

HISTORY OF AFRICA I

21:510:263

Class Time/Location: T/R 2:30-3:50 pm, Conklin 342

Fall 2016

Dr. Habtamu Tegegne

Office: Conklin 329

Office Hours by appointment

Email: ht254@rutgers.edu

Course Description

This course explores key developments in African history from human origin to 1850. This period has seen vast changes in African societies, the rise of empires and kingdoms, and the incorporation of Africa into the modern world system. Through lectures, readings, and discussions we will look at the political, social, and cultural history of Africa, exploring some major historical processes and events that shaped and continue to reshape the continent and lend themselves to discussions and inquiry. The course is divided into four broad parts.

I. Origins and Foundations of African Civilization. This section deals with the general introduction of the land, geography and peoples of Africa, the history of man and his evolution, the emergence of food-producing communities. (2 Lectures)

II. Ancient and Classical African Civilizations. This section discusses some of Africa's very old and great civilizations and societies which flourished in the Nile valley. First we will consider the Egyptian civilization then review the vigorous debate regarding the identity of Pharaonic Egyptians and the relation between ancient Egypt and African and European civilizations and cultures. Then we will look at Kush and its Meroitic and Christian Nubian successors and the Empire of Aksum. (2 lectures)

III. Medieval African Civilizations. This section covers medieval African societies and kingdoms including the succession of empires which flourished in the middle sections of the Niger River in West Africa, the forest states in west Africa and the states of southern and central Africa. Special emphasis will be given to the Empire of Mali and to oral tradition of its founder and greatest king Sundiata. (3 lectures)

IV. Early Modern Africa. This section deals with the history of early modern Africa and its engagement with the larger world. We will explore in-depth how world religions and the trans-oceanic and inland trade networks and allied economic activities and political institutions have developed, changed and affected African societies from circa 1000 to 1850. The last part of this section of the course then takes up the commercial and religious revolutions of the 19th century and the encounter between Europeans and Africans in southern Africa and the accompanying significant social and political reordering across Africa. (9 lectures)

Course goals

- encourage the development of critical thinking and of writing skills.
- introduce students to basic concepts in the study of south African history
- provide them with a basic historical outline of African history to 1850
- developed a basic understanding of the historical forces—both external and internal—that contributed to the diversity of Africa's cultural, political and social terrains as

well as the common historical experiences and roots that tie together African peoples and societies.

Course Requirements and Evaluation

Grading in the course will be based on an evaluation of student performance in the term paper, class attendance, participation in discussion, midterm and final exams. Points will be available as follows:

Final Exam:	30%
Midterm Exam:	25%
Term paper	20%
Participation in discussion:	20%
Class Attendance	5%

Grading Scale

In the final determination of the letter grades, I will use “+” and “-”. Grading for the course will be as follows:

- A grades (90-100);
- B grades (80-89);
- C grades (70-79);
- D grades (60-69); and
- F grade (below 60).

EVALUATION DETAILS

Attendance (5%)

ATTENDANCE IS REQUIRED – and rewarded, since active engagement in class will contribute significantly to your final grade. I will take attendance every week. One unexcused absence is acceptable. If you miss class more than once for reasons such as illness and family emergency, you need to produce a document explaining your absence. You will lose 1% of your attendance and participation grade every time you miss class without a valid reason. Five [5] consecutive, unexcused, absences will result in failure in this course. Take note also that a total of eight [8] excused and unexcused absences will result in failure in this course.

Participation (20%)

The Thursday class meetings will be devoted primarily to discussions of each week’s assigned readings. It is very important to come to class having read the required materials to be able to engage in discussions. Take notes as you read the textbooks and other assigned materials. You have to convince me that you have read the assigned materials for each week to earn the participation grade by actively participating in discussions. Good participation is displayed by comments, reflections and questions that are relevant to and informed by the assigned readings. Discussion questions will be posted to the course website well in advance of the Thursday

discussion. The questions will guide your reading and our class discussion on Thursdays. **Also, during discussion bring to class the reading materials for each week.** The discussion, along with the lecture, will provide you with the opportunities to analyze, synthesize and evaluate the material and engage with your classmates.

Paper (20%)

There is one assigned paper for this course which is worth 20 % of your course grade. The writing guideline and the topics will be given in the course of the semester. You have to turn in your papers to your instructor on the due date. Late papers will not be accepted for full credit without any documented valid excuse. Your paper is due on October 06 in class. In addition, please note, submission of a term paper and of a final exam are course requirements. Failure to submit them, regardless of total points accrued, will result in an “I” grade for the course.

Exams

The midterm exam will be held on **Thursday, October 20.** The final exam will be held on Tuesday, December 8. You are expected to take the exams based on the schedule indicated in the course syllabus.

Extra Credit Opportunity

On Wednesday, October 26 at 2:30pm, there is an Islam/Interfaith Symposium. Here is the link: <https://www.eventbrite.com/e/conflict-encounter-and-interfaith-dialogue-in-islam-tickets-27034806835>. Attending this symposium is encouraged and rewarded.

COURSE WEBSITE

Canvas is our best means of communication. You will need access to the website in order to complete some of the readings, to get paper topics, exams, announcements, and other information of interest and importance. By now everyone who is enrolled to AFH 3100 should have access to the course site. You will need to be able to access the website at least three times a week; on the evenings before TR and on Saturdays in order to download the weekly assignments, lectures, PowerPoints, and other relevant files.

Decorum

I value and welcome all kinds of comments and opinions in discussion and lecture sessions. Feel free to express your opinion in a way which is professional and does not offend anyone. My simple course rule is that we respect each other. Avoid any rude, or inappropriate comments and disruptive activity. Arrive promptly and remain in classroom for the ENTIRE lecture or discussion. Turn off all cell phones and other noisy devices during class sessions. Texting and leaving class during discussion and lecture is not only plain rude, disrespectful and unacceptable, but also very disruptive.

Rutgers adheres to the Americans with Disabilities Act of 1990. The university will provide academic accommodations to students with documented disabilities. If you have a disability that affects your academic performance be sure to register with the Office of Disability Services and contact me early in the first week of the semester. In order to receive consideration for

reasonable accommodations, a student with a disability must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentation: <<https://ods.rutgers.edu/students/documentation-guidelines>>

<https://ods.rutgers.edu/students/documentation-guidelines>. If the documentation supports your request for reasonable accommodations, your campus's disability services office will provide you with a Letter of Accommodations. Please share this letter with your instructors and discuss the accommodations with them as early in your courses as possible. To begin this process, please complete the Registration form on the ODS web site at:

<<https://ods.rutgers.edu/students/registration-form>> <https://ods.rutgers.edu/students/registration-form>. For more information please contact Kate Torres at (973)353-5375 <tel:(973)353-5375> or in the Office of Disability Services in the Paul Robeson Campus Center, in suite 219 or by contacting odsnewark@rutgers.edu <<mailto:odsnewark@rutgers.edu>>.

Plagiarism

You are expected to follow the student guideline concerning academic honesty and conduct. All work must be your own. If you have questions about plagiarism, you can see me. Plagiarism is a serious offence and is punishable, under the university code of conduct. Any instance of plagiarism will result in failure in this course. There is a very good statement on plagiarism on the American Historical Association's webpage. The American Historical Association's definition of plagiarism can be found at:

http://historians.org/governance/pd/Curriculum/plagiarism_defining.htm. Be sure to read it carefully and closely. For a full discussion of Rutgers University's policies regarding academic integrity consult the following website: <http://www.ncas.rutgers.edu/oas/ai>. According to the RU Academic integrity policy:

‘Plagiarism is the use of another person’s words, ideas, or results without giving that person appropriate credit. To avoid plagiarism, every direct quotation must be identified by quotation marks or appropriate indentation and both direct quotation and paraphrasing must be cited properly according to the accepted format for the particular discipline or as required by the instructor in a course.’

As stated in the academic integrity policy, some common instances of plagiarism are:

- Copying word for word (i.e. quoting directly) from an oral, printed, or electronic source without proper attribution.
 - Paraphrasing without proper attribution, i.e., presenting in one’s own words another person’s written words or ideas as if they were one’s own.
 - Submitting a purchased or downloaded term paper or other materials to satisfy a course requirement.
- Incorporating into one’s work graphs, drawings, photographs, diagrams, tables, spreadsheets, computer programs, or other non-textual material from other sources without proper attribution.

Required texts

Robert Collins, *Documents from African Past* (c2001).

D.T. Niane, *Sundiata: An Epic of Old Mali* (1982).

Robert O. Collins and James M. Burns, *A History of Sub-Saharan Africa* (2007).

Any additional primary sources listed below under the schedule are freely available online. All of the required reading for the course is contained in the three books, the online primary sources, and the class notes.

SCHEDULE

Below is the course schedule that we will follow in the course of the semester. The schedule is subject to revision. We might drop, add, or exchange readings according to our specific interests.

Part I: Origins/Foundations of African Civilizations/Cultures

Week 1 (T/R, September 06/08): Introduction to the Study of Africa and African History
Why study African history, Visual Images of and from Africa; Common Preconceptions of the African Past; Notions of Africa

Reading:

THIS SYLLABUS IN ITS ENTIRETY

Collins and Burns, *A History of Sub-Saharan Africa*, 1-4.

Week 2 (T/R, September 13/15): Geography, Human Habitation, History & Concepts
African environment & human origins; lifestyles (foraging, farming, and pastoralism); Peoples and languages of Africa

Reading:

Collins and Burns, *A History of Sub-Saharan Africa*, 7-22, 40-63.

Mark Stoneking, "Genetic evidence for our recent African ancestry."

Part II: Ancient and Classical African Civilizations (c. 2700 BCE – 700 CE)

Week 3 (T/R, September 20/22): Ancient Kingdoms and Classical African Civilizations

Egypt in African history; Empire of Kush; the kingdoms Meroe-Nubia; Aksumite Ethiopia (c. 1,000 B.C.—800 A.D.)

Video: The Black Kingdoms

Reading:

Collins and Burns, *A History of Sub-Saharan Africa*, 23-39, 64-77.

Collins, *Documents from the African Past*, 1-4.

[Online]:

Accounts of Meröe, Kush, and Aksum, c. 430 BCE – 550 CE

<http://legacy.fordham.edu/Halsall/ancient/nubia1.asp>

On Afrocentric view of African History

Ann Macy Roth: Building Bridges to Afrocentrism:

Ibrahim Sundiata: Afrocentrism: The Argument We're Really Having

http://www.africa.upenn.edu/Articles_Gen/afrocent_roth.html

The Black Athena Debate

Summary of the debate: <http://academic.reed.edu/humanities/110tech/BlackAthena.html>

Bernal on Lefkowitz, 'Review of Lefkowitz', ed. *Not Out of Africa*

<http://bmcr.brynmawr.edu/1996/96.04.05.html>

Lefkowitz on Bernal:

<http://bmcr.brynmawr.edu/1996/96.04.19.html>

<http://web.archive.org/web/20010225123754/http://134.74.216.129/history/reader/periplus.htm>

Week 9 (T/R, November 1/3): Trading Worlds—the Mediterranean and Sahara

Africa and the Mediterranean and Trans-Sahara World Systems

Film: *Caravans of Gold*

Readings:

Collins, *Documents from the African Past*, 5-8, 32-36, 37-43, 196-202.

Week 10 (T/R, November 8/10): Africa and the Atlantic World (c. 1440 – 1820 CE)

The Origins and operation of the Atlantic commerce; Demography and geography of the slave trade; Abolition

Readings:

Collins, *Documents from the African Past*, 115-136, 161-165

Collins and Burns, *A History of Sub-Saharan Africa*, 175-201, 213-227.

Anika Francis: “The Economics of the African Slave Trade” :

<http://web.archive.org/web/20000302084332/http://dolphin.upenn.edu/~vision/vis/Mar-95/5284.html>

Ayubah Suleiman Diallo, “Recalls his capture and enslavement”

<http://www.vgskole.net/prosjekt/slavrute/2.htm>

A. Falconbridge, “The treatment of newly arrived slaves in the West Indies”:

<http://www.vgskole.net/prosjekt/slavrute/9.htm>

Pope Paul III: Sublimus Dei [On Slavery], 1537

http://www.newadvent.org/library/docs_pa03sd.htm

Pope Leo XIII: *Catholicae Ecclesiae* (On Slavery in The Missions), 1890.

http://w2.vatican.va/content/leo-xiii/en/encyclicals/documents/hf_l-xiii_enc_20111890_catholicae-ecclesiae.html

Week 11 (T/R, November 15/17): Impact of the Atlantic and Asian Slave Trade

“Survivals” and “Transformations”; Economic and Political Impact; Africans in the new World; The Atlantic Slave Trade in Memory and Tradition

Video: Slave Kingdoms

Readings:

Collins, *Documents from the African Past*, 44-63, 84-88, 107-109

Collins and Burns, *A History of Sub-Saharan Africa*, 202-212, 228-247, 310-311.

Week 12 (T/R, November 22/24): Mercantile and Industrial Capitalism and Africa (c. 1652 – 1850 CE)

From Slaves to Oilseeds in West Africa; the Industrial Revolution and Africa; Development and Underdevelopment

Readings:

Collins, *Documents from the African Past*, 228-233.

Collins and Burns, *A History of Sub-Saharan Africa*, 251-264.

November 24, Thanks Giving, no class.

Week 13 (T/R, November 29/December 1): Political and Religious Revolutions in West Africa

The Sudan and Sahel: Jihad and Mass Islam; legacies of the jihad.

Reading:

Collins, *Documents from the African Past*, 166-169, 172-175, 188-201

December 01, No class (attending conference)

Week 14 (T/R, December 06/08): Settlers and Africans in Southern Africa

Encounter between Khoi-San and Europeans; European Expansion; The Conquest of the Xhosa' and The Zulu-British Encounter

Reading:

Collins, *Documents from the African Past*, 96-107, 140-143, 183-188, 202-208, 216-228

Collins and Burns, *A History of Sub-Saharan Africa*, 280-295.

Week 15 (Tuesday, December 13): Slaves and Ivory and Omani domination in the Swahili;

Review session, evaluation and valediction

Reading:

Collins, *Documents from the African Past*, 248-252

Collins and Burns, *A History of Sub-Saharan Africa*, .

Thursday, **November 26, Thanks Giving**

Final Exam TBA.