

AFH 4254 RVC (87699)
History of Postcolonial Africa
Fall 2020

This is an FIU Online Course

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*Online Office Hours: Wednesdays 3-4 PM or By Appointment. I will be online during
this time to answer any questions by email or to schedule a virtual chat on Zoom.*

Course Website: Canvas Learning Management System

Course Description

Continental Africa plays a central role in contemporary geopolitical concerns from the advance of modernity and globalization, to the opening of economic markets, global security concerns, and global environmental and public health issues. Some commentators have branded Africa the “hopeless continent.” These observers subscribe to a view known as Afro-pessimism. They emphasize Africa’s seemingly inherent conflicts, endemic disease and economic insecurity. Critics, however, maintain that this vision of the African continent is one that obscures the colonial and neo-colonial legacies and minimizes the strategies that African people have developed to respond to both the challenges and the positive accomplishments that they have dealt with from the decade of decolonization in the 1950s to the rise of the post-colonial state in the last quarter of the twentieth century.*

This course is designed to push beyond the misconceptions of Africa’s role in the world by facilitating students’ ability to think critically about Africa’s contemporary situation from an historical perspective. You will gain fresh insight into the nature of African societies and cultural identities, key issues that animate political, economic and social life. The politics of gender, religion, and cultural movements in contemporary Africa. Historians have only recently begun to take up the period after independence as a subject of historical inquiry. As a result, our understanding of postcolonial Africa depends on multidisciplinary perspectives. In doing so, we will pay special attention to the legacies of the colonial state and neocolonial relations on the making of post-colonial African identities, societies, and governments. We will focus on specific case studies such as the impact of the Cold War in Congo, Islam in Senegal, Women and the

*See “Hopeless Africa,” *The Economist*, special issue “the Hopeless Continent,” 11 May 2000, <http://www.economist.com/node/333429> (accessed 29 March 2015) and Oliver August, “Emerging Africa: A Hopeful Continent,” in *The Economist*, special issue “Africa Rising” 2 March 2013, <http://www.economist.com/news/special-report/21572377-african-lives-have-already-greatly-improved-over-past-decade-says-oliver-august> (accessed 29 March 2015).

Environmental Movements in East Africa, and the African response to global pandemics from HIV-AIDS, to Ebola and Covid-19.

Course Learning Outcomes:

In this course, you are expected to achieve the following course outcomes (CO):

- CO1: Produce original written work by investigating a topic, assembling evidence, formulating a thesis (main argument), and elaborating on primary and/or secondary sources to demonstrate your thesis.
- CO2: Evaluate historical evidence by appraising scholarship by historians, political scientists, political scientists, literary and art critics, philosophers and religious studies scholars who have intervened in the study of postcolonial Africa.
- CO3: Analyze primary source evidence about the postcolonial past such as documents, oral history, ethnographic study, music, art, or literature.
- CO4: Differentiate change over time by distinguishing between the colonial era, de-colonization and defining events of the postcolonial period such as the Cold War, the fall of Apartheid and the Global War on Terror.
- CO5: Understand key concepts that for the study of postcolonial Africa by defining Pan-Africanism, Negritude, neo-colonialism, African Socialism, African Marxism, and African Capitalism.
- CO6: Remember the diversity of the continent of Africa by identifying Africa's 54 sovereign countries and listing the key physical features that define Africa's environment.
- CO7: Apply critiques of how Africa is presented in the popular media by using new terminology to write about and think critically about Africa.

Global Learning Outcomes:

This is a global learning discipline specific course that counts towards your FIU Global Learning graduation requirement. GL courses include active, collaborative learning strategies (Voice Thread, Discussions, Peer Review) and content that gives you multiple perspectives on topics or the approach problem solving from multiple perspectives. Students who take this course will achieve these Global Learning Outcomes (GLs):

- GL1: Conduct a multi-perspective analysis of a local issue such as socio-economic development, urbanization, or immigration by reading scholarly work on the topic and constructing an argument about its relevance to the evolution of African states and societies after 1945. (Global Perspective)
- GL2: Demonstrate the inter-connections between local African perspectives on the past and World History by analyzing primary source documentation and constructing an argument that explains how African people understood African independence and the formation of the post-colonial state. (Global Awareness)
- GL3: Engage in local, global, and inter-cultural problem solving by identifying a current event or a theme in popular culture that is relevant to contemporary Sub-Saharan Africa and explaining how the issue can be better understood by applying knowledge of the legacy of colonialism, de-colonization, or neo-colonialism. (Global Engagement)

Pre-requisites, Co-requisites, and Academic Credit

There are no pre-requisites or co-requisites required to take this class, although this course builds upon AFH 2000: African Civilizations. This course satisfies the requirement for upper division coursework in Modern Latin America, Africa, or Asia for the B.A. in History, the B.A. in History/Social Studies Education, or the History minor. It also satisfies the elective credit requirement for the undergraduate African Studies Certificate for the AADS Program. This course is suitable for students who are majoring in GSS, Political Science, International Relations, Geography, Modern Language, Religious Studies, Literature, Economics, Business, Public Health and Health Sciences and Journalism and Communications who seek further knowledge of African Affairs as well as for interdisciplinary programs such as Liberal Studies. No prior knowledge of Africa is required to take this course, but students should be prepared for rigorous engagement with knowledge about this world area.

Required Materials

Textbooks are available for purchase through Barnes & Nobles, Amazon.com, other online retailers or through the press website that publishes the book. Consult the FIU Bookstore webpage for more information on purchasing or renting the titles below.

Required

- Maria Grosz-Ngaté, John Hanson, and Patrick Meara, Editors, *Africa*, Fourth Edition. Indiana University Press, 2014. ISBN: 0253012929
<https://www.barnesandnoble.com/w/africa-fourth-edition-maria-grosz-ngate/1119972401?ean=9780253012929>
- Tabitha Kanogo, *Wangari Maathai*. Ohio Short Stories of Africa. Ohio University Press, 2020. ISBN: 9780821444179
<https://www.barnesandnoble.com/w/wangari-maathai-tabitha-kanogo/1134878326?ean=9780821444179>

Recommended

- A notebook or section of a notebook dedicated to taking written notes of required readings, films and for working on discussions and formal writing assignments

Assessments

Quizzes (20%): In this course, you will take quizzes to demonstrate your mastery of the course materials (readings, films, PowerPoint presentations) that you have learned during the week. Quizzes will be administered through the Canvas Website. Quizzes may be multiple choice, multiple answer, fill-in-the-blank, true and false, chronological order questions or short answer essay questions. You will have a series of non-graded quizzes that are meant to test your pre-knowledge of a subject before the course readings. Graded quizzes are scheduled at various times through the semester. There are 10 Quizzes. I will drop your two lowest scores including no-takes. See the course schedule for graded quizzes and Canvas for the point value of each quiz.

Discussions (10%)

Your active and engaged participation is critical to your success in this course. Students are expected to contribute to *four* Discussion Forums for this course. Discussion assignments require you to think critically about the course readings and materials by

writing a 250- 300-word response to the discussion prompt and replying to two of your classmates (each reply must be a minimum of 50 words and a maximum of 100 words). See the Course Outline for the Discussions schedule and due dates. Discussions close at 11:59 PM on Fridays. There are four discussions in this course. You will be graded on all four discussions. No drops. Each discussion assignment is worth 25 points. See the Discussions Handout for more information on directions and grading criteria.

Voice Thread (10%)

In this class we will use Voice Thread to generate conversation on key debates, concepts, and specific course materials such as relevant films. Voice Thread is an asynchronous tool that allows for students to engage with one another about the subject under consideration. I will divide the class into small groups. The groups will rotate serving as “Participation Leaders” for the Voice Thread assignment. Participation leaders are responsible for initiating the weekly discussion. Each individual in the group is responsible for commenting on the weekly voice thread by Wednesdays at 11:59PM. The rest of the class must reply to the Voice Thread by uploading your individual *two-minute* reply to your classmates. The Voice Thread assignment closes at 11:59PM on Fridays. See the Voice Thread Handout for more on the directions, format and grading criteria. There are seven graded Voice Thread Assignments. I will drop your two lowest scores including no-takes.

Paper #1 (10%): In this paper, you will consider the problem of global pandemics by considering the impact of global disease outbreaks in Africa. You are to write a three-page double-spaced paper comparing the 1918 influenza Epidemic in the British Gold Coast to the impact of Covid-19 for people of modern-day Ghana (former British Gold Coast) today. See Paper #1 Handout for more information. This formal writing assignment corresponds to course outcomes GL1 and CO1. **Paper #1 Due Friday September 19 by 11:59PM**

Paper #2 (20%): For this assignment, write a four-page paper that considers local African perspectives on a major theme in the study of post-colonial Africa. For this paper, you will read about the anti-apartheid movement in South Africa through primary source documents, oral interviews, and scholarly essays. In your paper, you will analyze the movement from the perspective of groups and individuals fighting to end apartheid in South Africa. See Paper #2 Handout for more information. This formal writing assignment corresponds to course outcomes GL2 and CO1. **Paper #2 Due Friday October 16 by 11:59PM**

Paper #3 (30%): For this assignment, you will write a five to six-page paper double-spaced paper with an additional one-page bibliography that examines how Africans articulate “modernity.” Choose from the following themes: religion, music, literature/cinema, or art. Read the chapter in *Africa 4th edition* that corresponds to this topic and the assigned readings on the topic for the course. Locate and read one additional scholarly journal article about the topic. Use these sources to conduct a multi-perspective analysis of the specific theme that considers historical context. Develop your own argument that explains what this topic illustrates about the changing nature of

society in Post-Colonial Africa. This formal writing assignment corresponds to course outcome GL3 and CO1. **Paper #3 Due Monday November 30 by 11:59PM**

Class Schedule

Module 01: Introduction

- ◇ **Module 01 Learning Objectives:** In this module, you will learn the building block information that is needed to study continental Africa. You will
 - Assess critiques of how Africa is presented in the popular media by considering the opinions of two African novelists (Wainaina and Adichie) on the problem of literary and visual representations of Africa. (CO1)
 - Consider the history of the world “tribe” and how it has been mis-used to describe Africa by reading Curtis Keim’s study of the idea of Africa in the western mind and apply this critique by considering key words used to describe Africa (C07)
 - Learn about the diversity of the continent of Africa by testing your knowledge of the modern-day countries and physical features that define Africa’s physical geography. (CO6)
 - Examine how African people in the British Gold Coast (modern-day Ghana) experienced the 1918 Influenza Pandemic in order to compare colonial attitudes towards disease with African responses to disease in the postcolonial era. (CO4, GL2)

Week 1 Aug. 24-28

8/24: Welcome to AFH 4254!

- Listen to Module 01 Video
- Familiarize yourself with the course webpage, read the syllabus in its entirety and sign the last page to show that you have read through the syllabus. Introduce yourself to the class in Discussion 01 in Canvas by answering these questions: What are your academic goals at FIU (your major and/or minor or your academic interests)? Share one thing about you that helps us to learn more about you as a person (a hobby, a place that you have travelled to or would love to travel to, a favorite food, for example)? Name one thing that you know about continental Africa before taking this class. What would you like to know from taking this class? Introduce yourself to two of your classmates who you did not know before this course by replying to their post.

8/25: Unpacking Stereotypes and Misinformation about Africa.

- Read Binyavanga Wainaina, “How to Write about Africa,” Granta Magazine Vol. 92, May 2, 2019. <https://granta.com/how-to-write-about-africa/>
- Screen Chimamada Adichie, “What Americans Get Wrong about Africa” <https://www.youtube.com/watch?v=i1cikloeJq0>
- Read, Chp. 8 “Africans Live in Tribes, Don’t They?” from Curtis Keim’s, *Mistaking Africa: Curiosities and Inventions of the African Mind*, 4th Edition
- Read Professor Nwando Achebe’s Handout “Stop Words for Studying about Africa”

8/26: Why do the terms that we use to describe Africa matter? How does terminology help to dismantle old stereotypes and misinformation?

- Listen to and Comment on Practice Voice Thread (entire class)

8/27: Assignment

- Read “Paper #1” Handout and post questions to “Assignments” Discussion

8/28: Assessment

- Take Quiz 01
- Practice Voice Thread closes at 11:59 PM

Week 2. Aug. 31 to Sept. 4

8/31: Africa’s Geography and the Physical Environment

- Listen to Voice Thread 01
- Read, *Africa*, Chapter 1 “Africa: A Geographic Frame.”
- Read PowerPoint: “Africa a Continent of Contrast and Diversity”

9/1: The Impact of Global Pandemics on the societies of Sub-Saharan Africa

- Read: K. David Patterson, “The Influenza Epidemic of 1918-1919 on the Gold Coast,” *Journal of African History* 24 (1983): 485-512.
- <https://www.bbc.com/news/world-africa-52066547>

9/2: Assessing the Impact of Global Pandemics in Africa

- Group #1 Comment on Voice Thread 01 by 11:59PM
- Read Jennifer Hart, “Workers at the Economic Margins bear covid-19’s costs globally” in the Washington Post (opinion), <https://www.washingtonpost.com/outlook/2020/07/25/workers-economic-margins-bear-covid-19s-costs-globally/>

9/3: Assignments

- Test your knowledge of Africa’s geography by taking the Non-graded Map Quiz and post your response to the Map Quiz Discussion.
- Read the handout “How to Write for History” by Prof. Jones

9/4: Assessment

- Take Quiz 02 by 11:59 PM
- Voice Thread 02 closes at 11:59 PM

Module 02: From Colonialism to Independence

◇ **Module 02 Learning Objectives:** In Module 02, you will identify change over time from colonial to post-colonial Africa. You will:

- Produce an original written work by writing a three-page paper that formulates a thesis statement (main argument) the problem of global disease and its impact for Africans in contemporary era. (CO1)
- Compare the impact of the 1918 Influenza pandemic to Covid-19 in Ghana in order to engage in local and global problem-solving. (GLO3)
- Remember the broad characteristics of the colonial era from Europe’s partition of the continent to the establishment of colonial empire. (CO4)
- Weigh the socio-economic impact of colonialism in Africa (CO2)
- Define the concepts of African Nationalism, Pan-Africanism and Negritude (CO5)
- Develop a timeline for decolonization and independence in Africa (CO4)
- Evaluate historical evidence for the period of independence by reading the writings of African nationalist leaders. (CO3, GL1)

Week 3. Sept. 7-11.

9/7: Labor Day

9/8: Understanding the Colonial Past

- Listen to Module 02 Video
- Read *Africa*, Chapter 2, “Legacies of the Past: Themes in African History”
- Screen, Basil Davidson, Episode 6 “This Magnificent African Cake” from the Series, *Africa: The Story of a Continent*.

<http://ezproxy.fiu.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=cas06026a&AN=fiu.035801105&site=eds-live>

- **First Draft Paper #1 Due by 11:59 PM**

9/9: When we examine the “balance sheet of colonialism” were there more advantages or disadvantages for African people?

- Read, A. Adu Boahen, *African Perspectives on Colonialism*, Chp. 4 “The Colonial Impact”
- Contribute to the Discussion 01: “Africa and the Legacy of Colonialism” by 11:59 PM
- **Last day to drop or add a course without incurring financial penalty**

9/10: Assignment

- Reply to Discussion Forum
- Work on Peer Review

9/11: Assessment

- Take Quiz 03 by 11:59 PM
- Discussion 01 closes at 11:59 PM
- **Peer Review Due by 11:59 PM**

Week 4. Sept. 14-18.

9/14: Decolonization and Independence

- Listen to Voice Thread 01
- Read: PowerPoint “Decolonization and Independence”
- Read: Frederick Cooper, *Africa Since 1940*, Chp. 4 “Ending Empire and Reimagining the Future,” p. 66-84 (PDF)

9/15: African Nationalism

- Screen Basil Davison, Episode 7 “The Rise of Nationalism” in series *Africa: The Story of a Continent*.
- <http://ezproxy.fiu.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=cas06026a&AN=fiu.035801106&site=eds-live>

Read selected writings by Jomo Kenyatta, Leopold Senghor, Kwame Nkrumah

9/16: What future did nationalist leaders envision for their new nations/the continent?

- Group #2 Contribute to Voice Thread 02 by 11:59 PM

9/17: Assignment

- Revise Paper #1

9/19: Assessment

- Take Quiz 04
- Voice Thread 02 closes at 11:59 PM
- **Submit Final Draft of Paper #1 Due by 11:59 PM**

Module 03: Postcolonial Africa

- ◇ **Module 03 Learning Objectives:** In this module you will learn the characteristics that define the postcolonial African state and economy. You will:
 - Define the concept of African socialism, Afro-Marxism, African Capitalism, and Neo-colonialism (CO5)
 - Evaluate scholarship about the struggle for democracy as well as work life and the everyday economy in post-colonial Africa. (CO2, GLO1)
 - Explore primary source evidence to understand African women's voices by reading a life history of a Kumasi market woman (CO3, GL2)
 - Understand the perspective of African market women on work and the postcolonial economy (GL2)

Week 5. Sept. 21-25

9/21: The Postcolonial State and Work in Postcolonial Africa

- Listen to Module 03 Video
- Read *Africa* Chp.12 “African Politics and the Future of Democracy”

9/22: Everyday work and the lives of West African market women

- Read, *Africa* Chp. 4 “Making a Living”
- Read, Gracia Clark, *African Market Women: Seven Life Stories from Ghana*, Chp. 2 “Maame Kesewaa” p. 63-82

9/23: How did African women experience the postcolonial economy? What about their work did they understand as important to the life of the nation?

- Group #3 Contribute to Voice Thread 03 by 11:59 PM

9/24: Assignment

- Read Paper #2 handout and post questions to the “Assignments” Discussion

9/25: Assessment

- Take Quiz 05 by 11:59 PM
- Voice Thread 03 closes at 11:59PM

Module 04: Case Study: Democratic Republic of Congo

- ◇ **Module 04 Learning Objectives:** In this module you will learn about how Cold War politics affected African states and societies. You will:
 - Differentiate the Cold War period in Africa by developing a timeline of key events that characterize this time period in Africa (CO4)
 - Evaluate historical scholarship on Africa in the Cold War Era by reading a study on the impact of Cold War politics in the Congo by historian Elizabeth Schmidt (CO2, GL1)
 - Analyze primary source evidence about Patrice Lumumba, an African nationalist leader in the Democratic Republic of the Congo during the Cold War (CO3)
 - Consider the personal and political impact of Cold War politics in the Congo by considering the writings of Patrice Lumumba (CO3)

Week 6. Sept. 28-Oct. 2

9/28: Africa during the Cold War

- Listen to Module 04 Video
- Read PowerPoint: “Africa in the Cold War Era”

- Read Elizabeth Schmidt, *Foreign Intervention in Africa*, Chp. 4 “The Congo Crisis,” p. 54-78

9/29: Congo as Case Study

- Read, “Patrice Lumumba writes his last letter to his wife (1961) and “Patrice Lumumba, Congo My Country (1961)”
- Screen, “Patrice Lumumba: Assassination Colonial Style”

<http://ezproxy.fiu.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=cab06026a&AN=fiu.036941831&site=eds-live>

9/30: Why did Patrice Lumumba become a hero of liberation for African people? What do his writings tell you about the struggle for African independence and the impact of the Cold War on politics in the Congo?

- Contribute to Discussion 02 by 11:59 PM

9/31: Assignment

- Contribute to Defining Terms “Congo Case Study” Page
- Contribute to Timeline “Postcolonial Congo” Page

10/02: Assessment

- Take Quiz 06
- Discussion Forum 02 Closes at 11:59PM

Module 05: Case Study South Africa and the Anti-Apartheid Struggle

◇ Module 05 Learning Objectives: This module focuses on understanding the rise of the apartheid government and the development of the anti-apartheid struggle in South Africa:

- Develop a timeline of the rise of apartheid and key events in the anti-apartheid struggle from the Rivonia Trial to the Soweto Uprising. (CO4)
- Analyze eye-witness accounts and reminiscences of the anti-apartheid struggle by reading and listening to interviews with South African activists and by screening a documentary on women organizers in South Africa’s Defiance Campaign. (CO3, GL1)
- Develop an understanding of “Black Consciousness” in the context of the anti-apartheid movement (CO5)
- Compare different South African perspectives on the anti-apartheid struggle in Voice Thread 05 (CO3, GL1)

Week 7: Oct. 29

10/5: The Rise of Apartheid

- Listen to Voice Thread 04
- Read PowerPoint “South Africa under Apartheid”
- Read: Unit 4 “Protest and Resistance through the Rivonia Trial” and Unit 5 “Reigniting the Struggle- the 1970s to the Release of Nelson Mandela in South Africa,” on website “Overcoming Apartheid, Building Democracy,” MSU Matrix, <https://overcomingapartheid.msu.edu/sidebar.php?kid=163-581-4>
- Screen, “You Have Struck a Rock”
- <http://ezproxy.fiu.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=cab06026a&AN=fiu.035874650&site=eds-live>

10/06: The Anti-Apartheid Struggle

- Read Essay “Soweto Student Uprising” and “Bantu Education,” Listen to Media Resources “Black Consciousness Movement” and Listen to “Interviews,” on website “Overcoming Apartheid, Building Democracy,” MSU Matrix <https://overcomingapartheid.msu.edu/sidebar.php?kid=163-581-3>

10/7: South African Perspectives on the Anti-Apartheid Struggle

- Group #1 contribute to Voice Thread 04 by 11:59 PM

10/8: Assignment

- Contribute to Defining Terms “Case Study: South Africa” Page
- Contribute to Timeline “The Rise and Fall of Apartheid” Page

10/9: Assessment

- Take Quiz 07
- Voice Thread 04 closes at 11:59PM

Module 06: Research and Writing on Postcolonial Africa

◇ **Module 06 Learning Objectives.** In this module you will develop key skills for writing in the study of History. You will:

- Remember the key components of a strong thesis statement
- Learn useful techniques for analyzing primary sources about the past
- Write an original essay that assembles and analyzes primary source evidence about the anti-Apartheid struggle
- Write an original paper that examines perspectives on South Africa’s anti-Apartheid struggle by analyzing documentary evidence, speeches or interviews with individuals who participated in or witnessed the anti-apartheid struggle (CI 2, CO1)

Week 8. Oct. 12-16

10/12: Researching and Writing in History

- Listen to Module 06 Video
- Read “Written Document Analysis” and “Model Worksheet for Learning from an Interview,” from website “Overcoming Apartheid, Building Democracy” PDF copy in Canvas
- Use document analysis and interview analysis to critique sources for Paper #2

10/13: Assignment

- Write Paper #2

10/14: Assignment

- Write Paper #2

10/15: Assignment

- Revise and Proofread Paper #2

10/16: Assessment

- **Paper #2 Due by 11:59PM**

Module 07: Women and Activism in Postcolonial Africa

◇ **Module 07 Course Learning Objectives:** In this module you will consider an example of civil society activism in postcolonial Kenya through biography of Noble Peace Prize winner Wangari Maathai and the Greenbelt Movement in Kenya. You will

- Remember the role of Wangari Maathai in postcolonial Kenyan politics (CO2)
- Understand the importance of the Greenbelt movement to civil society activism in postcolonial Kenya (CO5)
- Weigh the importance of environmental justice in postcolonial Africa by analyzing the writing of Tabitha Kanogo about Wangari Maathai, screening a documentary about the movement and listening to her speech upon winning the Nobel Prize in 2004 (GL3).

Week 9. Oct. 19-23

10/19: Wangari Maathai's Early Years

- Listen to Module 07 Video
- Read, Tabitha Kanogo, *Wangari Maathai*, Introduction & Chp. 1

10/20: Wangari Maathai and Politics in Postcolonial Kenya

- Kanogo, *Wangari Maathai*, Chp. 2
- Screen, "Wangari Maathai: For our Land,"
<http://ezproxy.fiu.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=cab06026a&AN=fiu.032075206&site=eds-live>

10/21: Women, Government and Civil Society in Kenya

- Why did Wangari Maathai emerge as a leader in postcolonial Kenya? What stands out to you from her background that prepared her to assume this role?
- Group #2 contribute to Voice Thread 05 by 11:59PM

10/22: Biography of Wangari Maathai

- Read, Kanogo, *Wangari Maathai*, Chp. 3
- Read Paper #3 Handout and post question on "Assignments" Discussion

10/23: Assessment

- Take Quiz 08
- Voice Thread 05 closes at 11:59PM

Week 10. October 26-30

10/26: The Greenbelt Movement

- Read, Kanogo, *Wangari Maathai*, Chp. 4

10/27: The Impact of the Greenbelt Movement

- Read, Kanogo, *Wangari Maathai*, Chp. 5
- Screen, "Nobel Lecture by Wangari Maathai,"
https://www.youtube.com/watch?v=dZap_QlwIKw

10/28: Environmental Justice in Postcolonial Africa

- Contribute to Discussion 03 by 11:59 PM

10/29: Assignment

- Choose topic and gather sources for Paper #3

10/30: Assessment

- Take Quiz 09
- Discussion 03 closes at 11:59 PM

Module 08: Modernity in Africa: Religion

◇ **Module 08: Learning Objectives.** This module examines the different ways that African people express social and cultural identity and how Africans articulate their own ideas of what “modernity” means. You will:

- Weigh the concept modernity in Africa by considering philosopher Kwame Anthony Appiah’s reflection on African identity (CO5)
- Remember the diversity of the continent of Africa by reading a scholarly overview of the religions of Africa by historian John Hanson (CO6)
- Analyze the meaning of Christian fundamentalism by reading an excerpt of a work by Botswana playwright Francis Nyamanjoh and by considering the presentation of popular Sufi arts in Senegal by art historians Allen Roberts and Mary Nooter Roberts (CO3, CO6, GL02)

Week 11. October 26-30

11/02: African Identity in the 20th Century

- Listen to Module 06 Video
- Read, “African Identities” by Kwame Anthony Appiah p. 88-91 in *Reading in Modernity in Africa*

11/03: Religion in Postcolonial Africa

- Read, *Africa* Chapter 5, “Religions in Africa,” by John Hanson

11/04: What does Islam and Christianity mean to people in postcolonial Africa?

- Read, “The convert: Act One Scene III and Act Two Scene II by Francis Nyamnjoh and Allen F. Roberts and Mary Nooter Roberts, “Introduction,” *Saint in the City in Readings in Modernity in Africa*, p. 177-179 and 180-194
- Group #3 Comment on Voice Thread 06/11/21 11:59PM
- **Last day to drop a Fall C course with a DR grade**

11/05: Assignment

- Take notes and outline Paper #3

11/06: Assessment

- Take Quiz 10
- Voice Thread 06/11/21 11:59PM

Module 09: African Modernity: Cinema

◇ **Module 09 Learning Objectives:** This module introduces you to the work of African filmmakers and pioneers in African postcolonial cinema. You will:

- Appraise the role of cinema in Africa by reading an overview of this field by Akin Adesokan.(CO2)
- Understand the contribution Ousmane Sembene, a pioneer in African cinema(CO7)
- Analyze how African filmmakers represent and critique modernity by screening Mousa Sene Absa’s 1994 film “Twisting at Popenguine.” (GLO2).
- Produce an original paper by investigating a topic within the theme of African modernity (religion, art, music, cinema, literature), formulating a thesis (main argument). Elaborate on what these sources illustrate about how African people have grappled with the legacy of colonialism, independence, or modernity in the postcolonial era. (CO1, GL3).

Week 12: November 9-13

11/09: African Cinema in the Postcolonial era

- Listen to Voice Thread
- Read, Akin Adesokan, “African Film,” in *Africa*

11/10: Pioneer of African Cinema: Ousmane Sembene

- Read, “A Filmmaker who Found Africa’s Voice,” by A.O. Scott, <https://www.nytimes.com/2007/06/12/movies/12semb.html> and Sembene! Trailer “https://www.youtube.com/watch?v=wSpIvrfUMac
- Screen, Opening Sequence of “Xala” by Ousmane Sembene, 1975, https://youtu.be/5FIZ_D46vJE

11/11: Modernity in African Cinema

- What message does Mousa Absa Sene give about being modern for the youth of a seaside Senegalese community?
- Screen Mousa Sene Absa’s 1994 film “Twisting at Popinguine”
- Entire Class comment on Voice Thread 07 by 11:59PM

11/12: Assignment

- Take notes on sources for Paper #3

11/13: Assessment

- Take Quiz 11 by 11:59 PM
- Voice Thread 08 closes at 11:59 PM

Module 10: African Modernity: Popular Music and Contemporary Art

- ◇ **Module 10 Learning Objectives:** In this module you will consider the genre of popular music in postcolonial Africa and what it shows us about African identity and culture. You will
 - Distinguish between traditional music and popular African music forms by reading an overview of African music today by Daniel Reed and Ruth Stone (CO1)
 - Appreciate the variety of popular music forms in Africa by learning about the concert of African popular music such as Miriam Makeba, Fela Kuti, Thomas Mapfumo, Papa Wemba, and Angelique Kidjo. (CO6)
 - Evaluate the role of Hip Hop in contemporary Africa as an expression of African modernity (GLO1)
 - Distinguish between traditional art and contemporary African art by reading an overview of visual arts in Africa by Patrick McNaughton and Diane Pelrine (CO4)
 - Evaluate popular painting in Zaire (Democratic Republic of Congo) as an expression of African modernity by reading Bougmil Jewsiewiki’s essay on “Painting in Zaire” (GLO1)

Week 13: November 16-20

11/16: Popular Music in Postcolonial Africa

- Listen to Module 08 Video
- Read, “African Music Flows,” by Daniel B. Reed and Ruth M. Stone in *Africa*, 4th edition
- Listen to “Hip Deep Angola1: Music and Nation in Luanda,” <https://afropop.org/audio-programs/hip-deep-angola-music-and-nation-in-luanda>

11/17: Music and the Postcolonial State

- Listen to “Hip Hop: Senegal and Tanzania,” on website Afropop Worldwide, <https://afropop.org/audio-programs/african-hip-hop-senegal-and-tanzania>
- Listen to “HipDeep1: Music and Nation in Luanda,” <https://afropop.org/audio-programs/hip-deep-angola-music-and-nation-in-luanda>

11/18: Do popular African musicians play the role of truth-tellers in African societies today? If so how? Are they the “griots” of the modern era?

- Contribute to Discussion 04

11/19: Assignment

- Work on first draft of Paper #3

11/20: Assessment

- Take Quiz 12
- Discussion 04 closes at 11:59PM

Week 14. November 22-24

11/22: African Art

- Read, “Visual Arts in Africa,” Africa 4th edition, Ch. 8

11/23: Popular Painting in Congo

- Read, “Painting in Zaire,” by Bougral Jewsiewicki in *Readings in African Popular Culture*, p. 99-110

11/24: Assessment

- Entire Class Comment on Voice Thread 07

11/25-11/26: Thanksgiving

Module 11: Writing and Wrapping Up

◇ **Module 10 Learning Objectives** In this module you will:

- Write, revise and submit Paper #3 (CO1) (GLO3)
- Consider the concept of Afro-Futurism (CO5)

Week 15. November 30-December 2

11/30: Complete First Draft of Paper #3

12/01-12/03: Proofread and Revise Paper #3

12/04: Assessment

Paper #3 Due by 11:59PM

Week 16: Last Week of Instruction

12/07: Afro-Futurism

- Read, America’s Wakanda by Boima Tucker <https://africasacountry.com/2018/02/african-americas-wakanda>
- Read, “Beyonce released a video celebrating African tradition, then came the backlash” by Danielle Paquette, *Washington Post* July 9, 2020. https://www.washingtonpost.com/world/africa/beyonce-black-is-king-africa-backlash/2020/07/08/cfaa2dd2-c079-11ea-864a-0dd31b9d6917_story.html
- Comment on non-graded Voice Tread (voluntary not required)

12/08-12/12: Teaching Evaluation and Extra Credit

- Complete SPOTs Evaluation
- Attend an Extra Credit Zoom Info Session on African & African Diaspora Studies Program at FIU (Dates To Be Announced See Canvas Announcement)

COURSE REQUIREMENTS AND GRADING POLICIES

Grading: Assignments are graded according to accuracy of information, organization and clarity of writing, ability to follow directions, coherence of your argument and adequate explanation of evidence to support it. Expect a one-week turnaround to receive feedback on discussions, Voice Thread and quizzes and a two-week turnaround for feedback on formal writing assignments. Once final grades are submitted, I do not give additional work for a grade change. I reserve the grade of incomplete for extremely serious cases of students with extenuating circumstances. If you have an extenuating circumstance, you must contact the instructor to discuss an incomplete grade at least one week before the last day of class. For more information on the grading criteria for individual assignments, see the individual assignment handouts. The information provided in the assignments section of the syllabus. Starting Fall 2016, FIU will not use the grades of C-, D+ or D- when calculating final grades. For this reason, I will not use these three grades for grading assignments. See the grade scale below.

Calculating your Grade: Formal writing assignments are graded by percentages that correspond to the grading scale below. Quizzes, Discussions, and Voice Thread are graded by points. Multiply your point grade by 100% to determine the percentage of your assignment grade. Multiply your assignment grade by the weighted percentage of that assignment in the total course grade to determine the percentage of the assignment grade in the overall course grade. Add the percentage of each assignment to determine your final grade. Your final course grade may increase or decrease based on your overall performance in the course. The instructor will not negotiate grades with students at the end of the term. See below for the grading scale used to determine your assignment grades and the final course grade. This grading scale corresponds with FIU's grading policy.

Grade Scale

LETTER	RANGE (%)	LETTER	RANGE (%)	LETTER	RANGE (%)
A	95 or above	B	83 – 86	C	70 – 76
A-	90 – 94	B-	80 – 82	D	60 – 69
B+	87 – 89	C+	77 – 79	F	59 or less

RESOURCES

Reading Paper Drafts: The instructor does not read drafts of student papers, however, I have put in place opportunities to revise drafts of your paper before final submission. As

Gordon Rule standards encourage an option for revision, I offer a *two-day* extension on the deadline for submission of formal writing assignments if you revise your paper with the assistance of the History Writing Tutors. To take advantage of this extension you must make an appointment with the History Writing Tutors for an online appointment before the paper deadline (make appointments well in advance of the deadline as the schedule fills up quickly). On the day of the appointment, you are to present the tutor with a full draft of your paper (they cannot help you with incomplete drafts) that is typed using MS Word. The tutors will give you suggestions for improvement. Revise your paper according to these suggestions. Submit the revised paper using the Turnitin link for the assignment. Submit your draft including the tutor's mark-up (usually in track changes in MSWord) by sending it to the instructor in an email attachment in Canvas. The tutors will provide me with a list of students who made and kept their appointments to verify that you met the requirement for the extension. For Paper #1 and Paper #3, you will submit a draft of your paper for online peer review. You will upload your draft and the system will generate another classmate's paper for you to review using the rubric provided. You will review the paper based on a rubric I have provided then you will upload your peer review to Canvas for your classmates to see. By participating in peer review, you will receive peer feedback on your submission before submitting the final assignment.

Writing in History Program: provides assistance with papers and other written assignments, offering online and in-person tutoring appointments. Tutors have specialized knowledge of writing for History classes. For more info on the History Writing Tutors and for the online appointment scheduler go to, <https://history.fiu.edu/tutoring>

Aside from reaching out to your professor you can rely on various offices on campus: *Counseling and Psychological Services (CAPS)*: If you are looking for help for yourself or for a fellow classmate, CAPS encourages you to express any concerns you may come across as it relates to any personal behavior concerns or worries for you have or that you may have for a classmate's well-being. Go to <https://studentaffairs.fiu.edu/health-and-fitness/counseling-and-psychological-services/>

For Frequently Asked Questions and Resources at FIU and for Covid-19: The Department of History maintains an up to date list of resources for students on living and studying at FIU. Go to <https://history.fiu.edu/undergraduate/resources-for-students/>

POLICIES

Attendance and Participation: This is an online class that does not have a scheduled meeting time. However, attendance and participation are mandatory for successful completion of this course. You are expected to check in to the course website a minimum of three times a week for announcements, feedback on assignments, to consult the course schedule, and to access key readings, films and any other pertinent information. I will periodically check to see how many times you have clicked on the website, progressed through the module and how much time you spend on each part of the module. Your final course grade is subject to increase or decrease based on your

active involvement in the course, your improvement or the decline, and your overall performance in the course. You are expected to participate actively in small group assignments such as participation in Voice Thread and Discussions. Students who do not regularly check-in on to the website, complete modules, or do not show evidence of engaging with the online course may be subject to a reduction in their grade by as much as a final grade step (B to C).

Excused Absences and Assignment Extensions: FIU policy allows for excused absences and extensions in the case of “legitimate, verifiable cases of illness and emergencies,” religious holidays, military service, and legal requirements such as jury duty. For an excused absence or assignment extension you may be required to provide documentation. For religious holidays, you must notify me in the first week of the semester and make arrangements to submit assignments ahead of time. As we are living through the coronavirus pandemic, it is understood that students may have legitimate, verifiable cases of illness for themselves or their immediate family. I will do my best to accommodate you, however you must notify me immediately of a diagnosis of coronavirus affecting you or an immediate family member and make arrangements to discuss with me by Zoom or telephone a plan of action for submitting the assignments and keeping up with the coursework. I expect that you will adhere to the honor system in seeking accommodation for such medical emergency as is related to truthful reporting of illness.

Late/Make-Up Policy: All writing assignments are due on the date and time specified. There is a penalty for turning in formal writing assignments late. Late formal writing assignments are marked down **five points per day late**, unless I grant an extension. No make-ups or re-takes are allowed for quizzes, Voice Thread participation or discussion assignments, unless I grant an exception or in cases of a documented, verifiable excused absence.

Classroom Behavior: I expect students who attend this class to behave in a professional manner just as they would in a face-to-face class. The same expectations that apply to workplace behavior apply to the online academic setting. I expect you to respect the opinions of your classmates and to exercise professionalism in your communication with the instructor. FIU defines sexual harassment as any unwelcome sexual advances, requests for sexual favors or other verbal or physical conduct of a sexual nature which 1) makes submission to or rejection of such conduct either an explicit or implicit basis for employment and/or academic decisions affecting the individual; or 2) unreasonably interferes with the individual's employment or academic performance by creating an intimidating, hostile or offensive environment.

Note Students with Disabilities: The Disability Resource Center collaborates with students, faculty, staff, and community members to create diverse learning environments that are usable, equitable, inclusive and sustainable. The DRC provides FIU students with disabilities the necessary support to successfully complete their education and participate in activities available to all students. If you have a diagnosed disability and plan to utilize academic accommodations, please contact the DRC at 305-348-3532 (MMC) or at 305-919-5345 (BBC) to schedule an appointment. You can also visit them in person in GC

190 at MMC or in WUC 131 at BBC campus. For more information, visit the DRC website at: <http://drc.fiu.edu/>

FIU'S CODE OF ACADEMIC INTEGRITY

Florida International University is a community dedicated to generating and imparting knowledge through excellent teaching and research, the rigorous and respectful exchange of ideas, and community service. All students should respect the right of others to have an equitable opportunity to learn and to honestly demonstrate the quality of their learning. Therefore, all students are expected to adhere to a standard of academic conduct which demonstrates respect for themselves, their fellow students, and the educational mission of the University. All students are deemed by the University to understand that if they are found responsible for academic misconduct, they will be subject to the Academic Misconduct procedures and sanctions, as outlined in the Student Handbook. Academic misconduct includes, but is not limited to, plagiarizing (representing someone else's work as your own), cheating on assignments or examinations, or engaging in unauthorized collaboration on academic work. It will result in a penalty ranging from a zero on the assignment to failure in the course and reporting to the University.

To review the student conduct and honor code, go to <https://studentaffairs.fiu.edu/get-support/student-conduct-and-academic-integrity/academic-integrity/index.php>

SYLLABUS DISCLAIMER

Syllabus Disclaimer: Instructors retain the right to modify the course syllabus for any reason throughout the semester provided that:

- Fair and adequate notice is given to enrolled students either by email, in writing or through online publishing.
- Modifications to the syllabus are not arbitrary or capricious
- Students are not unfairly disadvantaged by mid-semester grade changes to grading standards, attendance standards, or performance measures