

HIST 333-01V: Africa and the World (3 Cr.)
Lewis-Clark State College, Spring 2022
T/TH @ Noon

This is a Virtual Remote course. It will meet Live on Zoom 100% of the Time

Prof. Eric Martin
Email: **Please use "Inbox" function within Canvas**
Phone: (208) 792-2281
Office: 315 Spalding Hall
Virtual Office: Zoom Room 617 792 2281
Office Hours: T/W/Th 10:30-11:30 and by appointment.

Course Description (from the LCSC catalog):

A survey from pre-history to modern times through historical sources, literature, film and music. Pre-requisite: ENGL-102 or ENGL-109; and completion of Social Science core; or permission of instructor.

(The Better) Course Description:

This course is a survey of African history from the times of the earliest hominids to the present. In addition to regional specifics, this course will examine the connections that link Africa to broader global processes. This course will also introduce some of the important historical issues, debates, and scholarship related to Africa such as: the place of west Africa in the medieval world, the Atlantic slave trade, the problems of colonialism, and issues of modernization and globalization.

I assume that you have successfully completed Eng. 102 and the Social Science portion of your Gen. Ed core. Don't be afraid to build upon this previous knowledge, utilize the relevant books and notes from these classes.

Course Format, Content Delivery Methods, and Technological Expectations

This is a virtual remote course. Content will be delivered live, online, face-to-face, through zoom during our scheduled class times. It is based on the assumption that you have access to an operational computer that is connected to the internet and capable of streaming video. It also assumes that you have a web camera and a microphone.

Objectives/Goals: It is my intention that you leave this course with an intellectual tool that you can utilize (and customize) to better understand the dynamics of the world around you. By the end of this course you will strengthen/develop your ability to:

- educate yourself
- formulate relevant and productive questions relating to the world around you
- independently research topics of interest/concern to you
- analyze information presented to you in written, oral, and visual forms
- identify the strengths/weaknesses of an argument and its supporting sources
- write brief analytical essays
- formally and informally present your ideas orally
- lead intellectual discussions
- support your ideas with evidence
- engage in informed debate
- understand how to approach issues from multiple perspectives
- understand the basic terms, concepts and issues connected to African history

- conceptualize African geography
- understand connections between at the local level and the global level
- apply historical knowledge of Africa to better understand the present
- discuss Africa with classmates, friends, family in an informed and meaningful way

Required Readings

- *Ibn Battuta in Black Africa*. Said Hamdun and Noel Quinton King Ed. ISBN-13: 978-1558763364
- *Sundiata: An Epic Tale of Old Mali*. D.T. Niane, Revised Edition (August 17, 2006). ISBN-13: 978-1405849425
- *African Perspectives on Colonialism*. A. Adu Boahen. *African Perspectives on Colonialism* (September 1, 2011). ISBN-13: 978-0966020144
- *Nervous Conditions*. Tsitsi Dangarembga, *Nervous Conditions*. 2 edition (October 10, 2004) ISBN-13: 978-0954702335
- Occasional Class Handouts and Internet Readings.

Optional Readings

- Chinua Achebe, *Things Fall Apart*
Publisher: Penguin Random House, Inc
ISBN: 9780385474542
- [BBC Africa Today Podcast](#)
- [How Jamaica Conquered the World Podcast](#)
- [The Trans-Atlantic Slave Trade Database](http://www.slavevoyages.org/tast/index.faces): (<http://www.slavevoyages.org/tast/index.faces>)

Grading and Evaluation

- 20% Class Participation
 - Required appointment with LCSC Writing Center
 - Required Research Appointment with LCSC Librarian. ([Set up your appointments here](#))
- 10% 2 Geography Quizzes (TBA; TBA)
- 10% *Ibn Battuta in Black Africa* Primary Source Essay
- 10% *Sundiata* Essay
- 10% *The Atlantic Slave Trade* panel discussion #1; #2
- 10% *African Perspectives on Colonialism* Book Analysis
- 5% *Nervous Conditions* Outline
- 20% End of Term Essay
- 5% Research, Prepare, and Present African Food (TBA)

[The standard grading scale will be used in this course. 90 and above = A: Excellent Work; 80-89 = B: Above Average Work; 70-79 = C: Average Work; 60-69 = D: Below Average Work; 59 and below = F: Fail. +'s and -'s will also be used. - = 0-2, + = 7-9]

Course Requirements

- **Classroom Participation:** This course is heavily based on discussion and depends upon your active participation. Our discussions will be student led. You are expected to be in class, on time and prepared. Details forthcoming. An undetermined number of pop quizzes over the assigned material will be included in this portion of your grade.
- **2 Geography Quizzes (10% of overall grade):** Details forthcoming
- ***Ibn Battuta in Black Africa Primary Source Analysis:*** Answer one of the following questions In 750 words.
 - 1) (Pick one) Describe either the cultural, economic, political, or social characteristics of Medieval West Africa based on this text. How do you account for the author's biases in your reading?
 - 2) Describe the type of Islam ibn Battuta encountered in West Africa based on this account. How is it different than what he was used to and what do these differences tell you about both the adaptation of religion and the author.
- ***Sundiata Primary Source Analysis:*** Answer the following question in 750 words.
 - 1) (Pick one) Describe either the cultural, economic, political, and social characteristics of Medieval West Africa based on this text.
- ***The Atlantic Slave Trade panel discussion #1 and #2 (10% overall, 5% each):*** These will be short, group and individual oral presentations on an assigned historiographic issue in the history of the Atlantic slave trade. More details in the near future.
- ***African Perspectives on Colonialism*** Book Analysis
- ***Nervous Conditions*** Outline for Discussion
- **End of Term Essay:** This _____ page essays will be evaluated as formal pieces of analytical writing and will be based on a set of questions that we will develop as a group. However the main point of your essay will be to describe, analyze, and make a statement about the slice of African Historiography you have been exposed to through the assigned class materials. You will be required to utilize both our class materials and a relevant outside sources to support your positions. You will receive more details on this assignment in the near future.
- **African Food Presentation**

Late/Make Up Work: Assignments are due digitally by the beginning of class. Unexcused late papers will be marked as such and will receive a full grade deduction for being late and another letter grade deduction for every additional 24 hours late.

Grading Scale:

A = Reserved for those who consistently demonstrate sophisticated, content-based thinking on paper and in class. An "A" is for folks who went far above and beyond their duties as a student of history this semester.

B = Reserved for those who often demonstrate sophisticated, content-based thinking on paper and in class. A "B" is for students who went above and beyond their duties as a student of history this semester.

C = You did what I asked, nothing more, and you did a decent job of it. A "C" is an honorable grade and I hope to see you in another course, because a "C" in this class means you read, wrote, and thought about history for a significant portion of the semester.

D = You either didn't do all I asked or you didn't do a very good job of it, but you have met enough of the minimum requirements for this course that you should get some kind of college credit for it. Depending upon your major, you may need to take this course again.

F = You did not meet the minimum requirements (outlined in this document) to receive college level credit for this course. We probably don't need to dwell on what may have gone into earning this grade.

Academic Honesty: You are on your honor at all times and my presumption is that each of you is honest. However, the College does not tolerate academic dishonesty of any sort. Expect the maximum penalty as described in the LCSC Student Handbook if I have to spend time gathering evidence and documenting that you submitted work that you did not write as your own. All written work that you hand in -- essays and examinations -- must be exclusively your work. Contact me if you are not clear on this point.

Attendance Policy: In addition to a reduced class participation grade, unexcused absences will have a detrimental impact on your final grade at the rate of one letter grade (A, B, C, D, F) for every unexcused absence beyond two. It is your responsibility to make arrangements if life prevents you from turning in an assignment on time or requires you to be away from class. If you miss a class, assume you missed something important and get any course/assignment updates and missed notes from a classmate.

Children in my classroom: LCSC does not have an official policy on children in the classroom; here is mine. You are welcome to bring your kid to my class on occasion as long as:

- **You have attempted to make alternative arrangements** for your kid and bringing them to class is a last resort effort to avoid missing class. I get it; day care is expensive and sometimes grandma/pa falls through. But your kid should probably not come to class on a regular basis. Infants still breastfeeding might be an exception to this.
- **Your kid is not disruptive** to other people's learning. I am not talking about complete silence. Babies make some noise and kids want to ask questions. The occasional murmur/racket is to be expected. But meltdowns need to be escorted out the door so the rest of us can focus. If you do bring your kid to class, consider sitting near the door if you think you might have to make a quick exit. And don't forget those of us without infants are not as accustomed to simply tuning them out as you may be. If you don't know whether you should exit, look in my direction, I'll tell you.
- **Your child is not sick.** If your child is too sick to go to their own school, they are probably too sick to come to your school. Don't get the rest of us sick.

The above is my personal policy, not institutional policy. As long as the above criteria are met you are welcome to bring your child to my class without notice. But you should have a direct conversation with your other professors before bringing your kid to their classes. And some classes, a chemistry lab for example, probably should not have kids in it at all.

A few matters of courtesy I ask of you.

- Be situated and ready to engage as soon as class begins.
- Don't arrive a few minutes late or leave during class on a regular basis.
- Turn your video on.
- Mute your phone.

- Refrain from multitasking while we meet.
- Listen when someone else is talking.

Schedule

Due to the nature of this course, it is all but certain that this schedule will need to be revised from time to time. Additional reading material will be assigned as needed.

Week One 1/18 & 1/20

(T) Intro to class and each other;

(Th) #1: Different But Equal (on your own; one page “Learning Through Discussion Outline”)

Week Two 1/25 & 1/27

(T) #2: Mastering a Continent (on your own; one page “Learning Through Discussion Outline”)

(Th) #3: Caravans of Gold (on your own; one page “Learning Through Discussion Outline”)

Week Three 2/1 & 2/3 Discussion: *Ibn Battuta in Black Africa* (Black History Month)

(T) #4: Kings and Cities (on your own; one page “Learning Through Discussion Outline”)

(Th) *Ibn Battuta* in Black African Primary Source Analysis Due

Week Four 2/8 & 2/10 Discussion: *Keita, Heritage of the Griot* (Black History Month)

- [Background resources for understanding Sundiata](#)
- [Sundiata and Mana Musa on the Web](#)

(T). Film: *Keita, Heritage of the Griot* (On your own; one page “Learning through Discussion Outline”)

(Th) Readings: *Sundiata* p.1-26

Week Five 2/15 & 2/17 (Black History Month)

(T) Readings: *Finish Sundiata: An Epic of Old Mali*

(Th) Sundiata Primary Source Analysis Due

Week Six 2/22 & 2/24 (Black History Month)

(T) *The Atlantic Slave Trade* Chapter 1: Why Were Africans Enslaved?

Williams:

Jordan:

Davis:

Eltis:

(Th) *The Atlantic Slave Trade* Chapter 2: The Slave Trade Within Africa

Park:

Hair:

Miller:

Inikori:

Thornton:

Week Seven 3/1 & 3/3

(T) *The Atlantic Slave Trade* Chapter 3: The Middle Passage

Baquaqua:

Buxton :

Curtin:

Klein:

Eltis and Richardson:

Equiano (2nd):

(TH) *The Atlantic Slave Trade* Chapter 4, Effects in Africa

Hawkins:

Rodney:

Manning:

Thorton:

Week Eight 3/8 & 3/10

(T) *The Atlantic Slave Trade* Chapter 5, Effects in Europe and the Americas

Careny:

Eltis, Morgan, Richardson:

Williams:

Davis:

(2nd) Drecher:

(2nd) Hall:

(2nd) Morgan:

(TH) *The Atlantic Slave Trade* Chapter 6, **Abolition**

Sandoval:

Hastings:

Bonsu and Honesty II:

Craton:

(2nd) Temperley:

Week Nine 3/15 & 3/17 (Native American Awareness Week)

(T) #5: The Bible and the Gun (View on your own). One page outline for discussion.

(TH) Native American Awareness Week Activities

Week Ten 3/22 & 3/24

(T) #6 "This Magnificent African Cake" (View on your own). One page outline for discussion.

(Th) TBA

Spring Break 3/29 & 3/31

Week Eleven 4/5 & 4/7 Discussion: *African Perspectives on Colonialism*

(T) Chapter One: "The Eve of the Colonial Conquest and Occupation"

(Th) Chapter Two: "The Imposition of the Colonial System: Initiatives and Responses"

Week Twelve 4/12 & 4/14 Discussion: *African Perspectives on Colonialism*

(T) Chapter Three: "The Operation of the Colonial System"

(Th) Chapter Four: "The Colonial Impact"

Week Thirteen 4/19 & 4/21

(T)

***African Perspectives on Colonialism* Book Analysis DUE**

#7 "The Rise of Nationalism" (on your own, DETAILED single-space one page outline for discussion.

Consult your HIST 102 notes)

(Th)

#8 "The Legacy" (on your own, DETAILED single-space one page outline for discussion. Consult your HIST 102 notes)

Week Fourteen 4/26 & 4/28

(T) **Discussion: *Nervous Conditions* and OUTLINE DUE**

(Th)

Week Fifteen 5/3 & 5/5 [NO FINAL EXAM WEEK]

(T) **TBA**

(Th) **End of Term Essay Due**

Learning through Discussion - Outline Preparation

Step One

Definitions: List three to five words of which you are unsure. Look them up and write down the definitions of them.

Step Two

Main Topic Identification: Write down your version of a general statement of the author's message.

Step Three

Subtopic Identification: Identify three to four subtopics.

Step Four

Subtopic Explanation & Questions: Write a brief statement of the subject matter of each subtopic. Design a question that you would ask for each.

Step Five

Integration with Other Materials: Write down the meaning or usefulness the material has for understanding other concepts and materials. This step should include concrete concepts and evidence from the reading related to an outside reading, lecture, film or other material. The analysis should talk about the concept, the sets of evidence, and the significance of the comparison.

Step Six

Application: Write down how the material can apply to your own life situation - past, present or future. What implications does the material hold for your own intellectual pursuits or interests?

Step Seven

Evaluation: Write down your reactions and evaluation of the assignment.

[Adapted from Hill, Wm . Fawcett, Learning Thru Discussion (Sage Publications, 1969)]