

HISTORY/INTERNATIONAL STUDIES 280: HISTORY OF AFRICA (5CR)

INSTRUCTOR: E. HAINES

PRESCRIBED TEXTS:

K. Shillington, *History of Africa* (Revised edition)

M. Chamberlain, *The Scramble for Africa*

John Reader; *Africa: A Biography of the Continent*

(Relatively inexpensive and highly recommended: especially useful
if you are looking for additional material for discussions)

D. T. Niane, *Sundiata: An Epic of Old Mali* (Revised
edition -2006)

COURSE CONTENT AND OBJECTIVES:

History 280 is a survey course but one which also offers a more specialized area study. The course gives special emphasis to the development of African history from the classical age to the present. Emphasis is given to the rise and fall of ancient African kingdoms and empires; the relationship of Africa to the wider world

from classical times to the 20th century and Africa's place in international affairs.

The course aims to give students an understanding of the historical experiences of African peoples from the earliest times; to identify the variety of cultures which have helped to shape the history of the continent; to explain Africa's role in world history from the earliest civilizations through to the present, including such topics as the dynamics of the slave trade and the significance of Africa in international affairs in modern times. Students will also gain insights into the patterns of imperialism and colonialism; the emergence of African nationalism and the crisis areas of contemporary Africa.

In general the course seeks to give students the opportunity to understand the historical experiences of a different continent with different cultures. It is designed to broaden the insights of students with interests in a wide range of courses and to help students to better understand the complex world in which they live.

One of the major objectives (through reading and writing assignments) is to develop critical thinking skills. History (from the Greek) means "learning through inquiry" and a key objective is to promote inquiry and debate. Students will demonstrate a capacity to make inferences, handle complexity of cause and consequence; understand divergent interpretations and the nature of historical evidence and the debates to which it gives rise in relation to the history of Africa. These will be specific elements of assessment in this class. The discipline is more

than knowing lists of facts and dates (though these are important) and students will need to demonstrate that they have developed thinking/analytical skills by the end of this course.

TEACHING METHODS:

This course is a distance-learning course involving online lecture material, prescribed readings from text and documentary sources and provides an opportunity for online discussions organized around the major themes. All students will be encouraged to raise questions at any time based upon their work with the texts and their appreciation of online discussion. This course requires each student to undertake independent work. Methods for this course resemble those, which would be applied in the study of a foreign language. The study of history is cumulative. Since issues and events are presented as relational, it is fundamental to the success of a student to ensure that the reading assignments and other work will be accomplished in a timely fashion so that a current accumulation of relevant data as method of analysis and argument are introduced. The study of history at this level requires college literacy and hence the ability to communicate ideas and facts clearly and accurately.

Students are advised to make careful notes leaving space for the incorporation of supplementary materials from the text- books or for the creation if independent questions about the topics under review. All questions concerning discussion or text assignments are welcome at any time. It is important for students to gain a reasonable geographical sense of places under discussion. Also, it is crucial that each student develop a chronology of events that will serve as a

scaffold upon which to build arguments and interpretations of data.

The course is divided into approximately eight thematic units. (See content outline at the end of the syllabus.) Students are entirely responsible for reading and knowing the relevant material in the prescribed texts as well as any other assigned material. Access to a good atlas and dictionary is recommended when reading for this course. Check geographical locations and note the meanings of technical or difficult terms. It will be useful to compile a separate glossary or vocabulary of commonly encountered words with which you are unfamiliar.

COURSE REQUIREMENTS:

(1) EXAMINATIONS:

There will be **TWO (2)** formal examinations, a **midterm** and a **final**.
. Examinations consist of a set of multiple-choice questions and essay topics. There will be a short tutorial/guide for the midterm and final examinations posted in the folder for the relevant Week on the homepage.

(2) QUIZZES:

In addition there will be **FOUR (4)** timed quizzes. Each quiz comprises a timed multiple-choice section consisting of approximately 25 questions. The material for the quizzes will be drawn from the prescribed readings and documents, online lecture comments and discussions.. Each quiz is posted on the homepage under the "icon"

labeled "quizzes." An overview tutorial will be posted on the course homepage for each of the quizzes. Quizzes cumulatively will represent 20% of the final grade. The quizzes may be completed at any time, but all quizzes must be completed by the final day of the quarter. **Once accessed, each quiz has a limited time for completion.**

2) **DISCUSSIONS/ OTHER ASSIGNMENTS**

There will be a series of discussion topics posted every week to ten days or so. These topics will be based on texts and posted reading materials. Students are required make an initial discussion response generally within 5 days of the discussion posted. Discussions are graded according to the degree of focus on the analysis problem and the quality of additional commentary offered in response to the postings made by other class members. Each follow-up response must add some new insights in response to other students' postings or significantly develop your thinking about the issues raised. (Please read the document in the Module One on the requirements for the discussion assignments.)

IMPORTANT: For the assigned discussion topics please ensure that you reply to the initial posting or any responses that might have been made in the discussion. **DO NOT** create a separate discussion when responding to the formal topic.

Discussions are graded according to the degree of focus on the analysis problem and the quality of additional commentary offered in response to postings made by other class members. Each follow-up response should add some new insights in response to other student postings or

significantly develop your thinking about the issues already raised. **(Please read the document in module one on the requirements for the discussion topics.)** Each discussion assignment is graded out of 100 points. See the course calendar for the final posting date for each of the discussion topics. Participation and completion of the **discussions** and other **writing/essay assignments** will be worth 30% of the final grade.

NOTE: I also expect students to create **separate** discussion responses and these can be independent themes **OR** responses to questions that you will find at some points in the supplemental reading guides. Additional points will be awarded for participation in this area of general discussion.

(3) EXAMINATIONS:

There will be a midterm and a final examination. Each of these will comprise a set of multiple-choice questions AND essay topics.

All must answers be drafted first and carefully spell and grammar checked. Clarity of presentation is part of the grading criteria.)

The examinations will be graded on a scale of 100 points total. Each of the examinations will count 25% of the final grade.

Homework Assignments

Students often enquire as to what homework assignments there are. The key daily homework assignment is to do a select amount of focused reading of texts on the current theme for that week AND

taking a set of notes from the texts. There may be other projects and writing assignments to continue to develop knowledge of the core areas of study.

This is THE key to everything else that pertains to the course and the ONLY guarantee for successful results. Failure to observe this instruction is the root of all problems that students encounter in studying the discipline. Without a routine daily program of reading, note taking and review it is almost certain that students will find that success is elusive. All the A grades that one might be accustomed to achieving in other subjects will be of no avail unless you pay attention to this advice.

Having said that - now read the excerpt that you will find in the Reading Guide in the module for Week One on how to read subject material in the discipline of History. It is the best advice I can offer students on how to succeed.

NO curve grading will be used in this course. There are NO EXTRA CREDIT options for the course BUT there will be additional short written assignments and optional "trivial pursuit" tasks to achieve **bonus points**.

GRADING:

All results will be reduced to an overall average to decide the final grade. The midterm and final examinations will count 25% and 25% respectively each towards the final grade. Quizzes make up 20% of the grade. The discussions and assignments will be worth the remaining

30% of the final grade.

It is important to remember that at one level history is the narrative of things done, and so students are expected to know an accurate body of facts about the past. However the study of history also involves thinking about the changes that have taken place across historic time, why and how these changes came about. Superior grades will be earned by students who:

- (1) demonstrate an accurate knowledge of the historical facts ;
- (2) organize their material clearly with good supporting evidence;
- (3) make critical assessments or analyses;
- (4) are able to apply their knowledge to critical thinking problems.

There are no courtesy grades for this class. Grading is designed to maintain the highest college level standards and to measure as accurately as possible the individual student level of performance against this standard. In order to achieve a passing grade students must demonstrate that they have met the requirements of the course and achieved competency in the course objectives. It is imperative that students make use of consultation with the instructor. It is pointless to make known difficulties at the last moment when the situation may be beyond salvage. Students have the responsibility of seeking assistance in a timely manner.

GRADES:

Are achieved on a straightforward percentage basis. There is no curve grading. Please note that A grades are only awarded if student's work has attained the highest levels of excellence as outlined in the requirements above. The grading scheme is as follows:

A = 90-100% A- = 85-89%

B+ = 80-84% B = 75-79% B- = 70-74%

C+ = 65-69% C = 60-64% C- = 55-59% D = 50-54%

F = Below 50%

Students who find that they need to withdraw from the course need to make a responsible decision by the final date for withdrawal (in person). Students who remain on the roster after that date will be assigned a final grade.

GENERAL:

I encourage student consultation at every opportunity. My office number is B 100B. Office phone is 425- 564-2383. In addition to my scheduled office- hours students may make appointments to see me at other times. PLEASE MAKE ALL e-MAIL COMMUNICATION WITH ME REGARDING THIS COURSE VIA THE INBOX IN CANVAS..

PROVISIONAL COURSE OUTLINE:

WEEK ONE/WEEK TWO:

1. INTRODUCTION: The historiography of Africa; the geography and peoples of the continent.

The emergence of the human community in Africa; the transition to the Neolithic era and the earliest civilizations of the Nile Valley and the Sudan.

Shillington (text) Chapters 1, 2, 3. See also **Chamberlain** (text), pp.1-16.

2. Africa and the Mediterranean world of the "Classical" age (c.1000 BCE – c.750 AD/CE).

Africa and its relationship to Phoenician, Greek, Roman and Arab/Islamic worlds.

Shillington (text) Chapter 3, Chapter 5.

3. 'Caravans to Timbuktu' (C.500 –c.1500AD/CE). The development of trans-Saharan trade and the rise of West African Kingdoms and Empires; the East African "Swahili" city-states.

Shillington (text) Chapters 6,7,9. See also **Niane** (text) *Sundiata*.

The above reading mostly constitutes the material required for **QUIZ #**

WEEK THREE:

4, Kings, Commoners and Slaves (c.1500 –c.1870 AD/CE)

The iron age communities of C. and S, Africa; the forest states of West Africa.

Shillington (text) Chapters 10, 13.

WEEK FOUR:

5. The beginnings of European expansion – Portuguese, Dutch, British and the rise of the Atlantic slave trade and its impact.

Shillington (text) Chapters 12, 14, pp.196-200, Chapter 16, Chapter 17,pp. 249-255.

The above reading mostly constitutes the material required for **QUIZ #**

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WEEK FIVE:

6. South Africa to the 19th C; Dutch and British intervention and settlement. Bantu, Boer and British conflicts.

The problem of the *Mfecane/Difiqane*.

The mineral revolution of the 19thC

Shillington (text) Chapters 15, 18, 19.

WEEK SIX:

Midterm Examination.

WEEK SEVEN/WEEK EIGHT:

7. The Scramble for Africa (c. 1870 – 1950), The partition of Africa.
The establishment of the colonial systems.

Chamberlain, *The Scramble for Africa* (text)

Shillington (text) Chapters 20, 21, 22

8. Colonial Wars and the international conflicts such as the World Wars.

Shillington (text) Chapters 23, 24, 25.

The above reading mostly constitutes the material required for

QUIZ # 3

WEEK NINE:

9. The rise of African nationalism (c.1870-c.1950). The Islamic North; West and East Africa.

The *apartheid*. State in S. Africa.

Shillington (text) Chapters 24, pp.355-363. Chapters 26, 27.

The above reading constitutes the material required for QUIZ

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WEEK TEN:

10. Select problems in the history of contemporary Africa .

Shillington (text) Chapters 28, 29, 30.

WEEK ELEVEN:

Final Examinations.

“Top Ten” Campus Resources for Students

In alphabetical order:

Academic Success Center – Get free (!) tutoring (in virtually any subject), writing help, or math assistance at this great campus resource! Students who visit the Academic Success Center, we believe, do better in their classes. Stop by the Center in D204, or visit them online at <http://bellevuecollege.edu/asc/>

CEO (Career Education Options) – This is an EXCELLENT program for students aged 16-20 who did not receive high school diplomas. CEO advises and mentors its students, helping them attain a degree. Many of our students, with the help of CEO, have succeeded at their second chance at education. To learn more, visit <http://bellevuecollege.edu/ceo/> or call (425) 564-4035

Counseling Center– Did you know that BC offers free, short-term counseling for students? If you're having a problem in your life and you'd like to talk to someone about it, consider seeing a BC Counselor. We have referred our students to the Counseling Center for a very wide range of issues, ranging from stress and depression to relationship problems to sexual assault and other forms of abuse. BC's Counselors are sensitive, understanding, and trained. To make an appointment with a counselor, call (425) 564-2212. If you have a crisis and cannot reach

the Counseling Center, call the 24 hour Crisis Clinic Hotline at (206) 461-3222 or 1-800-244-5767.

DRC (Disability Resource Center)– Although many BC students already know about the great people at the Disability Resource Center, there are some students with disabilities who haven't yet gone by the DRC for assistance. If you have any kind of disability whatsoever, we strongly encourage you to visit the DRC in B132. They are a wonderful group of folks who are dedicated to providing students with open, fair, and equitable access to education. You can also visit them online at <http://bellevuecollege.edu/drc/>

Human Development Classes and Workshops – The Counseling Center offers many classes that can have long-term impact on your life, such as "Stress Management," "Selecting a Major," "Assertive Communication," "Building Self-Esteem," and "Race in America." These classes typically range from one to three credits, so they don't meet as often as sociology courses, nor do they cost as much money.

LGBTQ Resource Center – The LGBTQ Resource Center is a place on campus where students can feel safe to be themselves, free from harassment, prejudice, or ridicule. Hang out, meet new people, use the computers to get some work done, or check out the books on a variety of LGBTQ-related themes. For more information, stop by their office in C225 or call them at (425)564-6041.

MCS (Multicultural Student Services) – MCS specializes in assisting students of color, gay/lesbian/bisexual/transgender students, and refugee and immigrant students. BC's MCS office is wonderful! MCS aims

to help all students reach their academic goals, so all BC students are welcome to use MCS's services free of charge. MCS is really wonderful at helping all students feel comfortable and welcome at Bellevue College. They will help integrate you into the life of our College. MCS has been a shoulder our students have leaned upon and a network of friends to turn to. We have seen MCS help with a wide variety of personal and professional challenges, from figuring out how to pay for college and secure childcare for kids, to personal counseling and advising. MCS pretty much can do it all – and if they can't, they can DEFINITELY connect you with the right people who can! For more information, visit <http://bellevuecollege.edu/mcs/index.html> , stop by their office in B233, or call them at (425) 564-2208

Student Programs – Meet new people! Get involved! There is a wealth of student clubs and organizations on our campus. The Muslim Student Association, the Math Club, the Black Student Union, El Centro Latino, the Peer-to-Peer Mentoring Program, the Street Dance Club, Student Government, and MANY more organizations (there are dozens!) are housed in Student Programs. We are confident that every student can find something of interest. Stop by Student Programs in room C212, or visit their site at <http://bellevuecollege.edu/stupro/>

TRiO – This department provides excellent academic support for students who have limited incomes, documented disabilities, OR who are the first in their families to attend college. Students tell us that their experiences with TRiO are amazing, and we have personally witnessed our students THRIVE (!) with TRiO's assistance and guidance. Students who join TRiO are given close and intensive academic advising, lessons in study skills, tutoring, and overall support not only as students but as

human beings. For more information, visit <http://bellevuecollege.edu/trio/> , stop by their office in B233, or call them at (425) 564-5475.

Veterans Office – If you are a veteran of the United States Military, BC's Veterans Office can help you with a variety of issues, most notably financial assistance. They will guide you along the GI Bill benefits, and they can help you activate your Veterans Affairs Educational Benefits. For more information about your options, visit <http://fa.bellevuecollege.edu/veterans> To contact them, call (425) 564-2220.

PROCEDURES AND GUIDELINES OF THE SOCIAL SCIENCE DIVISION

Fall 2012

Cheating, Stealing and Plagiarizing*

Cheating, stealing and plagiarizing (using the ideas or words of another as one's own without crediting the source) and inappropriate/disruptive classroom behavior are violations of the Student Code of Conduct at Bellevue College. Examples of unacceptable behavior include, but are not limited to: talking out of turn, arriving late or leaving early without a valid reason, allowing cell phones/pagers to ring, and inappropriate behavior toward the instructor or classmates. The instructor can refer any violation of the Student Code of Conduct to the Dean of Student Services for possible probation or suspension from Bellevue

College. Specific student rights, responsibilities and appeal procedures are listed in the Student Code of Conduct, available in the office of the Dean of Student Services and at [http://bellevuecollege.edu/policies/2/2050P_Student_Code_\(Procedures\).asp](http://bellevuecollege.edu/policies/2/2050P_Student_Code_(Procedures).asp)

Email Communication with instructors must be done through student email accounts only. Instructors cannot communicate with students about their course work or grades through student's personal email accounts.

Incomplete

If a student fails to complete all the required work for a course, an instructor may assign the grade of Incomplete ("I"). The student must complete the coursework by the end of the next quarter, or receive the assigned letter grade (usually an "F").

F Grade

Students who fail a course will receive a letter grade of "F."

Final Examination Schedule

The Social Science Division will adhere to the final examination schedule as stated in the BC Schedule. Final examinations will be held at the end of each quarter at fixed times. Instructors will not give examinations in advance of the regular schedule. A student who is absent from any examination held at any time during the quarter may forfeit the right to

make up the examination. If, for illness or some other circumstance beyond the student's control, the student is unable to be present at any scheduled examination and has contacted the instructor on a timely basis, the student may be permitted to take such examination at a time designated by the instructor.

Withdrawal From Class

College policy states that students must formally withdraw from a class by the end of the seventh week of the quarter (Registration Office, B125). If a student has not withdrawn by that date, an appropriate letter grade will be assigned for the course.

Hardship Withdrawal

Instructors may assign the grade of "HW" (hardship withdrawal) at their discretion in the event that a student cannot complete the coursework due to extreme and exceptional circumstances. Students may also contact the Enrollment Services office BEFORE grades are assigned in cases of hardship.

Students Who Require Disability Accommodations:

Students with disabilities who have accommodation needs are encouraged to meet with the Disability Resource Centre (DRC) office located in B132 (telephone 425.564.2498 or TTY 425.564.4110), to establish their eligibility for accommodation. The DRC office will provide each eligible student with an accommodation letter. Students who require accommodation in class should review the DRC

accommodation letter with each instructor during the first week of the quarter.

Students with mobility challenges who may need assistance in case of an emergency situation or evacuation should register with Disability Resource Centre, and review those needs with the instructor as well.

Distribution of Grades

Grades will not be posted in the Social Science Division or in faculty offices, and program assistants or coordinators will not give out grades. Students should access their grades through the BC Web site.

Return of Papers and Tests

Paper and/or Scantron score sheet returns will be arranged in the following ways ONLY: by mail, if student supplies the instructor with stamped, self-addressed envelope (with appropriate postage); or by the instructor designating a time and place whereby the student may retrieve his/her papers. Unclaimed papers and/or Scantron score sheets must be kept by the instructor for a minimum of sixty (60) instructional days following the end of the quarter.

**If you are accused of cheating, stealing exams and/or plagiarism, there is a Bellevue College Student Discipline and Appeals Procedure (the right to due process) which you may pursue. Contact the office of Division Chair (D110), the Dean of Student Services (B231A) or the Associated Student Body (C212) for information regarding the appeals process.*

