



GENERAL INFORMATION | IMPORTANT INFORMATION | COURSE DETAIL | COURSE CALENDAR

GENERAL INFORMATION

Professor Information



**Instructor:** Dr. Jean Muteba Rahier      **Phone:** (305) 335-2240

**Office:** SIPA 328      **Office Hours:** By phone or through Blackboard chat by appointment or in person

**E-mail:** Via Blackboard Messages system only

Course Description And Purpose

This course seeks to answer the question: Did civilizations exist in Africa prior to direct contacts with Europeans in the late 15th century? We hope to answer the question in the affirmative by exploring diverse forms of precolonial African civilizations defined in terms of complex political organizations and cultural institutions comparable to other world civilizations. Since seldom do civilizations emerge in absolute vacuum, we will emphasize both the local origins of African political and social systems while considering the extent to which African civilizations borrowed and adapted external ideas. We will also explore evidence of Africa's contributions to other world civilizations. Through trade and religious activities, Africa participated in the global exchange of ideas and goods. Thus, contrary to popular and sometimes rather racist perceptions still prevailing in some quarters in the "West," Africa was not isolated from the rest of the world until the era of European exploration, but rather, it was part of the world wide web of commercial and cultural interactions.

The course covers Ancient Egypt, Kush, Nubia, the West African Islamic kingdoms and empires, East-Central and Southern Africa before 1870 (Swahili City States, Great Zimbabwe and the Kongo Kingdom, ...), the eastern slave trade and the transatlantic slave trade, the scramble for Africa and its partition at the 1884-1885 conference of Berlin among the European powers at the time, and a glimpse on the installation of European colonialism.

Combined Section

AFH2000 AFRICAN CIVILIZATIONS

&

AFS3011 AFRICAN CIVILIZATION, RELIGION AND PHILOSOPHY

Course Objectives

By completing the requirements for this African history survey course, therefore, students will acquire a perspective on history and an understanding of the factors that shape human activity. This knowledge will furnish students with the insights into the origins and nature of contemporary issues and a foundation for future comparative understandings of civilizations.

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Students will also be able to think critically through the study of diverse interpretations of historical events and to apply that skill in careful analysis and appreciation of primary and secondary historical sources. Course materials are designed to help students acquire or enhance their written and oral communication skills necessary for analyzing historical documents.

In summary, this course's objectives are:

- Learn about and be able to explain some of the key developments in African History from the ancient African civilizations (3,000 B.C.E.-1000 C.E.) to the era of modern African nationalism, de-colonization and independence (1935-1960 C.E.). (Content Knowledge)
- Become more experienced in understanding, analyzing, and evaluating written arguments. (Writing)
- Learn and apply the techniques of writing an argumentative, thesis-driven and evidence-based paper as well as construct your own written arguments. (Critical Thinking)

### Global Learning Student Learning Objectives

#### By the end of the course:

- Students will be able to demonstrate knowledge of how much local African realities have been interconnected with global, international, and intercultural issues, movements, trends, and systems. (**GLOBAL AWARENESS**)
- 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-changing intercultural contexts. (**GLOBAL PERSPECTIVES**)
- 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**)
- For more information about the Global Learning Student Learning Outcomes, please consult the FIU [Global Learning for Global Citizenship](#).
- You should also watch the videos at: [goglobal.fiu.edu/About/Pages/default.aspx](http://goglobal.fiu.edu/About/Pages/default.aspx) and [goglobal.fiu.edu/About/Pages/Learning-Outcome.aspx](http://goglobal.fiu.edu/About/Pages/Learning-Outcome.aspx)

### Global Learning Graduation Honors

FIU's Excellence in Global Learning Graduation Medallion is awarded to students who complete at least four global learning courses, participate in a variety of global curricular activities, and complete a capstone consisting of one of the following: a substantial original research project and presentation on a global topic; extensive foreign language study; long-term study abroad; or, a globally-focused internship. The Peace Corps Prep certification is conferred upon students who complete at least three global learning courses, language study, and a global problem-solving project. For more information, visit [goglobal.fiu.edu](http://goglobal.fiu.edu).

### IMPORTANT INFORMATION

#### Policies

Please view the [FIU Policies](#) webpage. The policies webpage contains essential information regarding guidelines relevant to all courses as well as additional information about acceptable netiquette for online courses.

#### Technical Requirements & Skills

One of the greatest barriers to taking an online course is a lack of basic computer literacy. By computer literacy we mean being able to manage and organize computer files efficiently, and learning to use your computer's operating system and software quickly and easily. Keep in mind that this is not a computer literacy course; but students enrolled in online courses are expected to have

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moderate proficiency using a computer. Please go to the "[What's Required](#)" webpage to find out more information on this subject.

Please visit our [Technical Requirements](#) webpage for additional information.

### Accessibility And Accommodation

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 Center at 305-348-3532 or visit them at the Graham Center GC 190.

Please visit our [ADA Compliance](#) webpage for information about accessibility involving the tools used in this course.

Please visit [Blackboard's Commitment Accessibility](#) webpage for more information.

For additional assistance please contact FIU's [Disability Resource Center](#).

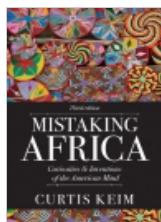
### Course Prerequisites

There are no prerequisites for this course.

### Proctored Exam Policy

There are no proctored exams required for this course.

### Textbook



#### **Mistaking Africa: Curiosities and Inventions of the American Mind.**

Keim, Curtis

Perseus, 2013 3rd Edition

ISBN-10: 0813319243

ISBN-13: 978-0813319240

You may purchase your textbook online at the [FIU Bookstore](#).



#### **Africa in World History: From Prehistory to the Present.**

Gilbert, Erik and Jonathan Reynolds

Pearson (2012)

ISBN-10: 0-205-05399-8

ISBN-13: 978-0-205-05399-5

You may purchase your textbook online at the [FIU Bookstore](#).

### Expectations 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

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technology skills which can make these courses more demanding for some students.

#### Students are expected to:

- **Review the how to get started information** located in the course content
- **Introduce yourself to the class** during the first week by posting a self introduction in the appropriate discussion forum
- **Take the practice quiz** to ensure that your computer is compatible with Blackboard
- **Interact** online with instructor/s and peers
- **Review** and follow the course calendar
- Log in to the course **4** per week
- Respond to discussion boards, blogs and journal postings
- Submit assignments by the corresponding deadline
- Consult the announcement pages every time you enter on the site

#### The instructor will:

- Log in to the course **daily**
- Respond to discussion boards, blogs and journal postings **weekly**
- Respond to messages **daily**
- Grade assignments within **14 days** of the assignment deadline

## COURSE DETAIL

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### Course Communication

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Communication in this course will take place via **messages**.

The message feature is a private, internal Blackboard only communication system. Users must log on to the blackboard system to send/receive/read messages. There are no notifications in Blackboard to inform users when a new message has been received; therefore, it is recommended that students check their messages routinely to ensure up-to-date communication.

This is the best method to communicate with your instructor privately.

### Discussion Forums

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You are required to do the assigned readings before participating in the discussion pages. The professor has provided some questions to guide the discussion of pertinent materials. I therefore recommend that you take these questions very seriously. Please, consult with me or the TA if you are having difficulties in the course.

Keep in mind that our major responsibility is to help you succeed in this course so please take advantage of this opportunity.

Indicated 20% (20 points) of the final grade will be reflective of your level of participation in the chapter discussions that the professor will initiate. There will be more than one discussion open per chapter. The chapter discussions will be open for a limited time period, which will correspond to the chapter we are covering in each specific week (see schedule of classes). When the discussions for a specific chapter will close, the discussions of the following chapters will automatically be available. What is looked for here with this system is your enthusiastic participation IN DUE TIME. It is highly recommended that you keep up with the program set up in the syllabus and calendar. Participation in chapter discussions help students to score better in quizzes and write better papers. At the end of the semester, the professor will review the level of participation of each student in the course's e-archives and assign a participation grade accordingly. The objective of these discussions is to provide the students with the opportunity to discuss material that might be novel and surprising. Discussions help the comprehension of new concepts. However, in order to facilitate the actual discussions, and make sure that they stay on focus, students should enter relatively brief (3

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paragraphs maximum) interventions at a time. Twice a week, the professor will take a look at the evolving discussions and intervene as he sees it necessary. **The e-space of the discussions may NOT be used for the transmission of personal messages from a student to another, or from a student to the professor. For the latter, the course's e-mail and message posting systems must be used.**

## Assessments

Three quizzes will be administered throughout the semester. This is to make sure that you keep visiting the site and keep doing the required readings and the assignments on time. These quizzes will be taken online. Obviously, you must have gone through the material for each covered section of the course covered prior to the time availability of the quiz and before you decide to take the quiz. This strategy is the only way you can get an "A" grade on the quizzes. The quizzes are made up of demanding multiple choice questions.

**Quiz 1 available from Thursday 09/15 at 12:01 am until Sunday 09/18 at midnight. One attempt for 30 minutes.**

**Quiz 2 available from Thursday 10/13 at 12:01 am until Sunday 10/16 at midnight. One attempt for 30 minutes.**

**Quiz 3 available from Thursday 11/10 at 12:01 am until Sunday 11/13 at midnight. One attempt for 30 minutes.**

In order to mitigate any issues with your computer and online assessments, it is very important that you take the "Practice Quiz" from each computer you will be using to take your graded quizzes and exams. It is your responsibility to make sure your computer meets the minimum [hardware requirements](#). Assessments in this course are not compatible with mobile devices and should not be taken through a mobile phone or a tablet. If you need further assistance please contact [FIU Online Support Services](#).

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## Assignments

**To cite (or, in your text, make reference to an already published text or a film, for example), see the Chicago manual of Style on the course content page of this course's website. Papers:**

This is a Gordon Rule course, which means that it is a writing intensive course. This is why 60% of your final grade (600 points out of 1,000) will come from the grades you obtain in each one of your 3 papers. (about 5 double spaced pages each, with .12 font). You must avoid quotations as much as possible. The professor wants to hear student voices. To cite (or, in your text, make reference to an already published text or a film, for example), see the Chicago manual of Style on the course content page of this course's website.

### Paper 1

This paper is directly related to the global learning outcome called global awareness. While the question that should reveal the exact focus of the paper will be made available to students two weeks before the due date, it must be clear that in this paper students will be asked to demonstrate knowledge of how much local African realities have been interrelated with global, international, and intercultural issues, movements, trends, and systems. **Paper 1 due on Sunday 10/02 at midnight. The focus of the paper will be revealed to students on 09/15 at 12:01 am (see assignment dropbox).**

### Paper 2

This paper is directly related to the global learning outcome called global perspective. While the question that should reveal the exact focus of the paper will be made available to students two weeks before the due date, it must be clear that in this paper students will be asked to show that they are 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

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intercultural contexts. **Paper 2 due on Sunday 10/30 at midnight. The focus of the paper will be revealed to students on 10/15 at 12:01 am (see assignment dropbox).**

**Paper 3**

This paper is directly related to the global learning outcome called global engagement. While the question that should reveal the exact focus of the paper will be made available to students two weeks before the due date, it must be clear that in this paper students will be asked to show that they are able to propose solutions to specific problems taken from local, global and intercultural African socio-historical realities and from African history. **Paper 3 due on Sunday 11/30 at midnight. The focus of the paper will be revealed to students on 11/15 at 12:01 am (see assignment dropbox).**

**The following should help you understand how your papers will be graded:**

"C" essays will clearly demonstrate understanding of the question and will include: an introductory paragraph that outlines your thesis; a body of several paragraphs in which you offer evidence from the materials covered, Power Point presentations, the videotaped lectures, films, and discussions to support your thesis; and a conclusion that reiterates your basic argument.

"B" essays will include: all of the above requirements for a "C" essay plus more relevant data and analysis than is found in an average essay.

"A" essays will include: all of the above requirements for a "B" essay plus more data and some indication of independent or extended thought. In addition, an "A" essay will be clean of all minor grammatical errors and typos.

"D" and "F" essays: We do not anticipate giving "D" and "F" grades but any essay that fall below the basic requirement for a "C" essay will certainly qualify for "D" or "F."

The grading will give important credit for references to the uploaded films and video lectures (see schedule of classes).

The professor has a zero tolerance for plagiarism, as per the FIU policies (see course's homepage). Any student who is caught plagiarizing will receive an "F" grade for the course. In such a case, the professor will request from FIU's Academic Affairs that this "F" grade not be removed. Your papers must be uploaded on the course's website, in the Turnitin.com folder. This process will help the professor to detect any plagiarism. **REPORTS THAT ARE NOT UPLOADED ON THE COURSE'S WEBSITE BY THE STUDENT WILL NOT BE GRADED.**

**LATE PAPERS**

**No Late Paper will be accepted.**

**Grading**

Course Requirements	Number of Items
3 Papers (5 double spaced pages each, with .12 font, 200 points per paper) = 600	600
Three quizzes=15% (this is to ensure that you follow the schedule and do the readings in due time)	150
Active and sophisticated participation, made in due time, in the e-discussions initiated by the professor	200
African Geography quiz (will be administered early in the course)	50
Extra credit	100
<b>Total</b>	<b>1,000 (1,100)</b>

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Letter	Range (%)	Letter	Range (%)	Letter	Range (%)
A	Above 920	B-	800 - 829	F	Below 620
A-	900 - 919	C+	770 - 799		
B+	870 - 899	C	700 - 769		
B	830 - 869	D	620 - 699		

## COURSE CALENDAR

### Module Weekly Schedule

#### Module 1

#### Week of August 22 and August 29

##### Introduction to the course and other details

- Watch the Professor's welcome video to the course
- Read this syllabus carefully
- Purchase the 2 books without delay (they are available at the FIU bookstore on MMC)

#### I. Curiosities and Inventions of the American Mind (1)

##### A. Introduction

Changing Our Mind About Africa

How We Learn

- Watch the professor's videotaped introduction of module 1
- Read the "Instructions" document with summarized important information about the course
- Read in Curtis Keim's *Mistaking Africa* pages vii-34
- Watch the videotaped lecture by Kenneth Wickery:  
Lecture 1. Finding the "Lost Continent"
- Participate in the e-assignments for module 1

##### Additional Resources:

- Watch the 2012 film "Kwanzaa: A Son"
- Go through the Power Point Presentation "Map Essay"

#### Module 2

#### Week of September 5

#### I. Curiosities and Inventions of the American Mind (2)

##### B. The Weight of Unilineal Evolutionism in the Making of Stereotypes about Africa

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- The Origins of “Darkest Africa”
- “Our Living Ancestors”: Twentieth-Century Evolutionism
- Real Africa, Wise Africa
- We Should Help Them
- Watch the professor’s videotaped introduction of module 2
- Read in Curtis Keim’s *Mistaking Africa*: pages 35-104.
- Watch the videotaped lecture by Kenneth Vickery:  
Lecture 2. Africa’s many natural environments
- Participate in the e-discussions for module 2

### Module 3

#### Week of September 12

##### I. Curiosities and Inventions of the American Mind (3)

##### C. Cannibalism in Africa and Other Additional Misperceptions

- Cannibalism: No Accounting for Taste
- Africans Live in Tribes, Don’t They
- Safari: Beyond Our Wildest Dreams
- Africa in Images
- Race and Culture: The Same and the Other
- From Imagination to Dialogue
- Watch the professor’s videotaped introduction of module 3
- Read in Curtis Keim’s *Mistaking Africa*: pages 101-138.
- Watch the first 30 minutes of “The Naked Prey”
- Watch the videotaped lecture by Kenneth Vickery:  
Lecture 4. The cradle of humankind
- Participate in the e-discussions for module 3.

Recommended reading:

Hume, Peter

1998 “Introduction: The Cannibal Scene.” *Cannibalism and the Colonial World*. Edited by F. Barker, P. Hume and M. Iversen. Cambridge: Cambridge University Press: 1-38.

**Quiz 1 available from Thursday 09/15 at 12:01 am until Sunday 09/18 at midnight. One attempt for 30 minutes.**

### Module 4

#### Week of September 19 and September 26

##### II. Africa Up to 1500 C.E. (1)

- 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



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- North and Northeast Africa in Early World History
- Watch the professor's videotaped introduction of module 4
- Read in Gilbert & Reynolds' *Africa in World History*: pages xi-84.
- Go through the Power Point Presentations 1 to 5
- Watch the videotaped lectures by Kenneth Vickery:
  - Lecture 3. A Virtual Tour of the Great Land
  - Lecture 5. Crops, cattle, iron—taming a continent
  - Lecture 6. Kinship and community—societies take shape
- Participate in the e-discussions for module 4

**Do the map quiz (it will be available from 09/19 at 12:01 am until 09/25 at midnight)**

**Paper 1 due on Sunday 10/02 at midnight. The focus of the paper will be revealed to students on 9/15 at 12:01 am (see assignment dropbox).**

## Module 5

### Week of October 3 and October 10

#### II. Africa Up to 1500 C.E. (2)

- Africa and the Early Christian World
- North and West Africa and the Spread of Islam
- East Africa and the Advent of Islam
- Watch the professor's videotaped introduction of module 5
- Read in Gilbert & Reynolds' *Africa in World History*: pages 85-138.
- Go through the Power Point Presentation "The Religious Landscape: A Brief Overview"
- Go through the Power Point Presentations 6 to 8
- Watch the videotaped lectures by Kenneth Vickery:
  - Lecture 7. Like nothing else—the ancient Nile valley
  - Lecture 8. Soul and spirit—religion in Africa
  - Lecture 9. Ethiopia—Outpost of Christianity
- Participate in the e-discussions for module 5

**Quiz 2 available from Monday 10/13 at 12:01 am until Sunday 10/16 at midnight. One attempt for 30 minutes.**

## Module 6

### Weeks of October 17 and October 24

#### III. Africa Since 1500 C.E.

- Slavery and the Creation of the Atlantic World
- West and Central Africa: 1500-1880
- North Africa and the Sudan: 1500-1880
- East Africa: 1500-1850
- Southern Africa: 1500-1870

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- Watch the professor's videotaped introduction of module 6
- Read in Gilbert & Reynolds' Africa in World History: pages 139-261.
- Go through the Power Point Presentations 9 to 13
- Watch the videotaped lectures by Kenneth Vickery:
  - Lecture 10. West Africa's "Golden Age"
  - Lecture 11. The Swahili commercial world
  - Lecture 13. The Atlantic slave trade- the scope
  - Lecture 14. The Atlantic slave trade- the impact
  - Lecture 15. South Africa—the Dutch Cape colony
  - Lecture 16. South Africa—The Zulu Kingdom
  - Lecture 17. South Africa- The frontier and unification
- Participate in the e-discussions for module 6

**Paper 2 due on Sunday 10/30 at midnight. The focus of the paper will be revealed to students on Friday 10/25 at 12:01 am (see assignment dropbox).**

## Module 7

### Weeks of October 31 and November 7

#### IV Africa in the Era of European Colonialisms

- Colonialism and African Resistance
- Economic Change in Modern Africa: Forced Integration in the World System
- Political Change in the Time of Colonialism
- African Culture in the Modern World
- Watch the professor's videotaped introduction of module 7
- Read in Gilbert & Reynolds' Africa in World History: pages 262-359.
- Go through the Power Point "The Colonial Period"
- Go through the Power Point Presentations 14 to 17
- Watch the videotaped lectures by Kenneth Vickery:
  - Lecture 19. Prelude to the "scramble for Africa"
  - Lecture 20. European conquest and African resistance
  - Lecture 21. Colonial Africa- new realities
  - Lecture 22. Colonial Africa—Comparisons and change
- Participate in the e-discussions for module 7

**Quiz 7 due from Thursday 11/10 at 12:01 am until Sunday 11/13 at midnight. One attempt for 30 minutes.**

## Module 8

### Weeks of November 14, November 21 and November 28

#### V. From the End of Colonialism to Contemporary Africa

- Politics of the Era of Decolonization and Independence
- Contemporary Africa
- Watch the professor's videotaped introduction of module 8

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- Read in Gilbert & Reynolds' *Africa in World History*, pages 360-415.
- Go through the Power Point Presentations 18 to 19
- Watch the videotaped lectures by Kenneth Vickery:
  - Lecture 23. The lion awakens—the rise of nationalism
  - Lecture 24. The peaceful paths to independence.
  - Lecture 25. The Congo- promise and pain
  - Lecture 26. Segregation to apartheid in South Africa
  - Lecture 27. The armed struggles for independence
  - Lecture 28. The first taste of freedom
- Participate in the e-discussions for module 8

**Paper 3 due on Wednesday 11/30 at midnight. The focus of the paper will be revealed to students on 11/29 at 12:01 am (see assignment dropbox).**

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