FACULTY CURRICULUM COMMITTEE
SIGNATURE PAGE

- In section A, list ALL of the forms covered by this signature page. *If you submit a form that is not listed in A, your proposal will be held back until we receive a new, updated signature page.*
- You must obtain the signature of your department chair and dean before submitting your proposal.

A. FORMS COVERED BY THIS SIGNATURE PAGE. List each form you are submitting—for instance, PSYC 383, Course Form; PSYC, Change of Major Form; PSYC, Change of Minor Form.

Minor Form  **AFST- AFRICAN STUDIES**

B. APPROVAL AND SIGNATURES.

1. Signature of Department Chair or Program Director:
   ________________________________ Date: 1/29/16

2. Signature of Academic Dean:
   ________________________________ Date: 1/29/16

3. Signature of Provost:
   ________________________________ Date: 2/10/16

4. Signature of Business Affairs (only for course fees):
   ________________________________ Date: ________________  □ fee approved on ____________  □ BOT approval pending

5. Signature of Curriculum Committee Chair:
   ________________________________ Date: 3-1-16

6. Signature of Budget Committee Chair (only for new programs):
   ________________________________ Date: ________________

7. Signature of Academic Planning Committee Chair (only for new programs):
   ________________________________ Date: ________________

8. Signature of Faculty Senate Secretary:
   ________________________________ Date: ________________

Date Approved by Faculty Senate: ________________
January 28, 2016

Professor Gibbs Knotts, Chair
Curriculum Committee
College of Charleston
66 George Street
Charleston, SC 29424-0001

Dear Gibbs,

Attached please find completed forms associated with a request to clarify the list of possible courses that can count toward the African Studies minor, and toward the African concentration within the International Studies major. The clarification concerns the two courses HIST 272 – Precolonial Africa and HIST 273 – Modern Africa.

Currently the catalog records that students are required to take one of these two courses. Neither of them however, is formally listed as being courses that can be taken for elective credit. African Studies faculty had never intended to prevent minors from getting due credit if they were able to take both courses, and assumed that since both were listed as required it would be understood that in cases where students had taken both, one course would be counted as meeting the requirement and the other would be given elective credit. (In the case of ENGL 233 and ENGL 234 you will notice that we had put a restriction limiting students to credit for one or the other but not both.) In any case, Conseula has instructed us to make explicit what we had always believed was implicit, by adding both HIST 272 and HIST 273 to the list of available electives; and this is what the attached forms are for.

I hope you and your committee will give us the go-ahead to make this clarification.

With thanks for your time and attention, and all best wishes.

[Signature]

Simon Lewis
Director, African Studies
FACULTY CURRICULUM COMMITTEE
MINOR FORM

Instructions:
- Please fill out all of the portions of the form that are specified in section B. You must do this before your request can move forward!
- Remember that your changes will not be implemented until the next catalog year at the earliest.
- If you have questions, please start by checking the detailed instructions on the website. Please feel free to contact the committee chair with any remaining questions you might have.

A. CONTACT INFORMATION.

Name: Simon Lewis  Phone: 843-953-1920  Email: lewiss@cofc.edu

School: LCWA  Department or Program: International & Intercultural Studies

Name and Acronym of Minor: African Studies
AFST

B. TYPE OF REQUEST. Please check all that apply, then fill out the specified parts of the form.

☐ Add a New Minor (complete all portions)

☐ Change an Existing Minor (complete C, D, E, G, H, and I)
  ☒ Add existing course or courses to requirements or electives
  ☐ Add new course(s) to requirements or electives (attach completed course form for each)
  ☐ Delete courses from requirements or electives

☐ Terminate a Minor (complete E, G, H, and I)

C. GENERAL INFORMATION.

Number of Current Credit Hours (for existing minors): __18____
Number of Proposed Credit Hours (for new or changing minors): __18____

Catalog year in which changes will take effect: FALL __2016____

☒ Interdisciplinary (please see guidelines on the Curriculum Committee website and include acknowledgments from relevant departments)

According to academic policy, students may not obtain a major/concentration and minor in the same subject. Will students in specific majors be prohibited from declaring this minor because of this policy?
☐ Yes—Which major(s) or concentration(s)?
☒ No

D. CURRICULUM. For a changed minor, please list every change you are making below AND attach the current catalog entry for this minor (from the Minor Requirements section) with changes marked in RED. Additions should show where the course will be inserted, deletions should be noted by crossing out the course, and moves indicated with arrows. Distinguish between required and elective courses, and note any prerequisites, co-requisites, sequencing, or other restrictions. For each new course, submit the Curriculum Committee’s Course Form and a sample syllabus. For This form was last updated on 6/6/2013 and replaces all others. Page 1 of 3
a new program, please submit the complete curriculum and catalog description exactly as they should appear in the catalog.

- Adding HIST 272 to list of electives
- Adding HIST 273 to list of electives

E. RATIONALE AND EXPLANATION. Please provide a narrative addressing the request you are making and why you are making it. In addition, for a new minor, please address its objectives, provide evidence of student interest (e.g. interviews with student focus groups, enrollment in special-topics courses in this area), and explain how the minor supports the liberal arts tradition as well as the mission of the institution.

Both HIST 272 (Pre-Colonial Africa) and HIST 273 (Modern Africa) are already part of the African Studies Minor Curriculum. The classes are listed as core courses but as of now the student chooses between the two. We want to add the courses to the electives section “twelve credit hours selected from the following” so students have the option of taking both classes.

F. STUDENT LEARNING OUTCOMES AND ASSESSMENT.

<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
<th>Assessment Method and Performance Expected</th>
</tr>
</thead>
<tbody>
<tr>
<td>What will students know and be able to do when they complete the minor? Attach a Curriculum Map.</td>
<td>How will each outcome be measured? Who will be assessed, when, and how often? How well should students be able to do on the assessment?</td>
</tr>
</tbody>
</table>

1.

2.

3.

4.

How does this minor align with the student learning outcomes articulated for the major, program, or general education? What program-level outcome or outcomes does it support? Is the content or skill introduced, reinforced, or demonstrated in this minor?

G. IMPACT ON EXISTING PROGRAMS AND COURSES. Please describe the impact of this request on other programs and courses. If you are deleting a minor, please identify all programs that will be affected. If you are adding or changing a minor, please explain any overlap with existing programs at the College.
No impact
Phyllis Jестice from the History Department was informed about the proposed change (see attached email).

H. COSTS. List all of the new costs or cost savings (including new faculty/staff requests, library, equipment, etc.) associated with your request.

No cost

I. CHECKLIST.

☒ I have completed all relevant parts of the form.

☒ I have attached a cover letter that describes my request and lists all the documents I am submitting.

☐ I have attached a Course Form for each newly-created or modified course.

☒ (For proposals that affect other departments in any way) I have attached an acknowledgement from the relevant department.

☒ I have provided the complete curriculum for the minor, including the description and course list, exactly as it should appear in the catalog.

☒ I have submitted one Signature Form that lists all of the different forms I am submitting.
African Studies Minor
Phone: 843.953.1920
Simon Lewis, Director

Requirements

Credit Hours: 18

Core courses:

AFST 101
Introduction to African Civilization

HIST 272
Pre-Colonial Africa

OR

HIST 273
Modern Africa

Additional

Twelve credit hours selected from the following:

AFST 202
Special Topics in African Studies (3)

AFST 302
Special Topics (3)

AFST 400
Independent Study in African Studies (1-3)

ANTH 322
Peoples and Cultures of Africa (3)

ARTH 210
African Art (3)

ENGL 233
Survey of Non-Western Twentieth Century Literature (3)

OR

ENGL 234
Survey of Third-World Masterpieces (3)

ENGL 352
Major African Writers

ENGL 353
African Women Writers

ENGL 358
Colonial and Postcolonial British Literature (3)

FREN 320
Survey of Francophone Literature (3)

FREN 326
Survey of Francophone Civilization (3)

FREN 451
African Literature of French Expression

FREN 452
Literature of the Maghreb (3)

FREN 482*
French and Francophone Women Writers (3)

HIST 272
Pre-Colonial Africa

HIST 273
Modern Africa

INTL 350*
Cross Regional Studies (3)

LTXX XXX
Any 200-level Literature in Translations survey course (i.e., LTPO, LTRS, LTFR, etc.) as long as the course contains more than one-third African content.

POLI 266
International Diplomacy Studies (3)

POLI 342
Politics of Africa (3)

Departmental special topics, tutorials, and independent study courses will also be offered as appropriate.

NOTE: *Provided that at least 1/3 of the course content focuses on African issues/authors, requires director approval.
HST 273: History of Modern Africa
College of Charleston; Fall 2015

Professor: Tim Carmichael E-mail: <carmichaelt@cofc.edu>
Class Time: MWF 9:50am Classroom: Maybank Hall 317
Office: Maybank Hall 326 Office phone: 953-
7326 Office Hours: MWF 10-11; or by appt.

About the Course

This course surveys the last two centuries of African history, with the aim of imparting a solid knowledge of major issues in modern African history, as well as instilling or reinforcing your skills in scholarly research, critical analysis, and formal writing. Active participation in class discussions is expected.

Kevin Shillington’s *History of Africa* will be our main text, but we will also regularly analyze primary sources produced by Africans and foreigners. The primary sources will include letters, novels, poetry, art, photography, architecture and oral traditions. The English translations of written documents are based on original texts in many African and non-African languages. They and the related oral, visual and material sources have been selected for historical significance, for contemporary “flavor,” and to provide you with a basic idea of the broad evidentiary base on which much of the African historiography has been built. The historical study of any region of the world involves sources and approaches that are common to historical research anywhere, and other elements that are regionally unique. In reading and discussing the primary sources in this course you will hopefully gain a better appreciation for the craft of “doing” history in the African context, as well as how that “context” varies from region to region across the vast continent.

We will study societies in which the pace of change over the nineteenth century was affected by growing contacts with non-Africans (Europeans, Arabs, Asians, Americans), and societies where historical trajectories were shaped more by organic internal factors of the sort typical to rural or semi-rural communities anywhere. In both cases, and extending into the twentieth century, we will cover topics that include: domestic and international trade, religion, slavery, state formation, European conquest, African resistance to European conquest, colonial rule, Christian and Muslim proselytism, economic development and economic exploitation, war, nationalism, political independence, and more recent events and challenges around the continent such as oil production, drug smuggling and the U.S. War on Terror.

This syllabus has two parts. The first – this document (Syllabus Part I) – focuses on the course material, expectations and class schedule. The second (Syllabus Part II), posted next to this one on OAKS, covers course policies relating to class attendance, class conduct, plagiarism, the honor code, appropriate methods of communication, disability issues, and other concerns. You should consider both documents together as making up the complete course syllabus and are expected to familiarize yourself with the content of both documents.
Methods of Assessment

15% Class Participation
15% Quizzes
20% Skills Exercises
15% Research Paper (4-5pp.)
15% Midterm Exam
15% Final Exam
5% Oral Presentation

- **Class Participation** is assessed in terms of quality rather than quantity; daily attendance is expected.
- **Quizzes** will be administered in class. The lowest two quiz grades will be dropped. There will be no make-up quizzes except for particularly serious issues that are approved by both the College and me.
- **Skills Exercises** are designed for practicing different types of work that historians do and for developing writing skills. There will be a series of Skills Exercises, all but one of which will require a one-page paper.
- For the **Research Paper** you will assign yourself a topic and a country at the beginning of the semester by drawing two slips of paper out of two baskets. Based on them you will need – in consultation with me – to conceive and narrow the content of your paper. Additional information about paper expectations will be provided in class. You should monitor your assigned country’s current events throughout the semester because: 1) In addition to studying the past we will also talk about present-day events in class and your readings will enable you to make helpful comments when appropriate, and 2) At the end of the semester you will give an oral presentation on a current event or issue in your country. If you have been reading about your country over the course of the semester, your semester-long preparation (and ability to answer questions from your peers and me) will be apparent.
- The in-class **Midterm Exam** will consist of identifications and short essays.
- The **Final Exam** will consist of a take-home essay based on prompts handed out on the last day of class. A hardcopy of the essay will be due by Monday 14 December at 11am (e-mail attachments are not acceptable). If you will not be on campus that day, a friend may deliver your exam, but its delivery is up to you.
- Your in-class **Oral Presentation** will employ historical context to explicate a present-day issue or event in your assigned country. After monitoring your assigned country’s current events and doing a research paper on as aspect of the country’s history, for your oral presentation you will choose a current event or issue (which may or may not be related to your research paper topic) and trace its history to explain how it came to be. In the process, you will demonstrate how events in Africa are not based on “tribalism,” but rather on Africa’s long-standing international relations and interaction with the rest of the world. Your presentation will be followed by a question and answer period. Come prepared.

There will be no extra-credit in this course.
Required Texts


Week One

Wed 26 Aug  Introduction to Course

**Map Quiz #1**: How many African countries can you identify correctly?

Fri 28 Aug  Southern Africa on the Eve of White Conquest

Read: Shillington, Ch. 15

In class: ‘Click Sounds’ Exercise

Week Two

Mon 31 Aug  West Africa on the Eve of White Conquest

Read: Shillington, Ch. 16

**Map Quiz #2**: Countries

In class: Assignment of countries and topics for Research Paper.

Wed 2 Sep  West Africa Primary Sources: Usman dan Fodio’s Jihad

Read: “On Reading Primary Sources” (OAKS); “Nana Asma’u” (OAKS); and “The Jihad of Uthman and the Sokoto Caliphate” (OAKS)

As you do the reading, ask yourself about the strengths and weaknesses of using European or other “outside” sources for the study of African History. Also, how can we use poetry as a historical source? What are its potentials and limitations? **Map Quiz #3**: Capital Cities

Fri 4 Sep  West Africa, Islam, Long-Distance Trade, and Slavery

Read: Balewa (OAKS)

Week Three

Mon 7 Sep  Special Collections Exercise

Wed 9 Sep  Central and East Africa on the Eve of White Conquest

Read: Shillington, Ch. 17

**Due**: Prepare a critical analysis, of no more than one single-spaced page, about the maps included in Chapter 17. Have a clear thesis.

**Map Quiz #4**: Rivers, Lakes and Mountains (a list of features you should be
Fri 11 Sep  East-Central Africa Primary Sources
Read: “Tippu Tip Autobiography” (OAKS); and Melvin E. Page and Patrick R. Bennett, “The Inscribed Sandals of Tippu Tip,” *Journal de la Société des Africanistes*, 42, 2 (1972): 187-191. (This article is available online, outside of our library system, though you may have to search a bit.) While reading, think about issues of language and translation and what they mean for serious historical research. Tippu Tip’s reading was written by him in the Swahili language, in Arabic script, and transliterated into Roman characters by a German in the 1890s, then translated into English in the 1960s. Is it possible distortions occurred? How reliable are translations? How can/do we know? Are historical articles and books based on translations reliable?

Week Four

Mon 14 Sep  Upheaval in Southern Africa
Read: Shillington, Ch. 18
**Due:** Locate a contemporary article in the *London Times* online archives about a topic addressed in Chapter 18. Write a brief (no more than one-page) analysis comparing the content/tone/etc. of the newspaper article, which you should treat as a primary source, and Shillington’s chapter. Have a clear thesis.

Wed 16 Sep  Southern Africa Primary Sources: The Zulu Kingdom
Read: “Shaka, Dingane and the Forging of the Zulu State” (OAKS)
As you read for today, think about the similarities and differences between written and oral sources, and ponder eye-witness accounts that are written or narrated many years after the events they describe, as opposed to soon afterwards. In future discussions we will revisit and focus on the question of ‘memory’ in the historical record.

Recommended films, even though no Africans were allowed to star in it: “Zulu” (1964 – Michael Caine’s first major film) [Not recommended because it is so 1970s cheesy bad: “Zulu Dawn” (1979)]

Fri 18 Sep  A 20th Century Black South African’s Fictionalized Take
Read: Plaatje (all)
**Due:** A one-page paper about a source housed at the Special Collections section of the College of Charleston library. Locate a primary source that sheds light on African history or on historical connections between Charleston, SC, and some region of Africa – but preferably not in relation to slavery or the slave trade. In your paper, describe the source, its physical conditions, its contents, etc., and propose at least one way that it might be a useful historical source.

To complete this project you need to schedule an appointment in advance at the Special Collections section of the CofC library. Keep in mind that Special Collections has limited hours – it closes at 4:30pm and is not open on weekends – and after arriving there and requesting to see a particular source you may have to wait up to half an hour to have the document delivered to you, and if the document is too fragile or valuable you may be refused permission.
Therefore, if you wait to the last minute you are likely to not be able to complete this project. No extensions will be permitted on this assignment.

**Week Five**

Mon 21 Sep  19th Century North and Northeast Africa
Read: Shillington, Ch. 19

Wed 23 Sep  North/Northeast Africa Primary Sources: European Brutality and African Diplomacy
Read: “Algerian Enfumades” (OAKS); and “Ethiopian Emperor Letters”

Fri 25 Sep  Christianity and Colonialism
Read: Shillington, Ch. 20

**Week Six**

Mon 28 Sep  Pre-colonial Christianity Primary Sources: European Missionaries
Read: 1) David Livingstone, *Missionary Travels and Researches in South Africa* (1857): Chapter 8 (“Effects of Missionary Efforts”) and Chapter 9 (“Reception at Linyanti”) – this book is an electronic book available through the CoFC library website; also read 2) “Magomero” (OAKS)

Wed 30 Sep  The So-called “Scramble” for Africa
Read: Shillington, Ch. 21

Fri 2 Oct  Law and Colonialism I
Read: Getz (pp. 5-93)

**Week Seven**

Mon 5 Oct  Law and Colonialism II
Read: Getz (pp. 97-137)

Wed 7 Oct  European Conquest Primary Sources
Read: 1) “Stanley Finds Livingstone, 1872,” “Treaty Making in Africa,” and “The Berlin Act, 1885” (OAKS); 2) “Omdurman Campaign: Reuters Telegrams,” and “Omdurman Campaign: Major H. Finn’s Letters” (OAKS); and 3) Rudyard Kipling, “The White Man’s Burden” (Google this classic 1899 poem).

Fri 9 Oct  **Midterm Exam**

**Week Eight**

Mon 12 Oct  Europe’s Pacification of African Resistance
Read: Shillington, Ch.22

Wed 14 Oct  An African Voice on Colonialism, Collaboration, and Resistance
Read: Haile (OAKS)

Fri 16 Oct  Europe’s Consolidation of Colonial Power
Read: Shillington, Ch. 23; and “Congo Atrocities” (OAKS)

**Due:** Find three related contemporary articles in the *London Times* or *New York*
*Times* about the atrocities in Leopold’s Congo. In no more than one single-spaced page, summarize the articles’ contents, assess the tone(s), and proclaim whether Shillington’s analysis is in line with them or not. Have a clear thesis.

**Week Nine**

**Mon 19 Oct**  **Fall Break**

**Wed 21 Oct** Architecture, Urban Planning and Photography as Primary Sources for Africans’ Experiences under Colonial Rule

Read: “Planning, Photography and Power” (OAKS)

**Fri 23 Oct** The 20th Century’s First Genocide: German Southwest Africa


**Week Ten**

**Mon 26 Oct** In class: We will start watching “Le malentendu colonial” (2004), a semi-documentary film about Namibia, by Jean-Marie Teno, a Cameroonian filmmaker.

**Wed 28 Oct** In class: We will finish watching “Le malentendu colonial” (2004), and discuss it and Dederer’s writings from last week. Also: Book Reviews Session


**Fri 30 Oct** The Inter-War years in Africa

Read: 1) Shillington, Ch. 24; 2) “Policy in Kenya, 1923;” “The Dual Mandate, 1926,” “Basic Principles of British Colonial Policy,” “Indirect Rule, 1930,” “French Colonial Policy,” and “Belgian Administration” (OAKS); and 3) “Haile Sellassie Letter to Father Andre Jarousseau, 1936” (OAKS)

**Due:** There are many people who think that Bob Marley’s song “War” (1975) draws its lyrics from a speech by Ethiopian Emperor Haile Sellassie I to the League of Nations in June 1936; others think it was his follow-up speech in May 1938. In reality, his October 1963 address to the United Nations seems to have provided not just inspiration, but also almost all the lyrics. If you are interested, read all three speeches (they are classic 20th century world history documents and not that long) and ask yourself: How much is the 1963 speech (delivered after WWII, the onset of the Cold War and numerous major international tensions including the Cuban missile crisis) based on a pre-WWII outlook, and how much on the realities of a post-WWII global order?

Recommended film: “Mister Johnson” (1990), a movie about Africa that is perhaps best known because Pierce Brosnan and Edward Woodward are among the white people in it.
Week Eleven

Mon 2 Nov  WWII and Africa
Read: Shillington, Ch. 25
Due: Book reviews project. Fine at least five reviews of one book on the country you were assigned for your research paper. Write a short (1-2pp.) analysis of what the reviews have in common and how they differ, and what accounts for the similarities and differences. Have a clear thesis.

Wed 4 Nov  Anti-colonialist Ideology I
Read: Césaire (OAKS)

Fri 6 Nov  Anti-colonial Ideology II
Read: Fanon (OAKS)

Week Twelve

Mon 9 Nov  Nationalism
Read: “Literature and Decolonization in Africa” (OAKS)


Fri 13 Nov  Nationalism
Read: “Literature and Decolonization in Africa” (OAKS)

Week Thirteen

Mon 16 Nov  Towards Independence I
Read: Shillington, Ch. 26
Recommended film: “The Battle of Algiers” (“La Battaglia di Algeri/La Bataille d’Alger,” 1966). This is a classic film, (in)famous at the time of release, quickly banned in several countries, and famously re-shown at the Pentagon after 9/11 so as to shed light on events in Iraq. Moreover, our library owns an awesome re-release edition.

Wed 18 Nov  West Africa Primary Sources
Read: “In the Grip of Imperialism” (OAKS)

Fri 20 Nov  Northeast Africa Primary Sources
Read: “Nasser on Revolution” (OAKS); and “SYL Constitution” (OAKS)
While reading, ask yourself how useful are political philosophies published by leaders before their international fame is assured? And what we can learn from a constitution as a primary source?
Due: Research Paper. Have a clear thesis.

Week Fourteen

Mon 23 Nov  Towards Independence II
Read: Shillington, Ch.27
In class: Example of researching an Africa-based advertisement in an American (or other) magazine: consider the magazine, its history, owners,
subscribers, number of subscribers, cover photos, issue contents, etc. We will look at a whisky advertisement in a 1950s issue of *Holiday*. This exercise is preparation for Friday’s advertising assignment. If you’re interested, in advance of class look into “Shaft in Africa” (1973), a major Blacksploration movie, and its varied advertising images. Come prepared to report your findings.

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
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<tbody>
<tr>
<td>Wed 25 Nov</td>
<td><strong>Thanksgiving Break</strong></td>
</tr>
<tr>
<td>Fri 27 Nov</td>
<td><strong>Thanksgiving Break</strong></td>
</tr>
</tbody>
</table>

**Week Fifteen**

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
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</thead>
<tbody>
<tr>
<td>Mon 30 Nov</td>
<td>Africa and Western Advertising</td>
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<tr>
<td>Wed 2 Dec</td>
<td>Central Africa Primary Sources: Popular Art</td>
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<td></td>
<td>Read: “Remembering Decolonization” (OAKS)</td>
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<tr>
<td>Fri 4 Dec</td>
<td>Post-colonial Africa, and East Africa Primary Sources</td>
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<td></td>
<td>Read: Shillington, Ch. 29; “Ujamaa” and “Arusha Declaration” (OAKS)</td>
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<tr>
<td></td>
<td>If you are interested, also read: Julius K. Nyerere, “America and Southern Africa,” <em>Foreign Affairs</em>, July 1977.</td>
</tr>
</tbody>
</table>

**Due:** Advertising assignment. Find a pre-1980 advertisement that employs African imagery or themes to sell a Western product. Write a brief (no more than 1pg.) analysis of the African imagery and how it relates – or not – to the product and target audience. Have a clear thesis. Also, bring in 30+ copies for the other students and the professor.

**Week Sixteen**

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
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<tbody>
<tr>
<td>Mon 7 Dec</td>
<td>Last Day of Class</td>
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</tbody>
</table>
SYLLABUS
HIST 272
Pre-Colonial Africa
College of Charleston
Spring 2016
Tues/Thur 10:50-12:05
Bellsouth Building #320

Prof. Rebecca Shumway
E-Mail: shumwayr@cofc.edu

Office: Maybank #213
Office Hours: Wednesdays 2:00-4:00
...and by appointment!

Course Description:
A survey of pre-colonial Africa, emphasizing the enormous variety among African societies and exploring the diverse histories of different sub-regions within the continent. Topics include forms of social and political organization, pre-colonial economies, empires of the Western Sudan, Swahili city-states, the trans-Atlantic slave trade, and Islamic revolution in West Africa.

Goals:
Students should come away from this course with a broad understanding of the early history of African societies. We will be able to distinguish the unique developments that took place in various sub-regions of the continent, including Southern Africa, East Africa, West-central Africa, West Africa, North Africa, the Middle Nile Basin (modern-day Sudan), and the Horn of Africa. We will also be able to explain long-term historical processes that connected these regions to one another. In the final section of the course, we will find ways of explaining why the trans-Atlantic slave trade infiltrated Africa’s economic history in the seventeenth and eighteenth centuries, and how African societies responded to it.

General Education Student Learning Outcomes: This course meets the following General Education requirements for Humanities:
- Student Learning Outcome 1: Students analyze how ideas are represented, interpreted or valued in various expressions of human culture.
- Student Learning Outcome 2: Students examine relevant primary source materials as understood by the discipline and interpret the material in writing assignments.

These outcomes will be assessed in the second exam.
Course Requirements:
1) Class Participation: Students are expected to do the assigned reading before coming to class, participate in discussions of all assigned readings and complete all assignments. (25% of grade)
2) Quizzes (25% of grade)
3) Three exams (50% of grade—roughly 17% each)
4) Approximate time spent outside of class doing the reading and preparing for class each week: four to five hours.

Books to Buy:
2. Ibn Battuta in Black Africa (1994), by Said Hamdun and Noël King
3. Captives as Commodities: The Transatlantic Slave Trade (2008), by Lisa Lindsay

Grading Scale: A=100-94; A-=93-90; B+=89-87; B=86-84; B-=83-80; C+=79-77; C=76-74; C-=73-70; D+=69-67; D=66-64; D-=63-60; F=59-0

Note: Please bring your syllabus and copies of the assigned reading to class every day.

Additional Information and Policies:

Office Hours: My office hours are a time when students can meet with me to discuss any matter related to the class. I especially encourage students who may find it difficult to participate regularly in class discussions to drop by to discuss any matter related to the course. In addition to my office hours, I will be available by appointment to speak to students. If you notice any problem or difficulty in the class, please see me during office hours as soon as possible.

Attendance Policy: Regular and prompt attendance is essential for learning in this class because we will use class time to clarify difficult concepts in the reading and to formulate historical analyses that will be assessed on exams. More than two absences will result in the reduction of your final grade.

Quizzes: Most Tuesdays we will begin class with a quiz that will assess students’ knowledge of the material in the reading assignment for the week. These quizzes will help us identify information and ideas that need to be discussed further during class time. Some terms will not be defined fully in the textbook, in which case students should refer to additional references, such as New Encyclopedia of Africa (available on-line, via the library catalog). Quizzes count for 20% of your final grade. If you miss a quiz, you will receive a score of zero unless you are representing the university in a special academic or sporting event that conflicts with a scheduled quiz AND have contacted the professor BEFORE THE QUIZ DATE. All make-up quizzes will take place during the last week of class.
Late Work and Missed Exams: Late work will not be accepted. If you miss an exam or quiz, you will receive a score of zero. A student representing the university in a special academic or sporting event that conflicts with a scheduled quiz/exam may schedule a make-up quiz or exam, if he/she contacts the professor BEFORE THE QUIZ/EXAM DATE. All make-up exams will take place during the last week of class.

Policy on Electronic devices in the Classroom: You may use a computer during class to take notes related to the class. Web searches, e-mailing, gaming and internet messaging are prohibited in class at all times because they create a distraction for students and for the instructor. If you have a special situation that requires you to receive messages during class time, please inform the instructor as soon as possible. Students are requested to inform the professor if another student’s use of an electronic device is interfering with their ability to pay attention during class. Any student violating the above policy will be prohibited from using electronic devices in class.

Policy on classroom recording: To ensure the free and open discussion of ideas, students may not record classroom lectures, discussion and/or activities without the advance written permission of the instructor, and any such recording properly approved in advance can be used solely for the student’s own private use.

Academic Honor Code: The academic honor code forbids lying, cheating, and plagiarism. Plagiarism is defined as presenting the work of others as your own and copying sources without citation. Plagiarism or cheating on an exam will result in an XF grade for the course. Students can find the complete Honor Code and all related processes in the Student Handbook at http://studentaffairs.cofc.edu/honor-system/studenthandbook/index.php

Disability Statement: The College will make reasonable accommodations for persons with documented disabilities. Students should apply at the Center for Disability Services / SNAP, located on the first floor of the Lightsey Center, Suite 104. Students approved for accommodations are responsibility for notifying me, during my office hours, as soon as possible and for contacting me one week before accommodation is needed.

COURSE OUTLINE

Part I: Earliest Africa

Week 1 (Jan 7): Introduction to the Course
In Class: Film – “Becoming Human” (20 min.)
Take-home map quiz handed out (Due Jan. 21)

Week 2 (Jan 12 & 14): Africa and Its History
Readings:
1) Civilizations, Ch. 1
Quiz Tuesday
In Class: Film – “Mastering a Continent” (50 min.)
Week 3 (Jan 19 & 21): Africa Before the Agricultural Age, 16,000-9000 BCE
Readings:
1) Civilizations, Ch. 2
Quiz Tuesday
Take-home map quiz due Thursday
In Class: Film – “The Hunters” (72 min.)

Week 4 (Jan 26 & 28): Culture & Technology, 9000-3500 BCE
Readings:
1) Civilizations, Ch. 3
Quiz Tuesday
Film paper due Tuesday, Jan 26 (“The Hunters”)
In-class map quiz Thursday, Jan 28

Week 5 (Feb 2 & 4): Diverging Paths of History, 3500-1000 BCE
Readings:
1) Civilizations, Ch. 4
Quiz Tuesday

Week 6 (Feb 9 & 11): Review and Exam #1
➢ Tuesday – REVIEW
➢ Thursday - EXAM #1

Part II: 1000 BCE-1450 CE

Week 7 (Feb. 16 & 18): An Age of Commerce, an Age of Iron: 1000 BCE to 300 CE
Readings:
1) Civilizations, Ch. 5

Week 8 (Feb 23 & 25): Southern, Central and Eastern Africa, 300-1450
Readings:
1) Civilizations, Ch. 6
Quiz Tuesday

Week 9 – (March 1 & 3): Travels of Ibn Battuta
Readings:
1) Ibn Battuta, Foreword (pp. ix-xxxii) and Introduction (pp. 1-12)
2) Ibn Battuta, pp. 13-25 – The East African Journey
Quiz Tuesday
In Class: Film – “Caravans of Gold” (50 min.)
Week 10 -- SPRING BREAK

Week 11 – (March 15 & 17): Northeastern, West and North Africa, 300-1450
Readings:
1) Civilizations, Ch. 7
2) Ibn Battuta, pp. 29-75 – The West African Journey
Quiz Tuesday
Film paper due Tuesday, Mar. 15 (“Caravans of Gold”)

Week 12 (March 22 & 24): Review & Exam #2
➢ Tuesday – REVIEW
➢ Thursday - EXAM #2

Part III: The Atlantic Age, c. 1450-1800

Week 13 (March 29 & 31): The Early Atlantic Age, 1450-1640
Readings:
1) Civilizations, Ch. 8
Quiz Tuesday

Week 14 (April 5 & 7): Africans and the Slave Trade
Readings:
1) Captives as Commodities, Preface, Introduction and Ch. 1
Quiz Tuesday
In Class: Film – “The African Trade” [instructor’s copy]

Week 15 (April 12 & 14): Africa in the Era of the Trans-Atlantic Slave Trade
Readings:
1) Civilizations, pp. 407-438 of Ch. 9
2) Captives as Commodities, Ch. 2
Quiz Tuesday

Week 16 (April 19 & 21): Africa and the Diaspora during the Slave Trade
Readings:
1) Civilizations, pp. 438-460 of Ch. 9
2) Captives as Commodities, Ch. 3
Quiz Tuesday
Film paper due Tuesday, April 19 (“The African Trade”)

EXAM #3: Thursday, April 28 at 8:00 AM
Dear Simon:

The History Department has no objections whatsoever to having both HIST 272 and 273 count toward the AFST minor.

. .indeed, I assumed they already did.

Best,
Phyllis

-- Dr. Phyllis G. Jestice
Professor & Chair
Department of History
College of Charleston