



Prairie View A & M University
Division of Social Work Behavior and Political Science
History 2613 P01—African History
Instructor: Dr. Lessie B. Tate
Fall 2018

Section # and CRN:	P01—11997
Office Location:	Banks Bldg., room 219
Office Phone:	936-261-3217
Email Address:	letate@pvamu.edu
Office Hours:	MW—4:00-5:00pm; T—1:00-5:00pm or by appointment
Mode of Instruction:	face to face
Course Location:	Woolfolk Bldg., room 203
Class Days & Times:	MWF

COURSE DESCRIPTION: In the catalogue this course is described as a survey of Africa from the European colonial era to the emergence of Africa nationalism and modern times. Because of the complexity and size of the African continent the course does not attempt to provide a comprehensive history of each country, people and region. Rather it is organized chronologically and thematically, examining questions of race, gender, ethnicity, violence, environment, and nationalism in the pre-colonial, colonial and post-colonial contexts.

The course is divided into three sections. Part one begins by looking at Africa before colonialization, emphasizing the diversity and range of African cultures, peoples, languages, societies and religions in the pre-colonial era. Through lectures, discussions, films and a varied list of readings, we explore the impact of the slave trade on Africa's historical development. We then turn to the commercial and religious revolutions of the 19th century and the struggles over land and labor, interrogating the reasons for European expansion into Africa, the means in which the various colonial powers sought to control the continent, and the resistance that they met from Africans. How ordinary women and men confronted the social, cultural and economic changes

which took place is explored through primary documents, fiction and secondary historical accounts. Finally, we discuss the struggles for liberation after World War II and the problems of independent Africa at the close of the 21st century. **Prior experience in African history is not required.**

OBJECTIVES

Students will:

- Learn relationships between the history of Africa since 1800 and the history of the rest of the world
- Identify African societies and individuals and their interaction with their geographical environments, with each other and with people across the continent and beyond
- Determine which changes or developments in Africa were most historically significant.
- To further develop critical thinking, reading, and writing skills through class discussions, written assignments, and analysis of primary documents that explore the African experience.

REQUIRED TEXTS:

Gilbert, Erik. *Africa in World History: From Prehistory to the Present*. 3rd ed. Pearson Education, 2012.

Achebe, Chinua. *Things Fall Apart*. Anchor Books, Doubleday, 1959.

EVALUATION: Student evaluation is based on attendance and participation (A&P), essay question exams, one map exam, two essays, a final exam, and a weekly journal.

Attendance and class participation – (10% of total). Class discussion of historical events, actors, and ideas is an important part of this course and everyone is encouraged and expected to participate. You must complete the assigned readings prior to class. Participatory assignments will include.

- **Primary Source:** You will be required to critique a primary source. You will answer questions from a handout and discuss your critique in-class. You will have the choice of what document you will critique, but you **MUST** present it the date it appears on the syllabus.
- **Movie Critique:** Through American pop culture we are provided glimpses into African societies or historical events. You will be required to examine how that history and culture is depicted in film in a 2-page response. You can examine any historical biases, discuss how the country was depicted overall, address how the film presented culture in the film or talk about how it depicted African men/women. Are the depictions of Africa positive, negative? What is the director trying to say about Africa generally? In your analysis, cite at least one additional historical source to support your paper (Note: Wikipedia articles and other source sites are not acceptable).

I will distribute a more detailed handout within the next couple of weeks.

Map Quiz-(10% of total): This exam will test your geographical and nation-state knowledge of the continent.

Quiz I – (10% of total): This test will cover material from Jan. 15 – Jan. 29. The test will consist of identifications of concepts, and essay questions. The exam will test for your factual knowledge as well as analytical thinking skills. To prepare for exams, you are advised to keep good reading and lecture notes.

Quiz II – (10% of total): This test will cover the material in Feb. 16 – Feb. 28. It will consist of identifications, and essay questions.

Writing Assignments – (15% of total): 3-page essays on movie critique.

(15% of total): A 4-page Precis Essay from *Things Fall Apart*.

Instructions will be provided.

Final Exam – (15% of total): The final exam will consist of identifications, essays, and a map.

Journal “What’s in the News?” – (15% of total): You will write entries on Africa from news sources, i.e., TV, newspapers, movies, internet, magazines, artwork, photos, etc. Your summaries should tell who’s the author, provide the date, title, website, (if a TV program, date, time; if a movie, director, year, etc.). You should relate the source to class lectures, assigned readings, and discussion from class. Entries should be a standard paragraph to a half page. I should be able to locate the item based on your citation. You can keep track of your entries in a notebook, write them on paper, or type them and print them out; however, you MUST turn in all entries each time you submit journals. You will turn the journal in three times during the semester.

You should have at least five entries each time you turn your journal in to me. Each time you turn in your journal, at least one entry should come from a newspaper from an African country (link below). Vary sources—do not summarize news item from one source (i.e., CNN). Events should examine current news items. Be prepared to discuss these sources throughout the semester.

Some online sources you may want to check out include:

www.onlinenewspapers.com (click on Africa, choose a country, choose a paper)

Africana Library – www.afrst.uiuc.edu/news1.html (newspapers from Ethiopia, Algeria, Angola, South Africa, Kenya, Zimbabwe, Uganda, Namibia, Senegal, Zambia)

Tanzania – www.thisday.co.tz and www.Zeleza.com/aggregator

The grading scale is as follows:

A= 900 - 1000 points

C= 700 - 799 points

F= 599 points or less

B= 800 - 899 points

D= 600 - 699 points

GRADING POLICY

A: Full knowledge of general content and factual material. Skillful discussion of historical causation, significance, and context. Excellent application of theory and fact as evidence.

B: Knowledge of general content and factual material. Discussion of historical causation,

significance, and context. Application of theory and fact as evidence.

- C:** Basic knowledge of general content and factual material with some errors. Deficiencies in the discussion of historical causation, significance, and context. Problems with the application of theory and fact as evidence.
- D:** Gaps in basic knowledge of general content and factual material. Errors and deficiencies in the skilled use of an analytical framework. Little application of theory and fact as evidence.
- F:** Lacking basic knowledge of general content and factual material. Major errors and deficiencies in the skilled use of an analytical framework. No application of theory and fact as evidence.

ATTENDANCE POLICY: Absences: I expect students to attend class regularly and to complete all reading and written assignments in full, on time and to the best of their abilities. The class works best when students actively participate and that requires good attendance. However, I do realize that life intervenes on occasion. Therefore, if you cannot come to class or complete an assignment, please inform me as soon as possible (including e-mail). You will be pardoned for 3 classes that you miss. However, know that you will be penalized for excessive absences/tardiness and late work.

COURSE POLICIES:

Unless otherwise specified, written work should be typed in 12-point font, double-spaced single-side with 1-inch margins (a more-detailed handout will be provided). All pages after the first must be numbered and should be stapled in the top left-hand corner. Papers submitted by e-mail will receive an automatic 10-point deduction; work not submitted in class on the due date will receive a 10-point deduction as well. Any work submitted after the due date and make-up exams **can only receive ½ credit (i.e., an essay worth 100 points will earn 50 points)**.

ACADEMIC INTEGRITY AND PLAGIARISM: Students should be aware that a university is a community of scholars committed to the discovery and dissemination of knowledge and truth. Without the freedom to investigate all materials, scrupulous honesty in reporting findings, and proper acknowledgement of credit, such a community cannot survive. Students are expected to adhere to the highest traditions of scholarship. Any infractions of these traditions include (but is not limited to) cheating on assignments or examinations, plagiarizing (misrepresenting as one's own anything done by another), not citing the sources for your summaries or paraphrased material or not using quotation marks to indicate that the source material is verbatim (i.e. word for word). Submitting the same or substantially similar papers for more than one course without consent of all instructors concerned, depriving another of necessary course materials, and sabotaging another's work are all acts of misconduct in this course and will be reported to the College

Students are expected to adhere to the College's Honor Code: **"I have been honest and have not observed any dishonesty"** for every assignment. Honor Code violations will be reported to the Associate Academic Dean and will result in penalties:

In an effort to create a free and open learning environment, it is necessary to:

- respect the “otherness of students”;
- agree to disagree;
- remain open-minded;
- conduct yourself in a professional manner at all times;
- be tolerant of others’ views and opinions;
- be a responsible individual (in and outside of class);
- **turn off cell phones & other electronic devices;**
- do not bring food and drinks to class if it will be disruptive.
- **no sidebar conversations.**

MY BEST ADVICE:

- Read the course syllabus regularly. Know its requirements, know the assigned reading, and coordinate the requirements of this class with your other classes.
- If you don’t know or aren’t sure about something (related to class), ask!
- Take advantage of my office hours during the semester or email me if you can’t stop by.
- You are responsible for making sure that your work is edited and proofread. Make use of a dictionary and a style manual in addition to the spell-checking program on your computer. There are many real words in the English language that spell-checkers do not automatically recognize.

SEMESTER SCHEDULE (Tentative)

WEEK	TOPIC/LECTURE
1	Introduction to the Course* Discussion of course syllabus Physical Context of Africa History: Geography and Environment
2	September 3—Labor Day Africa and Human Origins Finding Food and Talking about It: The First 100,000 Years Settled Life: Food Production Technology
3	September 10—Map Quiz North and Northeast Africa in Early World History Africa and the Early Christian World
4	North and West Africa and the Spread of Islam East Africa and the Advent of Islam
5	Essay Exam I Slavery and the Creation of the Atlantic World
6	West and West-Central Africa: 1500-1880 Turn in Journal Begin reading <i>When Things Fall Apart</i>

- 7 North Africa and the Soudan:1500-1880
- 8 East Africa, 1500-1850
- 9 Southern Africa, 1500-1870
- 10 Colonialism and African Resistance
Essay Exam II
- 11 Economic Change in Modern Africa: Forced Integration into the World System
Movie Critique Essay Due
- 12 Political Change in the Time of Colonialism
- 13 African Culture in the Modern World
Thanksgiving Holiday—November 22-24
- 14 Politics in the Era of Decolonization and Independence
Turn in **Precis Essay**
- 15 Contemporary Africa
- 16 Final Exam week—Specifics to be announced
December 5-11

END OF COURSE

*Note: Reading for each class section should be completed before coming to class.

**Please note that the instructor reserves the right to make changes to the syllabus as appropriate.

**Additional readings will be given throughout the semester.

Course Procedures and Additional Policies

Student Support and Success

John B. Coleman Library

The library and its partners have as their mission to provide resources and instructional material in support of the evolving curriculum, as a partner in Prairie View A&M University's mission of teaching, research, and service and to support the University's core values of access and quality, diversity, leadership, relevance, and social responsibility

through emphasis on ten key areas of service. It maintains library collections and access both on campus, online, and through local agreements to further the educational goals of students and faculty. <https://www.pvamu.edu/library/> Phone: 936-261-1500

The Learning Curve (Center for Academic Support)

The Learning Curve offers Tutoring via peer tutoring. The services include workshops (i.e., Save My Semester, Recalculate Your Route), seminars (i.e., Tools You Can Use: TI-84), group review sessions (i.e., College Algebra Topic Reviews, GRE Preparation), group study opportunities (i.e., TSIA, HESI, Study Break, Exam Cram), and test-taking strategies (How to take Notes, Study Buddy, 5 Day Study Guide). The Learning Curve is a nationally certified tutoring program through the National Tutoring Association. The peer tutors are trained and certified by the coordinator each semester. Location: J.B. Coleman Library Rm. 207F. Phone: 936-261-1561

The Center for the Oversight and Management of Personalized Academic Student Success (COMPASS)

The Center for the Oversight and Management of Personalized Academic Student Success (COMPASS) is designed to help Prairie View students in their second year and beyond navigate towards graduation by providing the following services: Academic Advisement, Targeted Tutorials for Personalized Learning, Campus-Wide Referrals, and Academic & Social Workshops. Location: J.B. Coleman Library Rm. 306. Phone: 936-261-1040

Writing Center

The Writing Center provides student consultants on all aspects of the writing process and a variety of writing assignments. Writing Center consultations assist students in such areas as prewriting, brainstorming, audience awareness, organization, research, and citation. Students taking on-line courses or courses at the Northwest Houston Center or College of Nursing may consult remotely or by email. Location: Hilliard Hall Rm. 121. Phone: 936-261-3724.

Student Counseling Services

The Student Counseling Services unit offers a range of services and programs to assist students in maximizing their potential for success: short-term individual, couples, and group counseling, as well as crisis intervention, outreach, consultation, and referral services. The staff is licensed by the State of Texas and provides assistance to students who

are dealing with academic skills concerns, situational crises, adjustment problems, and emotional difficulties. Information shared with the staff is treated confidentially and in accordance with Texas State Law. Location: Owens-Franklin Health Center Rm. 226. Phone: 936-261-3564

Testing

The Department of Testing administers College Board CLEP examinations, the HESI A2 for pre-nursing majors, LSAT for law school applicants and MPRE for second-year law students, the Experiential Learning Portfolio option, the Texas Success Initiative (TSI) Assessment, which determines college readiness in the state, and exam proctoring, among other service such as SAT and ACT for high school students. Location: Delco Rm. 141. Phone: 936-261-4286

Office of Diagnostic Testing and Disability Services

As a federally-mandated educational support unit, the Office of Disability Services serves as the repository for confidential disability files for faculty, staff, and students. For persons with a disability, the Office develops individualized ADA letters of request for accommodations. Other services include: learning style inventories, awareness workshops, accessibility pathways, webinars, computer laboratory with adapted hard and software, adapted furniture, proctoring of non-standardized test administrations, ASL interpreters, ALDs, digital recorders, livescribe, Kurtzweil, and a comprehensive referral network across campus and the broader community. Location: Evans Hall Rm. 317. Phone: 936-261-3585

Veteran Affairs

Veterans Services works with student veterans, current military and military dependents to support their transition to the college environment and continued persistence to graduation. The Office coordinates and certifies benefits for both the G.I. Bill and the Texas Hazelwood Act. Location: Evans Hall Rm. 323. Phone: 936-261-3563

Office for Student Engagement

The Office for Student Engagement delivers comprehensive programs and services designed to meet the co-curricular needs of students. The Office implements inclusive and accessible programs and services that enhance student development through exposure to and participation in diverse and relevant social, cultural, intellectual, recreational,

community service, leadership development and campus governance. Location: Memorial Student Center Rm. 221. Phone: 936-261-1340

Career Services

Career Services supports students through professional development, career readiness, and placement and employment assistance. The Office provides one-on-one career coaching, interview preparation, resume and letter writing, and career exploration workshops and seminars. Services are provided for students at the Northwest Houston Center and College of Nursing in the Medical Center twice a month or on a requested basis. Distance Learning students are encouraged to visit the Career Services website for information regarding services provided. Location: Evans Hall Rm. 217. Phone: 936-261-3570

University Rules and Procedures

Disability Statement (Also See Student Handbook):

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact Disability Services, in Evans Hall, Room 317, or call 936-261-3585/3.

Academic Misconduct (See Student Handbook):

You are expected to practice academic honesty in every aspect of this course and all other courses. Make sure you are familiar with your Student Handbook, especially the section on academic misconduct. Students who engage in academic misconduct are subject to university disciplinary procedures.

Forms of Academic Dishonesty:

1. Cheating: deception in which a student misrepresents that he/she has mastered information on an academic exercise that he/she has not mastered; giving or receiving aid unauthorized by the instructor on assignments or examinations.
2. Academic misconduct: tampering with grades or taking part in obtaining or distributing any part of a scheduled test.

3. Fabrication: use of invented information or falsified research.
4. Plagiarism: unacknowledged quotation and/or paraphrase of someone else's words, ideas, or data as one's own in work submitted for credit. Failure to identify information or essays from the Internet and submitting them as one's own work also constitutes plagiarism.

Nonacademic Misconduct (See Student Handbook)

The university respects the rights of instructors to teach and students to learn. Maintenance of these rights requires campus conditions that do not impede their exercise. Campus behavior that interferes with either (1) the instructor's ability to conduct the class, (2) the inability of other students to profit from the instructional program, or (3) campus behavior that interferes with the rights of others will not be tolerated. An individual engaging in such disruptive behavior may be subject to disciplinary action. Such incidents will be adjudicated by the Dean of Students under nonacademic procedures.

Sexual Misconduct (See Student Handbook):

Sexual harassment of students and employers at Prairie View A&M University is unacceptable and will not be tolerated. Any member of the university community violating this policy will be subject to disciplinary action.

Title IX Statement

Prairie View A&M University (PVAMU) is committed to supporting students and complying with the Texas A&M University System non-discrimination policy. It seeks to establish an environment that is free of bias, discrimination, and harassment. If you experience an incident of sex- or gender-based discrimination, including sexual harassment, sexual assault or attempted sexual assault, we encourage you to report it. While you may talk to a faculty member about an incident of misconduct, the faculty member must report the basic facts of your experience to Ms. Alexia Taylor, PVAMU's Title IX Coordinator. If you would like to speak with someone who may be able to afford you privacy or confidentiality, there are individuals who can meet with you. The Title IX Coordinator is designated to handle inquiries regarding non-discrimination policies and can assist you with understanding your options and connect you with on- and off-campus resources. The Title IX Coordinator can be reached by phone at 936-261-2123 or in Suite 013 in the A.I. Thomas Administration Building.

Class Attendance Policy (See Catalog for Full Attendance Policy)

Prairie View A&M University requires regular class attendance. Attending all classes supports full academic development of each learner whether classes are taught with the instructor physically present or via distance learning technologies such as interactive video and/or internet.

Excessive absenteeism, whether excused or unexcused, may result in a student's course grade being reduced or in assignment of a grade of "F". Absences are accumulated beginning with the first day of class during regular semesters and summer terms. Each faculty member will include the University's attendance policy in each course syllabus.

Student Academic Appeals Process

Authority and responsibility for assigning students' grades rests with the faculty. However, in those instances where students believe that miscommunication, errors, or unfairness of any kind may have adversely affected the instructor's assessment of their academic performance, the student has a right to appeal by the procedure listed in the Undergraduate Catalog and by doing so within thirty days of receiving the grade or experiencing any other problematic academic event that prompted the complaint.

Technical Considerations

Minimum Recommended Hardware and Software:

- Intel PC or Laptop with Windows 7; Mac with OS X; Smartphone or iPad/Tablet with Wi-Fi
- High speed Internet access
- 8 GB Memory
- Hard drive with 320 GB storage space
- 15" monitor, 800x600, color or 16 bit
- Sound card w/speakers
- Microphone and recording software
- Keyboard & mouse
- Most current version of Google Chrome, Safari, Internet Explorer or Firefox

Note: Be sure to enable Java & pop-ups in the Web browser preferences

Participants should have a basic proficiency of the following computer skills:

- Sending and receiving email
- A working knowledge of the Internet
- Proficiency in Microsoft Word (or a program convertible to Word)

- Proficiency in the Acrobat PDF Reader
- Basic knowledge of Windows or Mac O.S.

Netiquette (online etiquette):

Students are expected to participate in all discussions and virtual classroom chats as directed. Students are to be respectful and courteous to others on discussions boards. Foul or abusive language will not be tolerated.

Technical Support:

Students should go to <https://mypassword.pvamu.edu/> if they have password issues. The page will provide instructions for resetting passwords and contact information if login issues persist. For other technical questions regarding eCourses, call the Office of Distance Learning at 936-261-3283

Communication Expectations and Standards:

Emails or discussion postings will receive a response from the instructor, usually in less than 48 hours. Urgent emails should be marked as such. Check regularly for response.

I _____ (Please Print Name) acknowledge that I have read class syllabus and will adhere to guidelines detailed above.

Signature _____

Date _____