



**HISTORY/INTERNATIONAL STUDIES 280: HISTORY OF AFRICA (5CR)**  
**INSTRUCTOR: E. HAINES**

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**PRESCRIBED TEXTS:**

K. Shillington, *History of Africa* (Revised edition)  
M. Chamberlain, *The Scramble for Africa*  
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 of 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 short essay/paragraphs. 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.**

### **(3) DISCUSSIONS:**

There will be a series of discussion topics posted every week to ten days (unless otherwise announced.) These topics will be based on texts and posted reading materials. Students are required make an initial discussion posting by the end of the first week of the discussion posted for that week. 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 posting must add some new insights in response to other students' postings or significantly develop your thinking about the issues already raised. **(Please read the document on the homepage on the requirements for the discussion topics.)** See the course calendar for the final posting date for each of the discussion topics. Participation and completion of the discussions will be worth 30% of the final grade. The lowest discussion score will be discarded before the average is calculated.

## **GRADING:**

Each examination will be worth 50 points. Quizzes will generally each count 50 to 60 points calculated as a percentage. Discussions topics are worth 100 points each. All results will be reduced to an overall average to decide the final grade.

The midterm and final examinations will count 20% and 30% respectively each towards the final grade. Quizzes make up 20% of the grade. The discussions 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 students' 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 VIA VISTA MAIL.

## 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 constitutes the material required for **QUIZ # 1**

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### 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 constitutes the material required for **QUIZ # 2**

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### WEEK FIVE:

6. South Africa to the 19<sup>th</sup> C; Dutch and British intervention and settlement. Bantu, Boer and British conflicts.  
The problem of the *Mfecane/Difiqane*.  
The mineral revolution of the 19<sup>th</sup>C  
**Shillington** (text) Chapters 15, 18, 19.
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### 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 constitutes the material required for **QUIZ # 3**

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**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 # 4**

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**WEEK TEN:**

10. Select problems in the history of contemporary Africa .

**Shillington** (text) Chapters 28, 29, 30.

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**WEEK ELEVEN:**

**Final Examinations.**

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## PROCEDURES AND GUIDELINES OF THE SOCIAL SCIENCE DIVISION Revised Spring 2008

### 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 Community 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 Community 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.

### 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 BCC 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 secretaries will not give out grades. Students should access their grades through the BCC 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 Community 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.*

