African Civilizations AFH 2000-RVC (16605)
Spring 2022
Florida International University

"History is everything that happens in the community"
-Dr. Cooper Kirk

"Until the lion tells his side of the story, the tale of the hunt will always glorify the hunter."
-African Proverb

INSTRUCTOR NAME & CONTACT INFORMATION

Roberto Fernandez, III, Department of History
robfern@fiu.edu

Office Hours
Tuesday and Thursday 9:30am to 10:30am via Zoom or by appointment

COURSE DESCRIPTION

Welcome to AFH 2000: African Civilizations. This course explores and critically examines how Africa has shaped and influenced world history from the origins of humanity to today. With more than 50 countries and thousands of ethnic groups, students will learn about the global, international, and intercultural aspects African history. The central themes in this course include Afrocentricity, indigenous polities, religion, and oral traditions, mercantilism, European Colonialism and African responses, colonial policies and practices, resistance movements, post-colonial Africa, feminism, and globalization. Throughout the semester, this class will challenge many misconceptions and Eurocentric views that are espoused in popular culture and replace them with Afrocentric voices and perspectives.

This course is taught in a fully online format which means that we will not meet in person. Students are expected to follow directions for each lesson and to submit all assignments by the specified due date in the course outline. Late Canvas assignments will not be graded! All handouts, supplemental assigned readings, and submission of writing assignments will be delivered using Canvas, FIU’s online course management system. This means that you must have the ability to complete online assignments using FIU’s Canvas system.

COURSE OBJECTIVES & LEARNING OUTCOMES

By the end of the semester, you should be able to discuss why certain events and people are important and have a sense of how history shapes our contemporary world. After completing this class, students will be able to:

- Course Objective 1 (CO1). Assess key events, central themes, and questions pertaining to African history. (Disciplinary Knowledge)
CO2. Gain experience reading and analyzing written arguments by engaging with a variety of types of sources. (Critical Thinking)

CO3. Learn and apply the techniques of writing an argumentative, thesis-driven and evidence-based paper. (Writing)

This is also a Global Learning Foundations course that counts towards your Global Learning graduation requirement. One of the themes of this course will therefore be the ways that different groups of people interacted over the period covered by the course.

Upon successful completion of this course, students will be able to do the following:

CO4. Students will be able to demonstrate knowledge of how much local African realities have been interrelated with global, international, and intercultural issues, movements, trends, and systems. (Global Awareness)

CO5. Students will be able to take into consideration African, Western, and other perspectives when conducting analyses of African realities and history as they are influenced by global and international forces, in ever-growing intercultural contexts. (Global Perspective)

CO6. Students will be able to propose solutions to specific problems taken from local, global and intercultural African socio-historical realities and from African history. (Global Engagement)

Finally, this a Humanities Tier 2 course that counts towards your University Core Curriculum requirement. UCC Humanities courses teach the following skills:

CO7. Critical thinking, interpretation of information from a variety of sources, and cultural literacy.

CO8. Competence in reflecting critically upon the human condition, as it was and as it was understood through history, and how it has changed through time.

In order to meet these requirements, you must achieve a grade of C or better.

TEACHING ASSISTANTS

Ms. Hilda Kaguma Email: In Canvas Online Office Hours: As the course T.A. she will respond to emails in Canvas during Office Hours. The teaching assistants for this course are responsible for grading all of the assignments, responding to student inquiries concerning grades on formal writing assignments, tests, the discussion forum, and other assignments. For formal writing assignments, The Instructor and the T.A.s will check email regularly from Mon-Friday. We will do our best to respond to you within 36 hours.

PREREQUISITES

There are no prerequisites for this course.

REQUIRED TEXT AND/OR MATERIALS


**OPTIONAL TEXT**


**EXPECTATION OF THIS COURSE**

This is an online course, which means most, if not all, of the course work will be conducted online. Expectations for performance in an online course are the same for a traditional course. In fact, online courses require a degree of self-motivation, self-discipline, and technology skills which can make these courses more demanding for some students.

Students are expected to:

- review the getting started page located in the course modules.
- introduce yourself to the class during the first week by posting a self-introduction in the appropriate discussion.
- take the syllabus quiz to ensure that your computer is compatible with the learning management system, Canvas.
- interact online with instructor and peers.
- review and follow the course calendar and weekly outlines.
- log into the course at least 2 times per week.
- respond to discussions by the due date specified.
- No late work will be accepted.
- respond to emails within 4 days.
- submit assignments by the corresponding deadline.

The instructor will:

- log into the course at least 2 times week.
- respond to discussion postings within 3 days of the deadline.
- respond to emails within 36 hours.
- grade assignments within 10 days of the assignment deadline.
COURSE SCHEDULE

Module 1

Week 1 Afrocentric Paradigms
Gilbert & Reynolds’ *Africa in World History*: Preface and Chapter 1
Asante, M. Afrocentric Approaches to History: [https://youtu.be/Pm9NO8FXd8Y](https://youtu.be/Pm9NO8FXd8Y)

Topics
- The Origins of the “Dark Continent”
- Afrocentricity
- Africa in Images

Week 2 Imagining Africa
Gilbert & Reynolds’ *Africa in World History*: Chapters 2, 3, and 4

Topics:
- Physical Context of African History: Geography and Environment
- Africa and Human Origins
- Finding Food and Talking about It: The First 100,000 Years
- Settled Life: Food Production, Technology, and Migrations
- Writing Workshop (Peer review Paper 1)

Module 2

Week 3 North African Civilizations
Gilbert & Reynolds’ *Africa in World History*: Chapter 5

Topics:
- Ancient Egypt
- Ancient Nubia
- Writing Workshop (Book Review Workshop)

Module 3

Week 4 and 5 Religions in Africa
Gilbert & Reynolds’ *Africa in World History*: Chapters 6, Selections from Chapter 7 and 8

Topics
- African Traditional Religion
How did Christianity and Islam spread in Africa? How did Africans play a central role in these religions?

Module 4

Week 6, 7 and 8 West African Kingdoms
Gilbert & Reynolds’ Africa in World History: Chapter 7 (All)
Hurston, Zora Neal Barracoön: The Story of the Last “Black Cargo, Selections of Chapter 2
British Broadcasting Corporation (BBC). The Lost Libraries of Timbuktu:
https://youtu.be/BzBCI9kcdqc
Dani Kouyaté, Keita! L’heritage du griot (Film must be accessed through FIU Library off Campus), https://fiu.catalog.fcla.edu/permalink.jsp?27F1032896299
Niane, D.T. 2006 Sundiata: An Epic of Old Mali

Topics:
- West African Trade
- The Griot Traditions
- The Rise of Mali
- The Rise of Songhai
- Writing Workshop (Peer review Paper 2)

Module 5

Week 9 East African Kingdoms
Gilbert & Reynolds’ Africa in World History: Chapter 8
Topics:
- Swahili Origins
- Swahili Civilization
- Kilwa: A Case Study

Module 6

Week 10 and 11 Slavery and the Creation of the African Diaspora
Gilbert & Reynolds’ Africa in World History: Chapter 9 (All)
Hurston, Zora Neal Barracoon: The Story of the Last “Black Cargo, Selections of Chapter 2

Topics:
- The Institution of Slavery Before 1500
- Slavery in the Mediterranean and Europe
Slavery in Africa
- The Institution of Slavery After 1500
- African Culture in the Diaspora
- Diasporic Africans- Routes of Return
- Abolition of the Slave Trade
- The Atlantic Slave Trade in Global Perspective

Module 7

Week 12 Africa from 1500-1880
Gilbert & Reynolds’ *Africa in World History*: Chapters 10, 11 and 12
Topics:
- European Arrival
- Early Relations- Religion, Trade, and Politics
- The Ottomans in Egypt and the Maghreb
- The Rise of Morocco
- Arrival of the Portuguese
- Shaka and the Rise of the Zulu State
- The British Expansion and the Boer Republic

Module 8

Week 13 and 14 Colonialism
Gilbert & Reynolds’ *Africa in World History*: Chapters 14 (All), 15 (All), and 16 (All)
Tobie Openshaw, My life in Apartheid South African, [https://youtu.be/HpcTTJfl848](https://youtu.be/HpcTTJfl848)
Gerima, H. *Adwa: An African Victory* (Film)

Topics:
- Europe’s Transformation and Africa
- The Colonization of a Continent
- Resistance to Colonization
- Adwa and Italy’s Failed Attempt to Colonize Ethiopia
- King Leopold’s Congo
- Varieties of Colonial Administration
- Colonial Transportation Networks
- World War I and Colonial Rule
- Colonialism and African “Elites”
- Writing Workshop (Peer review Paper 3)

Module 9

Week 15 and 16 African Independence Movements
Gilbert & Reynolds’ *Africa in World History*: Chapters 18 (All), and 19 (All)
Pontecorvo, G. *The Battle of Algiers* (Film)
Viola Llewellyn, A new model of microfinance for Africa, and beyond, [https://youtu.be/GxP7wEnoZZA](https://youtu.be/GxP7wEnoZZA)
Ngozi Okonjo-Iweala’s *How Africa Can Keep Rising*:

https://youtu.be/XWPFsSab10A

Thomas Wakiaga, *Panaficanism [sic]*, https://youtu.be/7NNIZG9rIk

Olúfẹ́mi Táíwò, *Why Africa must become a center of knowledge again*,
https://youtu.be/MQrhPhan5Gw

Topics:
- Christianity and Decolonization
- Decolonization Movements
- The Challenges of Independence
- Pan Africanism
- The Cold War and Africa
- The End of Apartheid
- Rwandan Genocide
- Sudanese Genocide
- Africa and the War on Terror

ASSIGNMENTS, COURSE REQUIREMENTS AND GRADING POLICIES

Papers (54% of your grade)
This semester, you are responsible for three written assignments. All require you to write a paper with a THESIS STATEMENT and ARGUMENT. These assignments will become more challenging as the semester progresses and you become a stronger writer. For specific instructions related to each assignment, please refer to the individual assignment sheet. The professor requires that all students use MLA when writing all three papers. Written work will be submitted to Turnitin via Canvas. If you have difficulty uploading the assignment to Canvas, you are expected to e-mail the professor in advance. Papers will not be accepted via email.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Due Date</th>
<th>Points</th>
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<tbody>
<tr>
<td>Paper 1 (1,000-1,200 words)</td>
<td>January 31, 2022</td>
<td>100 Points</td>
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<tr>
<td>Paper 2 (1,200-1,500 words)</td>
<td>February 28, 2022</td>
<td>200 Points</td>
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<td>Paper 3 (1,500-2,000 words)</td>
<td>April 3, 2022</td>
<td>250 Points</td>
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Paper 1 (1,000-1200 words): Write a primary source analysis of *Buzurg Ibn Shahriyar of Ramhormuz: A Tenth-Century Slaving Adventure*, your task is to describe and analyze the primary source, using specifics, details, and appropriate quotations. Your first 500 words should answer the who, what, where, when, why questions about this source. Also, describe the main ideas, and opinions that the document’s author presents. If you suspect that the author has any hidden assumptions or biases, you should describe those as well. The rest of the paper should focus on discussing and analyzing the
cultural, religious and social perspectives found in the document. Your document analysis should be 4-5 typed pages in twelve-point Times New Roman Font, double-spaced, with one-inch margins free of grammatical and spelling errors. The assignment guidelines and rubric are available on Canvas. **This paper fulfills the Global Perspective requirement for the Global Learning Course Objective 5.**

Paper 2 (1,200-1,500 words): You will write a book review of *A Muslim American Slave: The Life of Omar Ibn Said*. Your book review should be identical in formatting to the sample found on Canvas. Guidelines, rubric and a template are available on Canvas.

Paper 3 (1,500-2,000 words) will respond to the following prompt: “The production of knowledge is always a collaborative task and never solely a product of the individual. Discuss this statement with reference to cultural, religious and social Afrocentric perspectives revealed in the following narratives: *A Muslim American Slave: The Life of Omar Ibn Said, Barracoon: The Story of the Last “Black Cargo*, *Incidents in the Life of a Slave Girl* and any sources or material covered in this course. No other references or sources should be used without the prior approval from the instructor. Your paper should be 7-8 typed pages in twelve-point Times New Roman Font, double-spaced, with one-inch margins free of grammatical and spelling errors. **This paper fulfills the Global Awareness requirement for the Global Learning Course Objective 4.**

Support: This course emphasizes writing rough drafts, and revising with feedback from instructors, tutors, or writing resources available at FIU. You are expected to write a first draft before submitting your final writing assignment and having it reviewed.

Weekly Reading Quiz (16% of your grade): There will be 16 quizzes each week. You will be allowed one attempt for each quiz and will have an unlimited amount of time to complete it. These quizzes will assess your understanding and mastery of the assigned readings for the course. You can use your text, notes etc. while taking the quiz. It is suggested that students take the quiz early in the week to avoid any technical issues.

Artifact Analysis Discussion (16% of your grade): Students will be required complete nine Artifact Analysis Discussions during the semester and are expected to participate in discussions. Questions, feedback, and student interaction are an integral part of the learning process and these discussions are an important aspect of student-to-student interaction. Students should review the photographs for the selected artifact and respond to the prompts which are posted on Canvas. This assignment is meant to be an exploration of the object. It is expected that students will make mistakes when attempting to identify the object. Work with peers to identify the object. Students are expected to post their initial responses, which will consist of 150 words, by Thursday of the assigned week. Students will then respond to at least two other student comments with a minimum of 50 words by Sunday. Students are also expected to post all of their references in MLA format.
Map Activity (4% of your grade): You will have one geography assignment this semester. Students will be provided with a map that must be completed and submit it on Canvas. The map must be completed by hand, typed submissions will receive not credit.

African American Cemetery Case Study and Tour (10% of your grade): As a GL core class, we are required to include one co-curricular activity. This basically means that we will engage in a meaningful graded group project that involves interacting with the course beyond the class materials, and with the community at large. The first part of the assignment will be a group project where different perspectives are explored and then combined into a group PowerPoint. The PowerPoint is then shared with the class for discussion. The second part of the project will be more personal in nature and students will be required to participate in a recorded virtual tour related to the topic under study. Each student will write a 2-3-page reflection on the experience and what they have learned. This assignment fulfills the Global Engagement requirement in the Global Learning Course Objective 6.

Final Exam: There is no final exam for this class.

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<th>Category (Number of assignments)</th>
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<tbody>
<tr>
<td>Paper (3)</td>
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<td>Map Activity (1)</td>
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<tr>
<td>Artifact Analysis Discussion (9)</td>
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<td>Global Learning Project (2)</td>
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<th>Letter Grade</th>
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<tr>
<td>B</td>
<td>800-899</td>
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<td>C</td>
<td>700-799</td>
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<tr>
<td>D</td>
<td>600-699</td>
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<tr>
<td>F</td>
<td>Below 599</td>
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RESOURCES:
Gordon Rule Support. Students will have the opportunity of peer review drafts of their papers during class time, please refer to the course schedule for those dates. Students are expected to have drafts prepared for review by the peer review dates. The instructor will also provide writing workshops.

The History Tutors. There are several history graduate students working in the history department main office (DM 390), whose job is to tutor students in history classes. They are experienced upper-level history majors and graduate students who can help with papers, preparing for exams, or keeping on top of class in general. To set up an appointment, please visit their website: http://history.fiu.edu/tutoring
The Center for Excellence in Writing. The Center for Excellence in Writing is freely available to you. The staff can help you with all aspects of writing, from approaching the question and brainstorming to techniques for editing. Their website is: http://writingcenter.fiu.edu/

POLICIES
Students are expected to attend and actively participate in all remote session classes and during Canvas discussions offering their opinions and insights as they pertain to the discussion topic. Keep in mind that historians, at any level, cannot work in isolation; we depend on the insights, experience and knowledge of colleagues to help us. Students are encouraged to respond to and, when appropriate, question the responses of their peers. All participation must be respectful and make use of appropriate language. During class discussions, we will be utilizing the Courageous Conversation Compass. Students must also be mindful of allowing others to participate and not dominating the discussion. A lack of (active) participation during remote sessions or with Canvas discussions will negatively affect the grade of the student.


Note to 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: https://studentaffairs.fiu.edu/get-support/disability-resource-center/index.php

Accommodations: If you foresee any possible problem meeting any of the requirements of this course—including attendance and prompt submission of assignments—please inform me as soon as possible. It is easier for us to address an issue before it becomes a problem.

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 honestly to 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

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

Scholastic Dishonesty: According to the FIU student handbook (p. 11) “In meeting one of the major objectives of higher education, which is to develop self-reliance, it is expected that students will be responsible for the completion of their own academic work.” Academic dishonesty will not be tolerated in this class. Academic dishonesty 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. If you have any questions about what constitutes academic dishonesty or plagiarism, see me.

SYLLABUS DISCLAIMER

Instructors retain the right to modify the course syllabus for any reason throughout the semester.