

History 2425/ Fall 2016
Africa Disclosed: The patterns of Africa's early history.
SYLLABUS

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Learning about African history – where human history is probably longer than in any other continent – cannot be straightforward. First, the struggle to write Africa’s history has been shaped by the need to overcome the lingering effects of racism and prejudice which shaped Western attitudes to Africa through most of modern times. Second, the continent is so varied and rich in histories which we are still learning about, that there is no consensus about how best to capture the continent’s past. This course works through three broad units to introduce Sub-Saharan African history until the later 19th century: the different patterns of historical change in select parts of the continent before c. 1500 CE, the multiple impacts of the slave trade era, and the revolutions of the 19th century which predate colonial rule. We will approach these topics keeping an eye to the way historical knowledge about Africa since the early 20th century has been developed through contests between racialism and anti-racism, between colonial bias and nationalist response. Classroom discussions, organized around sets of readings, form an important aspect of the course.

COURSE ASSESSMENT

Participation	15%	every class
Map Quiz	5%	Sept 27
Spot Quizzes	5%	by chance
First Essay	20%	Oct 18
Second Essay	25%	Nov 15
Final Exam	30%	Dec 9

Participation (15%, EVERYDAY)

The class format – especially in the tutorials – will invite discussion, and usually revolve around discussions of our readings. A good participation mark requires that you keep up to date with the readings.

Map Quiz (5%; Tuesday, September 27)

A short in-class affair intended to establish a basic knowledge of physical and political geography in the pre-colonial period. A study aid will be provided.

Spot Quizzes (1% each, total of 5%; unannounced, in lectures)

Brief quizzes given in some lectures to test your basic comprehension of assigned tutorial material.

First Essay (20%, due Tuesday October 18; approx. 5 pp. double-spaced typescript/1000-1200 words). The question (to be posted to Brightspace) will be based on assigned readings.

NB: A sheet with comments and your grade will be attached to the essay when it is returned; this sheet must be attached to the second essay then it is submitted.

Second Essay (25%, due Tuesday, November 15) approx. 5 pp. double-spaced typescript/1000-1200 words). The question (to be posted to Brightspace) will be based on assigned readings.

NB: The comments sheet from your first essay must be attached to the second essay when it is submitted.

Take Home Final Exam (30%, questions distributed before last class; exam due Friday December 9) This will be based on the entire course.

HISTORY DEPARTMENT PERCENTAGE TO GRADE EQUIVALENTS

A+	90-100%	B+	77-79%	C+	65-69%	D	50-54%
A	85-89%	B	73-76%	C	60-64%	F	0-49%
A-	80-84%	B-	70-72%	C-	55-59%		

ON ACCOMMODATION, PLAGIARISM, LATENESS (AND OTHER ADVICE)

On Accommodation. Students may request accommodation as a result of barriers related to disability, religious obligation, or any characteristic under the Nova Scotia Human Rights Act. Students who require academic accommodation for either classroom participation or the writing of tests and exams should make their request to the Advising and Access Services Center (AASC) prior to or at the outset of the regular academic year. Please visit www.dal.ca/access for more information and to obtain the Request for Accommodation – Form A.

A note taker may be required as part of a student's accommodation. There is an honorarium of \$75/course/term (with some exceptions). If you are interested, please contact AASC at 494-2836 for more information.

Please note that your classroom may contain specialized accessible furniture and equipment. It is important that these items remain in the classroom, untouched, so that students who require their usage will be able to participate in the class.

On Academic Integrity. All students in this class are to read and understand the policies on academic integrity and plagiarism referenced in the Policies and Student Resources sections of the academicintegrity.dal.ca website. Ignorance of such policies is no excuse for violations. <http://www.dal.ca/dept/university_secretariat/academic-integrity.html>

Any paper submitted by a student at Dalhousie University may be checked for originality to confirm that the student has not plagiarized from other sources. Plagiarism is considered a serious academic offence which may lead to loss of credit, suspension or expulsion from the University, or even to the revocation of a degree. It is essential that there be correct attribution of authorities from which facts and opinions have been derived. At Dalhousie there are University Regulations which deal with plagiarism and, prior to submitting any paper in a course, students should read the Policy on Intellectual Honesty contained in the Calendar or on the Online Dalhousie website. The Senate has affirmed the right of any instructor to require that

student papers be submitted in both written and computer-readable format, and to submit any paper to be checked electronically for originality. As a student in this class, you are to keep an electronic copy of any paper you submit, and the course instructor may require you to submit that electronic copy on demand.

If you have any doubts about what constitutes plagiarism consult a writing manual or ask me. A good and available guide is M. Northey's Making Sense. Even handier is the Academic Integrity student resources page, where you can test your understanding of the concept!

On lateness: Subject to my discretion there will be penalties for late papers, and no essays will be accepted after the dates noted above without a valid and documented reason.

On losing papers: It is best to **submit papers** to me in class. The next best option is to use my History Department essay box in the McCain main lobby, #101 (NOT my mailbox in the Department). Note that the department often closes before 4:00 p.m. In all cases, it is now required that you keep at least an electronic copy of your paper (see the plagiarism section above).

READINGS

Texts (Available at Dal Bookstore)

Jonathon Reynolds and Erik Gilbert, *Africa in World History*, 3rd edition.

D.T. Niane, *Sundiata: An Epic of Old Mali*

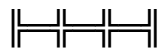
Web resources and on-line journals

Readings, audio clips, and graphic resources will be assigned as listed on the class Brightspace site. The BBC World Service "Story of Africa" and the PBS "Wonders of Africa" will be among the resources used. Some but not all of the assigned articles will be linked on the Brightspace page, but will be accessible through NOVANET. There is no print reader for this class.

TENTATIVE LECTURE SCHEDULE

Week/ Date Topic/ Readings/ Tutorial Ideas

NB: Tutorials follow the lecture on either Monday or Wednesday; each of you has just one tutorial. The complete readings and tutorial ideas are on the Brightspace site. Weekly readings are to be completed *before* the Tuesday lecture.



Preliminary Matters

I	Sept 6	Lecture:	Introduction
	Sept 8	Lecture:	Racism and African History
		Tutorial:	What don't we know about Africa's history, and why?
II	Sept 13	Lecture:	Africa's Historical Geography





Stages for History to c. 1500 CE

	Sept 15	Lecture:	Civilizations of the Nile I: Kush
		Tutorial:	How have ideas about race shaped our understanding of Africa's history?
III	Sept 20	Lecture:	Civilizations of the Nile II: Axum
	Sept 22	Film:	<i>Lost Kingdoms of Africa: Ethiopia</i>
		Tutorial:	Why is there a debate about the race of ancient Egyptians?
IV	Sept 27	Lecture:	Sudanic Africa: another cradle of civilization
			Map Quiz
	Sept 29	Lecture:	Sudanic Africa and Islam
		Tutorial:	Why have so many large and long-lasting states appeared in the Sudan region?
V	Oct 4	Film:	<i>Keita: The Heritage of the Griot</i>
	Oct 6	Lecture:	The Bantu Migration and Historical Imagination
		Tutorial:	What historical forces shaped these civilizations?
VI	Oct 11	Film:	<i>Story of a Continent: Caravans of Gold</i>
	Oct 13	Lecture:	Africa and the Indian Ocean
		Tutorial:	Essay I workshop
VII	Oct 18	Lecture:	Rise and Fall of Great Zimbabwe
			First Essay Due

The Slave Trade Era

	Oct 20	Lecture:	The Slave Trade Era: Overview
		Tutorial:	How can we situate eastern Africa in the early modern world? What does the Zimbabwe Plateau tell us about historical patterns in southern Africa?
VIII	Oct 25	Lecture:	The Slave Trade Era: West Africa
	Oct 27	Lecture:	The Slave Trade Era: East Africa
		Tutorial:	How did Atlantic trade change Africa's historical patterns?
IX	Nov 1	Lecture:	The Slave Trade Era: Central Africa
	Nov 3	Film:	<i>Wonders of the African World: The Slave Kingdoms</i>
		Tutorial:	How did the effects of the slave trade era vary by region or time period?


 Fall Term Reading Week


Revolutions of the 19th Century

X	Nov 15	Lecture:	The Western Sudan: the Jihad of Usman dan Fodio
		Second Essay Due	
	Nov 17	Lecture:	Southern Africa I: Mfecane
		Tutorial:	
XI	Nov 22	Lecture:	Southern Africa II: Mosheshwe
	Nov 24	Lecture:	East Africa: Mirambo
		Tutorial:	What's an Mfecane? What does the Mfecane debate suggest about the writing of African history?
XII	Nov 29	Lecture:	West Africans Engage "Legitimate Commerce"
	Dec 1	Lecture:	Partition: rupture or reorganization?
		Tutorial:	What effects did Europe's the early industrial era have on Africa? How do these effects vary across the continent?
XIII	Dec 6	Lecture:	Review; Discuss take home exam
	Dec 9	Take Home Exam Due: 4:00 pm	