography and Environment
  • Sakai- “Africa A Geographic Frame”

9/8- Social Organization and Sources and Methods in African History
  • Modern Africa 1-16.
  • Sakai- “Social Relations: Family, Kinship and Community”
  • Sakai- Thomas Spear “Reconstructing the African Past: Sources and Methods”

9/10- Film and Discussion: Caravans of Gold - (Map Quiz)
  • A World in a Very Small Place in Africa xv-57
  Discussion- “Niumi and the old-world system”
  Map Quiz at the Beginning of Class

9/15- Africa and the Atlantic World I
  • Sakai- “Introduction: Captives as Commodities”
  • A World in a Very Small Place in Africa- 59-113
  • Discussion “Niumi and the Slave Trade”

9/17- - Africa and the Atlantic World II.
  • Sakai—“Why Did African’s Sell Slaves?”
  • Discussion- “Economic and Social Impacts of the Slave trade in Central Africa

9/22 Changes in the 19th century I: West and East Africa
  • Modern Africa- 17-64, 94-112
  • A World in a Very Small Place in Africa- 113-142
  • Discussion- “Niumi in the 19th Century”

9/24- Changes in the 19th century II: Southern Africa
  • Modern Africa- 65-76

9/29- Towards the Colonial Takeover
  • Modern Africa- 113-149
  • (Review time for Exam)

10/1- Exam I

10/6- Film and Discussion
  • Modern Africa- 150-203

10/8- Creating Colonies in Africa
  • Modern Africa- 204-217
  • A World in a Very Small Place in Africa 142-170.
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Part II- Colonial Africa: 1880-1994

10/13- Discussion of *The River Between*: Christianity and internal conflict in Kenya.
   • (Reading Quiz I)

Fall Break

10/20- Social Change in Colonial Africa
   • *Modern Africa*- 218-235
   • Discussion: “Ethnic and Gendered Identities in the Colonial Encounter”

Extra Credit Option---CLR James Lecture---Contemporary Rwanda (7pm)

10/22- Nationalism and Independence I
   • *Modern Africa*- 236-267
   • *A World in a Very Small Place in Africa* 170-185

10/27- Work and Labor in Southern Africa
   • Film and Discussion

10/29- Discussion of *Mine Boy* (Race and Urbanization in South Africa)
   • Reading Quiz II

11/3- Nationalism and Independence II: Settler vs Non-Settler colonies
   • *Modern Africa*- 268-290

11/5- Decolonization and the colonial legacy:
   • Film and Discussion: Flame

11/10- The Last Colony: Case of South Africa
   • *Modern Africa*- 291-296
   • *Sakai*- “South Africa”

Part III: Contemporary Africa 1957-present

11/12- Independence and the Colonial Legacy I
   • *Modern Africa*- 297-363
   • Film Critiques Due

11/17- Independence and the Colonial Legacy II
   • *A World in a Very Small Place in Africa* 185-269
   • Discussion- “Gambia Since Independence”

11/19- African Studies Association Conference in San Diego (No Class)
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Thanksgiving Break

12/1- 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, “Understanding Political Violence in Central Africa” “China’s new role in Africa,” “Kenya’s Post Election Violence,” “Global Sport and African History From Colonialism to the World Cup,” “Youth Culture in Contemporary Africa,” and “KONY 2012 and its Critics.”

12/3—Issues in Contemporary Africa II

12/8—Issues in Contemporary Africa III

12/10- Review for Final Exam

**Final Exam Thursday---12/17 8:30am** (Exam times are set by University and cannot be changed)
Map Quiz Guide: The Map quiz will be held on September 10th at the beginning of class. You will be asked to place 25 items selected from the following list on a blank map. (For the actual quiz map see page 10).

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

<table>
<thead>
<tr>
<th>Rivers</th>
<th>Lakes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Senegal</td>
<td>Victoria</td>
</tr>
<tr>
<td>Niger</td>
<td>Tanganyika</td>
</tr>
<tr>
<td>Zambezi</td>
<td>Chad</td>
</tr>
<tr>
<td>Congo</td>
<td>Malawi</td>
</tr>
<tr>
<td>White Nile</td>
<td>Turkana</td>
</tr>
<tr>
<td>Blue Nile</td>
<td></td>
</tr>
</tbody>
</table>

**Other Geographical Features/regions**

| Mount Kilimanjaro | Mount Kenya       |
| Drakensberg Mountains | Cape Verde Islands |
| Zanzibar          | Cape of Good Hope |
| Sahel             | Horn of Africa    |
| Great Rift Valley | Kalahari Desert   |
| Transvaal         | Lamu              |

**Place Names: Cities and Towns**

<table>
<thead>
<tr>
<th>Cairo</th>
<th>Addis Ababa</th>
<th>Nairobi</th>
<th>Mombasa</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kigali</td>
<td>Kampala</td>
<td>Banjul</td>
<td>Dar es Salaam</td>
</tr>
<tr>
<td>Harare</td>
<td>Lusaka</td>
<td>Accra</td>
<td>Lagos</td>
</tr>
<tr>
<td>Cape Town</td>
<td>Luanda</td>
<td>Kinshasa</td>
<td>Johannesburg</td>
</tr>
<tr>
<td>Dakar</td>
<td>Bamako</td>
<td>Monrovia</td>
<td>Khartoum</td>
</tr>
<tr>
<td>Juba</td>
<td>Mogadishu</td>
<td>Tripoli</td>
<td>Windhoek</td>
</tr>
</tbody>
</table>

**Former colonial names of current countries**

<table>
<thead>
<tr>
<th>Northern Rhodesia</th>
<th>Southern Rhodesia</th>
<th>Belgian Congo</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tanganyika</td>
<td>Nyasaland</td>
<td>Beuchuanaland</td>
</tr>
<tr>
<td>Southwest Africa</td>
<td>Gold Coast</td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Igbo (Ibo)</th>
<th>Hausa</th>
<th>Fulani</th>
<th>Zulu</th>
<th>Xhosa</th>
</tr>
</thead>
<tbody>
<tr>
<td>Swahili</td>
<td>Asante</td>
<td>Kongo</td>
<td>Dinka</td>
<td>Tutsi</td>
</tr>
<tr>
<td>Kikuyu</td>
<td>Luo</td>
<td>Maasai</td>
<td>Somali</td>
<td>Shona</td>
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</tbody>
</table>

The above items can be found in the maps in your Modern Africa text as well as the “Africa A Geographic Frame” 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](http://www.lib.utexas.edu/maps/africa.html)
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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.

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

Africa’s A Country: An insightful blog focusing on the ways African issues are often misrepresented in global media coverage of the continent. http://africasacountry.com/

African Arguments: Series of short articles written by specialists exploring a variety of topics related to African politics

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

https://www.africa.upenn.edu/ - 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