

HISTORY/INTERNATIONAL STUDIES 280: HISTORY OF AFRICA (5CR)
FALL QUARTER 2007
INSTRUCTOR: E. HAINES

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) There will be **TWO (2)** formal examinations, a **midterm** and a **final**. . Examinations consist of a set of multiple-choice questions and short essays. 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) In addition there will be **FOUR (4)** timed quizzes. For each quiz there is a timed multiple-choice section consisting of approximately 25 questions. Each quiz will be revealed on the homepage under the icon/folder for the relevant Week. Once a quiz becomes available it may be completed at ANY time before the end of the quarter. Make sure you have completed the relevant reading and are ready to take the quiz before opening a quiz. There is only one attempt allowed for each quiz. To receive credit for this class all examinations and tests must be completed and an overall passing grade achieved. Each of the quizzes has two components, and then there is a second part consisting of short answers and essays (found on the homepage). This is located on the homepage as well and must be completed within the prescribed dates for which the quiz is available.

(3) 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 week of the discussion posting. There will then be additional points added to the score for each additional posting that adds some new insights in response to other students' postings. (See the 'Tips regarding discussion postings' in the folder for Week One on the homepage.) These also need to be submitted by the end of the current discussion topic period. 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 100 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:

SHILLINGTON

1. INTRODUCTION: The historiography of Africa; the geography and the peoples of Africa. Map 1.1

WEEKS 1 and 2 READING ASSIGNMENTS AND FIRST QUIZ MATERIAL:

2. FROM OLDUVAI TO MEROE: The emergence of the human community in Africa; the transition from Paleolithic to Neolithic; the earliest civilizations of the Nile Valley and the Sudan. Chpts 1,2, 3

3. 'MARE MAGNUM': c. 1000 BC - 750 AD. Africa and the Mediterranean; the relationship with the classical cultures e.g. Phoenician, Greek, Roman; the effects of the transition of the classical civilizations and the coming of Islam; the establishment of the Arab Empire and its impact. Chpt 3 pp.46-48, Chpt 5

4. CARAVAN TO TIMBUKTU: 500 - c 1500 AD. The development of trans-Saharan trade; the rise of the West African Kingdoms and Empires; the Eastern Sudan and the East African city-states. Chpts 6, 7, 8, 9. D. Niane: *Sundiata*

5. KINGS, COMMONERS AND SLAVES c. 1500 - c 1870. Iron Age communities of C. and S. Africa - Zimbabwe; the forest states of West Africa; beginnings of European expansion - Portuguese, Dutch, British, French. The Atlantic Slave trade. Religion and Empire in the Western and Central Sudan during the 19th Century. Chpts 10, 11, 12, 13, 14, 16

WEEKS 3 and 4 READING ASSIGNMENTS AND QUIZ 2 QUIZ MATERIAL:

6. S. AFRICA to the 19th Chpts 15, 18, 19

WEEKS 5 and 6

century; the Dutch and British settlements; the Bantu, Boer and British conflicts; the problem of the *Mfecane/Difaqane*.
The mineral revolution of the 19th century and its consequences.

7. SCRAMBLE FOR AFRICA c 1870 - 1950. The partition of Africa; the establishment of the colonial systems. Colonial Wars e.g. the Anglo-Boer War in S. Africa. Africa in international affairs - the World Wars.

8. RISE OF AFRICAN NATIONALISM 1870 - 1950. The Islamic North; West and East Africa; S. Africa from segregation to *apartheid*; the dismantling of the *apartheid* state.

9. 'UHURU' AND THE PROBLEMS OF CONTEMPORARY AFRICA: 1950's to the present. The coming of independence; select studies in contemporary problems e.g. Ethiopia, S. Africa, Somalia, Angola, Democratic Republic of Congo.

Chpt 19 pp276-287, Chpts 20, 21, 22, 23, 24, 25
M. Chamberlain text on *The Scramble for Africa*.

Chpt 24 pp355 - 363, Chpt 25, 26,27

Chpts 26 -28.

READING ASSIGNMENT

WEEK 7: MIDTERM EXAMINATION WEEK 8 READING ASSIGNMENT AND QUIZ 3 MATERIAL

WEEKS 9 (QUIZ 4 MATERIAL) and 10 READING ASSIGNMENT:

FINAL EXAMINATION: END OF WEEK 10

READING ASSIGNMENTS SHOULD INCLUDE THE SECONDARY TEXTS BY NIANE and CHAMBERLAIN AS PRESCRIBED IN WEEKLY ASSIGNMENT NOTICES

