

**AFH 4100-U01  
History of Africa I**

Instructor: Dr. Hilary Jones  
History Department & AADS  
Drop in Office Hours: M& W 2-3:30 DM 300B  
Email: Course Messages (Blackboard, checked M-F)  
Office Tel: 305-348-4791

Class Meets: M, W, F 4:00-4:50 U.S. Century Bank Arena, RM 119  
Course Website:

[https://fiu.blackboard.com/webapps/blackboard/content/listContentEditable.jsp?content\\_id=2649817\\_1&course\\_id=60725\\_1](https://fiu.blackboard.com/webapps/blackboard/content/listContentEditable.jsp?content_id=2649817_1&course_id=60725_1)

**Description**

Over the past several decades, African history has become an important field for understanding the human past. Scholars have moved beyond the nineteenth-century notion of Africa as the “dark continent” to develop innovative methods for researching change over time within African societies and the ways in which Africa influenced world historical developments. Africanist historians have conducted research on Africa’s centrality to world history through the emergence of great kingdoms and empires, the expansion of long-distance trade networks, and Africa’s connection to the origins of Christianity and Islam. In addition, recent studies focusing on gender, slavery, environmental change, and traditional African religion have expanded our understanding of the internal dynamics that shaped African societies from ancient times to the dawn of European colonialism in the late nineteenth century. The study of Africa’s pre-colonial history, thus, sheds light on global connections to the human past as well as the particular cultural and social mores that are unique to the African continent and that have shaped the ways that African societies understand the past.

**Global Learning Outcomes and Expected Outcomes:**

This course is suitable for History majors as well as students interested in African Studies, World History, and African Diaspora Studies. This course satisfies the discipline specific requirement for Global Learning by meeting the three benchmarks of Global Awareness, Global Perspective, and Global Engagement. Students who take this course will be able to:

- Demonstrate knowledge of the geography of the African continent
- Conduct a multi-perspective analysis of a local issue such African responses to environmental challenges, the meaning of slavery in African societies, African organization of long-distance trade, African understandings of Christianity or Islam, or the organization of pre-colonial African states and place it in international perspective by analyzing how it relates to historical study of the human past. (Global Perspective)

- Demonstrate your knowledge of the relationship between local African perspectives on the past and themes in World History such as state-building, political economy, gender, and religion by analyzing primary source evidence about the African past and constructing your own arguments about the topic. (Global Awareness)
- Engage in local, global, and inter-cultural problem solving by identifying and evaluating contemporary issues such as the Ebola epidemic, conflict and security, or globalization and relate those issues to your study of Africa's pre-colonial past (Global Engagement)

**Required Texts**

- Robert O. Collins, *Africa: A Short History*. Markus Wiener Publications, 5<sup>th</sup> edition. <https://www.facultyenlight.com/book-details/3796172>
- David Northrup, *Africa's Discovery of Europe, 1450-1850*. 3<sup>rd</sup> Edition. Oxford University Press, 2013. (ISBN 9780199941216). <https://www.facultyenlight.com/book-details/20692514>
- John K. Thornton, *The Kongoese Saint Anthony: Dona Beatriz Kimpa Vita and the Antonian Movement, 1684-1706*. Cambridge University Press, 1998 (ISBN 9780521596497). <https://www.facultyenlight.com/book-details/3703289>

Books are available for purchase at the campus bookstore. You may also purchase them through online retailers like amazon.com or barnesandnoble.com, or elsewhere. If possible, required texts will be placed on 2- hour reserve at Green Library. Additional readings are available in PDF format on the course website in the Course Content folder. Ultimately, you are responsible for coming to class, having read the assigned materials and completed the assignments for the day. You must have access to a copy of the scheduled reading in class whether you bring the book, a printout, a pre-arranged shared copy, or a laptop with access to the electronic readings. I strongly advise you to make a course-book of the additional readings well in advance since computer problems do not constitute an excuse for not having read the material or not being able to consult them in class.

**Assignments**

Map Quiz.....	10%
Paper #1.....	10%
Paper #2.....	10%
Paper #3.....	20%
Quizzes.....	20%
Final Exam.....	20%
Participation.....	10%

*Map Quiz:* The map quiz tests your knowledge of geography, an essential skill for mastery of the discipline of History. For the map quiz, you are to demonstrate knowledge of all of the contemporary nation-states of Africa as well as key physical features and capitals. See the map quiz handout for more information.

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*Quizzes:* You will have a series of five pop-quizzes in this class. The quizzes will be administered on Blackboard. You have one attempt to complete the quiz and you must complete the quiz in the time allotted. Quizzes not completed in the time allotted will be submitted automatically. There are no make-ups or re-takes of quizzes. I will announce the quiz at the beginning of the week. The quiz is due at the end of the day on Fridays.

*Final Examination:* The final examination is cumulative. It tests your knowledge of the ideas, topics, and themes we have learned from the beginning of the course until the end. The final examination requires you to use the information that you have learned from the assigned readings, lectures, films, and class discussion. The final exam consists of essays, identifications, and short answer questions

*Papers:* The papers correspond to the Global Learning Outcomes for this course. Paper #1 requires you to write a three to four page paper to demonstrate your understanding of Global Engagement. For this paper, read the assigned journalistic article on a current event in Africa (such as Paul Stoller's article on journalism about the 2014 Ebola Epidemic). Do research to find one article from a mainstream print media source and one popular media representation (song, video, poem, blog, speech) about a current issue or problem facing Africa and/or African people. Evaluate the quality of the current event article, your mainstream print-media source and the popular media source. Give your critique by using specified assigned readings to show how knowledge of Africa's past enhances your understanding of current events. I will provide a handout with further details about this assignment by Week 2 of the course.

For Paper#2, write a four to five page paper that demonstrates Global Awareness. For this assignment you will consider local perspectives on a theme in pre-colonial Africa such as the development of long-distance trade networks, the development of empires in the western Sudan, or the rise of city-states on the Swahili Coast by analyzing primary source documents. The goal of this assignment is to explain the historical context of the document, to discuss the perspective of the author writing it and for what audience, and to make inferences about the significance of the topic to our broader understandings of World History. I will provide a handout with more details on this assignment by Week 5.

For Paper#3, you will write a five to six page essay that illustrates your understanding of Global Perspective. The objective of this assignment is to analyze a theme in pre-colonial African History such as trade, religion, or state building and show how African people understood and responded to this topic. For this paper, you will consider John K. Thornton's argument that the Antonian Movement serves as a critical example of how women wielded power in pre-colonial Africa and the way in which religion served as a vehicle for women to affect social, economic, and political change. Defend or refute Thornton's argument by finding examples from the text that support your conclusion. In your essay, explain how and why the

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Antonian movement offers a fresh perspective on the History of Christianity in the early modern world. You will receive a handout by Week 6 that provides additional information on this assignment.

*Attendance and Participation:* This course requires your regular and prompt attendance. Your participation grade is a subjective measure of your preparation for the course, your attentive and engaged participation, and your improvement and/or decline in the course. I will determine your participation grade at the end of the semester.

*Extra Credit:* You have **one** opportunity for extra credit. This assignment is an active learning assignment that requires that you attend a Global Learning event that I specify, a campus lecture or an event related to African Studies that is advertised on campus. For the extra credit assignment, you are required to write a *one-page* reflection paper about the event. Completing the extra credit assignment affords you 3 percentage points added to your final grade total.

### **Course Outline\***

#### **Week 1: Thinking about Africa in Time and Place**

Tu: Introduction

Th: Stereotypes and Misconceptions about Africa

- Read, Curtis Keim, *Mistaking Africa: Curiosities and Inventions of the African Mind, Second Edition* (2008), Chapter 8 and Paul Stoller, "Ebola Emissions," *Huffington Post Media*, 8/8/14 (accessed 8/21/14)  
[http://www.huffingtonpost.com/paul-stoller/ebola-emissions\\_b\\_5663027.html](http://www.huffingtonpost.com/paul-stoller/ebola-emissions_b_5663027.html)
- Active Learning: Small Group Discussion about the problem that word "tribe" poses to describe Africa and African people.

Week 2: Geography and Environment

*Last Day to Add or Drop Classes without incurring financial liability*

Tu: Geography

- Read, Collins, *Short History of Africa*, Chap. 1

Th: Environment

- Read, Esperanza Brizuela-Garcia and Trevor R. Getz, *African Histories: New Sources and New Techniques for Studying African Pasts*, Chapter 1 "Archeology and Cultivation in Africa."
- Active Learning: Small Group Discussion, Why do historians rely on archeology to know about pre-historic Africa? What can knowledge about early Africa tell us about human responses to environmental change?

Week 3: Pre-Historic Africa

Tu: Migration and Settlement in Early Africa

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\*The course outline is subject to change by the instructor.

- Read, Collins, *A Short History of Africa*, Chp. 2 (Bantu Migrations) and “The Bells of Kings,” *JAH* 2 (1969): 187-197

Th: Scholars Debate the Bantu Migrations

- Read, “Problem II: Bantu Origins and Migration,” in Collins, *Problems in African History: The Pre-colonial Centuries*
- Active Learning: Modeling Scholarly Debate, Identify the argument that each scholar makes, explain what evidence they use to make their claim, and evaluate why it is or isn’t convincing.

Week 4: Ancient Nile Valley Civilizations

Tue: Ancient Egypt

- In-Class Map Quiz
- Read, Collins, *A Short History of Africa*, Chp. 2

Th: Nubia and Aksum

- Read, excerpt Egyptian Book of the Dead, primary sources on Nubia and Aksum
- Active Learning: Small Group Exercise, analyzing primary sources to ascertain audience, perspective of author, and historical context of source

Week 5: Islam

Tu: The spread of Islam in Africa

- Read, Collins, *A Short History of Africa*, Chp. 3 (Arabs and Islam), David Robinson, *Muslim Societies in African History*, “The Africanization of Islam”

Th: African Intellectual Traditions

- **Paper #1 Due**
- Screen, “The Manuscripts of Timbuktu,” Zola Maseko Film (2009)

Week 6: Development of Long Distance Trade

Tu: Trans- Saharan Trade

- Read, Collins, *A Short History of Africa*, Chp. 3 (Trans-Saharan Trade)

Th: Workers of Trans-Saharan Trade

- Read, Austen, *Trans-Saharan Africa in World History*, Chp. 2 and selected documents in, *Medieval West Africa* (Ibn Battuta and Ibn Khaldoun)
- Active Learning: Small Group Discussion on Evidence of long-distance trade in Medieval West Africa; how do we evaluate the author’s perspective and for what audience he is writing? What can we know? What is missing?

Week 7: Empires of the Western Sudan

Tu: Mali and Songhay

- Read, Collins, *A Short History of Africa*, Chap. 3 (Empires of the Plains) and Austen, *Trans-Saharan Trade in World History*, Chap. 3

Th: The Mandinka Empires in History and Memory

- Read, Amadou Hampate Ba, “The Living History,” in UNESCO General History of Africa; John Johnson, *The Epic of Son-Jara*, Chap “The Bard”

- Active Learning: Small Group Discussion, Why are the epic tales of the founding of the empires of the Western Sudan such an important part of Mande peoples understanding of their past today?

Week 8: Globalization in Pre-Colonial Africa

Tu: The Swahili Coast

- Read, Collins, *A Short History of Africa*, Chap 3 (East African Coast & Indian Ocean World, City-States, and Swahili)

Th: The Kingdom of Great Zimbabwe

- Read, Thomas Huffman, "The Soapstone Birds from Great Zimbabwe," *African Arts* 18,3(May 1985): 68-73.
- Screen, "Great Zimbabwe," <http://digital.films.com/PortalPlaylists.aspx?aid=24982&xtid=43766>
- Active Learning: Class Discussion on the relationship traditional African religion and state building in pre-colonial Africa

Week 9: Africa in the Era of the Atlantic Slave Trade

Tu: Europe's Encounter with Africa

- Read, David Northrup, *Africa's Discovery of Europe*, Chap. 1

Th: African Encounters with Europe

- Read, Northrup, *Africa's Discovery of Europe*, Chap. 2
- Active Learning: Small Group Discussion on the problem of "discovery" in the context of Africa and European Encounter

Week 10: Africa and the Atlantic Slave Trade

Tu: Commerce and Culture

- Read, Northrup, *Africa's Discovery of Europe*, Chp. 3 & Chap. 4

Th: Middle Passage and Resistance

- In-Class Screening, "Ghosts of Amistad: In the Footsteps of the Rebels"
- **Paper #2 Due**

Week 11: Middle Passage and Africans in Diaspora

Tu: Africans in Europe

- Read, Northrup, *Africa's Discovery of Europe*, Chp. 5

Th: Africans in the Americas

- Read, Northrup, *Africa's Discovery of Europe*, Chp. 6
- Active Learning: Small Group Discussion, What impact did the slave trade have on the cultural development of the Americas? Explain the concepts of Creolization and Africanization and how they relate to the cultural legacy of the Atlantic slave trade.

Week 12: Case Study Kongo Kingdom

Tu: The Kongo Kingdom

- Read, John K. Thornton, *The Kongolese Saint Anthony*, Introduction- Chap. 2

Th: Christianity and Kongo Religion



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- Read, Thornton, *The Kongolesse Saint Anthony*, Chap. 3
- Active Learning: Small Group Discussion, How did the Kongolesse elites understand Christianity in the eighteenth century? How did the Kongolesse peasants understand and interpret Christianity? Did Antonianism “Africanize” Christianity?

Week 13: Kongo Kingdom Cont’d

Tu: The Antonian Movement

- Read, Thornton, *The Kongolesse Saint Anthony*, Chp. 4&5

Th: Slavery, the Slave Trade, and Antonianism

- Read, *The Kongolesse Saint Anthony*, Chp.6
- Active Learning: Small Group Discussion, Explain the author’s thesis that the rise of Antonianism may have been a reaction to enslavement in Central Africa. Do you agree or disagree and why?

Week 14: Kongo Kingdom Cont’d

Tu: Impacts in Central Africa

- Read, *The Kongolesse Saint Anthony*, Chp. 7 & 8

Th: Impacts Beyond

- Read, *The Kongolesse Saint Anthony*, Chp. 9
- Active Learning: Small Group Discussion, Why is Beatriz’ story an important one for understanding power and politics in pre-colonial Africa?

Week 15: Nineteenth Century Southern Africa

Tu: The Making of Southern Africa

- Active Learning: In Class analysis of primary sources, TBA
- **Paper #3 Due**

Th: No Class, Thanksgiving

Week 16: Wrapping UP

Tu: Africa on the Eve of Colonial Conquest

- Read, Collins, *A Short History of Africa*, Chap. 5 (Prelude to Conquest, European Rule from Sahel to Southern Savanna, Conquest of Southern Africa)

Th: In-Class Evaluations and Review

**Final Exam**

**TBA**

### **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 historical context to support it. I reserve the grade of incomplete for extremely serious cases of students with extenuating circumstances. Please see me for further questions about a grade of incomplete. Grades will never be discussed over email—you must make an appointment or come to office hours to discuss your individual grade.

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*Attendance:* Regular and Prompt attendance is required for successful completion of this course. Excused absences may be granted for serious medical issues, religious holidays, in the event of the death of an immediate family member, military duty, and some official university activities such as athletics, debates, performances etc. For an excused absence, you must inform the instructor (in advance when possible), make arrangements to turn in any assignments, and present documentation. Excessive unexcused absences (3 or more) will negatively impact your final course grade by reducing your final grade by one grade step (B- will drop to C+).

*Late Assignments:* All assignments are due at the beginning of class on the due date. Late assignments will be marked down by one grade step for every day late (B+ becomes a B, etc.), unless I grant an extension or you have made prior arrangements with me in the case of an excused absence. No online assignments will be graded after the assignment is closed (see assignment due date on blackboard). Make-ups for quizzes or exams will only be given in the case of an excused absence. Students must provide documentation.

*Academic Dishonesty:* I take cheating and plagiarism seriously and will report any suspected cases to the Office of the Dean of Undergraduate Education for resolution. It is understood that students who take this class will abide by all ethical practices by writing their own papers and taking individual responsibility for all exams and assignments. If I find evidence of plagiarism, I will contact the office of Academic Affairs to determine whether prior instances of academic dishonesty have been recorded for a student. I will determine if an informal or formal resolution is necessary. In certain cases of a first offense, I may opt to assign a grade of 0.0. for the assignment. After the first offense, a formal charge of Academic Misconduct will be filed with university authorities and it will be reviewed according university procedure regarding Academic Misconduct. Go to the link below to familiarize yourself with FIU's policy on academic dishonesty and to learn more about what constitutes academic dishonesty.

[http://academic.fiu.edu/AcademicBudget/misconductweb/Undergraduate\\_academic\\_misconduct\\_final.pdf](http://academic.fiu.edu/AcademicBudget/misconductweb/Undergraduate_academic_misconduct_final.pdf)

*Classroom Misconduct:* History is a field of collaboration, persuasion, and argument. This course relies on an open and respectful exchange of ideas. I expect everyone to participate in class discussion for successful completion of this course. In accordance, with the FIU Student Handbook (p. 11 and following), you have the right to agree, disagree, challenge, and question the opinions and comments of others, including the instructor. You do not have the right to be disrespectful to anyone else in the classroom or to act in a way that makes others uncomfortable. Such behavior will not be tolerated. I reserve the right to require disruptive and/or disrespectful students to leave the class.

*Technology use in the Classroom:* This course requires your uninterrupted attention during the class session. Turn all CELL PHONES OFF. You may not use tablets or



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telephones to take notes. You may only use computers for taking notes. The first time that your phone rings or I find you texting, surfing the web or otherwise using your phone or tablet during class time, I will give you a warning. The second time it happens you will be instructed to leave the class. In no case may you surf the Internet, check email, or use computer applications during class. It is advisable not to use computers to take notes in the class, instead take notes with pen and paper in a notebook dedicated for this course. You are not allowed to audiotape or videotape classroom lectures without explicit written permission from the instructor. Lectures are the intellectual property of the instructor and may not be disseminated beyond classroom use as designed by the instructor.

*Course Website:* Familiarize yourself with the blackboard website for this course. All handouts, announcements, electronic copies of assigned readings will be distributed or communicated on the course website. Additionally, online quizzes will be administered through blackboard. You are required to submit paper copies of your Essay as well as upload the documents on the course website. I use Turnitin software to review papers for cases of plagiarism. For questions regarding blackboard contact the UTS helpdesk: <http://it.fiu.edu/helpdesk/index.shtml>

#### *Disabilities and Learning Differences*

In order to receive accommodations in testing or other assignments, students with disabilities must register with the Disability Resource Center 305-348-3532, GC 190. For more information see: <http://drc.fiu.edu/index.php> I am happy to work with you and the DRC to make appropriate accommodations. Please follow up with me immediately after the DRC has sent the notification.

*Emergencies:* The link below explains what to do in the case of emergencies, weather or otherwise. In case of emergency, the instructor will communicate with the class via email. Please make sure your contact information is up to date in my.fiu.edu and if possible check the course website for additional information. <http://dem.fiu.edu/types-of-emergencies/index.html>

#### **Learning Resources**

The Learning Center (MMC, GL 120, 305-348-2441; BBC, AC1-160, 305 919 5370), offers assistance with study skills, time management, note taking, speed reading, and other personal learning skills. The Learning Center web site is found at: <https://ugrad.fiu.edu/learning/index.html>

The Reading Lab (<https://ugrad.fiu.edu/learning/lab-reading.html>) works with students who need to improve their reading skills, particularly in the area of critical comprehension and interpretation.

The Center for Excellence in Writing:

<http://writingcenter.fiu.edu/resources/online-tutoring/> provides tutoring service to help students with their writing. The Center tutors students in all matters of composition including grammar, organization, style, spelling, punctuation, and

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scholarly apparatus (footnotes, bibliography, etc.). By policy, the Center does not edit or write students papers. Appointments are required (MMC-GL 125, 305-348-6634; BBC, Hubert Library's 1<sup>st</sup> Floor, 305 919-4036).

The Center for Academic Success is a free tutorial service. Assistance is offered with homework assignments, ongoing class work, mid-terms, and finals in the following areas: math, statistics, science, language arts, and other subject areas based on demand and tutor availability. Tutoring is available five days a week (MMC: GL 120; BBC: AC1 160) and its web site can be found at

[https://ugrad.fiu.edu/cas/learning/driving\\_directions.html](https://ugrad.fiu.edu/cas/learning/driving_directions.html)

The Department of History has its own team of tutors available to assist undergraduate students with their written assignments for history classes. The Department has as well two post-doctoral fellows ready to assist and advise students not only with written assignments but also with online and other resources available to strengthen the quality of their written work. Appointments are required: 305-348-2328. If you consult the History Writing Tutors you may receive a 5-day extension on writing assignments. To earn the extension you must write a rough draft of the assignment, workshop the rough draft of the paper with a History Tutor, and submit a paper copy of the rough draft to me with the History Tutor's written comments.

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