

## HIST 2P62: Africa to 1800

Professor: Olatunji Ojo

Teaching Assistant: William Birrel and Deeqo Godax

Lecture: Thu 12-2PM TH259

Seminar: 1: Mon 4-5PM IC118

2: Wed 4-5PM MCD300

3: Wed 3-4PM MCC401

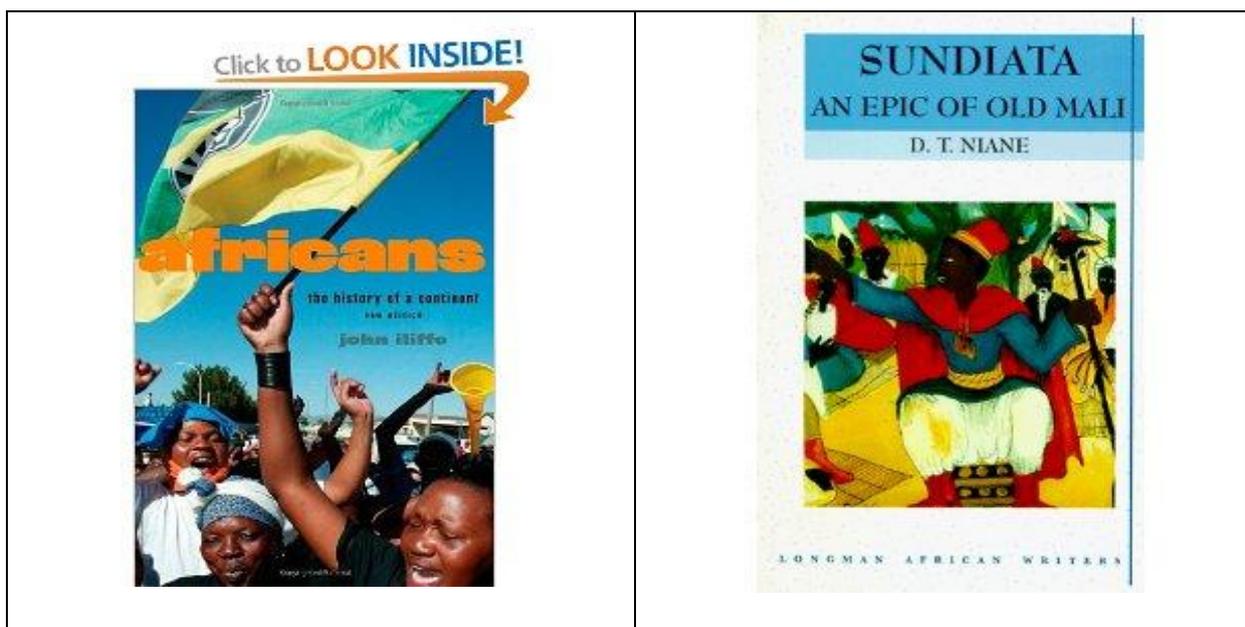
Office/Office Hour: GL 255 & Tuesday 12-2PM

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**COURSE DESCRIPTION:** This course is designed to familiarize you with major themes in African History with a particular emphasis on regions south of the Sahara from the ancient period to the end of colonial rule. Among the themes that recur in the course are identity formation, political and religious change, and the challenges of slavery and colonialism. Upon completion of this course, you will be able to participate knowledgeably in exchanges of ideas about the continent, its people, and their place in African history. You will also encounter and learn to apply a number of broad historical concepts.

**OBJECTIVES:** When you have completed this course, you should be able to:

1. Identify major people, movements, and events of this region.
2. Place them chronologically and be able to explain their relationships to each other and their significance.
3. Distinguish fact from fiction.
4. Critically evaluate evidence from different sources and different points of view.
5. Identify and explain change over time, continuity over time, and multiple causations of events.
6. Distinguish similarities and differences between disparate events, societies, and ideologies.
7. Use multiple sources of evidence effectively to support a thesis or proposition.
8. Identify arguments.



**CLASS/SEMINAR READINGS:**

John Iliffe, *Africans: The History of a Continent*, New Edition (Cambridge: Cambridge University Press, 2007)

D. T. Niane, *Sundiata: An Epic of Old Mali* (London: Longmans, 1999)

Other readings are available online (e.g. [www.jstor.org](http://www.jstor.org)), OR SAKAI OR LIBRARY RESERVE DESK.

For Books on African History Check Library Catalogue DT & HT sections (9<sup>th</sup> Floor)

**Let the Instructor know if you can't access ANY document/reading**

**COURSE REQUIREMENTS:**

**15% Class/Lecture Participation:** You are expected to attend lectures and do the required readings which your group will present in class. Non-presenters must do the readings and come up with questions.

**ATTENDANCE IS NOT PARTICIPATION.**

For your participation, you are expected to do some research in order to determine your opinion on these recent events. In preparation for the presentation, be able to answer the following questions:

- What is the immediate concern?
- How am I affected by this, either directly or indirectly?
- Who might my allies be in the class? Who will my greatest opponents be?
- What do I want my classmates to know? In other words, what is my most convincing evidence and how can I present it?

***Grading:*** You will be graded on the following criteria—

- Strength and cohesiveness of your argument, both written and spoken
- Historical accuracy---Have you effectively represented your character?
- Analytical reasoning (Taking what you already know and applying it to a real situation)
- Critical listening skills—Have you demonstrated an understanding of the ideas/thoughts of the others in the class and incorporated their arguments into your own discussion?
- Eloquence and confidence in your speech—Do you speak with confidence and clarity?

**10% Seminar Presentation:** Each student will lead discussion of a set of articles/chapters that is required reading. The presenter/s must evaluate at least three scholarly works for the same week. **That is, you:**

- (a) broadly explain how the work contributes to our knowledge of Africa and African Diaspora
- (b) summarize the work's main arguments
- (c) evaluate the author's research methodology, use of sources, and other factors relating to the production of scholarship.
- d) raise questions for the class to discuss.

**30% Seminar Participation:** Seminars are vital features of this course. We meet once a week in hour-long seminar classes. These are required. Each week it is assumed that you will have completed the readings for the class, and you are expected to discuss them. Attendance will be taken, but your grade will be calculated primarily on the quantity and (ESPECIALLY) the quality of your contributions. **ATTENDANCE IS NOT PARTICIPATION.**

All non-presenters must also read ALL scheduled readings BEFORE each seminar meeting. Each student will be required to make a seminar presentation on selected Texts or themes of the course.

- a) Evaluate the presenter's understanding of the readings and task
- b) Discuss/critique the essays
- c) Show relevance (or lack thereof) of assigned readings to the topic/course
- d) Provide grade/comment for the presenter/s
- e) Submit your notes from readings

**10%: Book Review:** Write a 4-5 page review of **D. T. Niane, *Sundiata: An Epic of old Mali* (London: Longmans, 1996)**

***Review Guidelines:***

What is the author's thesis (e.g., what is she trying to explain, understand, answer, etc. What are the central arguments ("building blocks") that support his thesis? What kinds of evidence does the author use to support his thesis/arguments? How effectively does he use this evidence? In other words, do you find it convincing? What motivated the author to write the book, and how does this affect the way it is written? Overall, what are the book's strengths and weaknesses? For example: how well does it explain what it sets out to explain? What questions does it leave unanswered? How does it enhance—or obscure—our understanding of the subject matter?

Remember that this is a book *review*, not a book *report*. What's the difference? In a nutshell, a book report *describes* the book. A book review *analyzes* the book. You will want to briefly summarize the book's contents in your paper, but this is not your main goal in writing the paper. For more help with book reviews, see Rampolla, pp. 15-17, 26-28.

**Lecture and Seminar Etiquette:** Students will maintain a proper decorum during lectures and seminars. This means refraining from conversations or any other behaviour that may distract or disturb others.

**5% Essay proposal:** Students are expected to submit a 2-page abstract providing title, summary and bibliography for their essay.

**30% Focused Term essay:** Students will write and submit a 20-page term paper (**topic must focus on specific aspects of African history up till 1800**) at the end of the semester. This term paper will consist of essay questions that require students to think analytically about the course material and to integrate information from class texts, lectures and discussions as well as information from supplemental readings/observations.

**Term paper: *Papers:*** All papers are to be typed, double-spaced, in a 12 point font. You are responsible for all errors in your papers, including grammatical and spelling mistakes. For a basic guide on how to write scholarly papers, I strongly recommend Rampolla, *A Pocket Guide to Writing History*. A HARD COPY OF ALL WRITTEN ASSIGNMENTS MUST BE SUBMITTED ON THE DUE DATE IN CLASS. ELECTRONIC COPIES WILL NOT BE ACCEPTED UNLESS ARRANGED IN ADVANCE.

**PLEASE NOTE THAT YOU MUST COMPLETE ALL OF THE COURSE WORK IN ORDER TO PASS THE COURSE. ANY STUDENT WHO DOES NOT COMPLETE ALL OF THE COURSE WORK WILL AUTOMATICALLY FAIL THE COURSE, NO MATTER WHAT THE TOTAL MARKS MIGHT BE FOR THOSE PARTS OF THE COURSE THAT S/HE DOES COMPLETE.**

**Late Papers:** Late papers will be significantly penalized. 2% of total grade lost daily

**EVALUATION:** Final marks will reflect the following components:

|                                    |            |                         |
|------------------------------------|------------|-------------------------|
| <b>Class/Lecture Facilitation:</b> | <b>15%</b> |                         |
| <b>Seminar Presentation</b>        | <b>10%</b> |                         |
| <b>Seminar Participation</b>       | <b>30%</b> |                         |
| <b>Book Review:</b>                | <b>10%</b> | <b>Due Oct 4, 2012</b>  |
| <b>Final Essay Proposal</b>        | <b>5%</b>  | <b>Due Oct 18, 2012</b> |
| <b>Final Research Essay</b>        | <b>30%</b> | <b>Due Dec 3, 2012</b>  |

***NOTE: Presentation topics and final term essay themes should not overlap. In other words, students may not choose to write essays addressing the same themes (or the same texts) covered in their presentations.***

**POLICIES AND IMPORTANT INFORMATION:**

**Attendance and Participation:**

The University Undergraduate calendar states (Policies, II.G):

Students are expected to attend all lectures, discussion groups, seminars and laboratory periods of the courses in which they are registered. Instructors must inform students about the relationship between attendance and course grades early in each session.

**What this means for you:**

Absence from a seminar will result in a grade of **0** for that seminar, except for documented emergencies, at the instructor's discretion. (See

[http://www.brocku.ca/health-services/policies/exemption for Health Services Exemption Policy](http://www.brocku.ca/health-services/policies/exemption%20for%20Health%20Services%20Exemption%20Policy))

**Written assignments:**

Instructions for the assignments will be distributed on Sakai well in advance of the due dates. Students are responsible for access to Sakai. If you have problems, there is assistance available through computer services and the library.

Essays will be evaluated on: 1. Writing and clarity of expression; 2. accuracy and effectiveness of description; 3. quality of analysis. In general, the third of these - quality of analysis - is the most important, but the others are integral to good analysis.

A rubric for grading of essays is included in this syllabus.

**Extensions:** Students are responsible for completing assignments on-time. If you encounter exceptional circumstances such as illness, which may prevent you from completing an assignment on time, you should talk to the instructor **as soon as the circumstances become apparent: do not wait until the due date has passed.** You may be asked to provide documentation.

**Late Penalties:**

Late papers will have a penalty of 5 per cent per day deducted. No written work will be accepted without appropriate documentation more than 7 business days after the due date for the assignment, or after assignments have been returned.

**Return of Assignments:**

Assignments will be returned as promptly as possible given the class size, usually within three weeks of submission, but always before the next assignment is due.

Returned assignments will always have sufficient feedback both to explain the grade and to provide guidelines on how subsequent written work may be improved.

**Accessibility:**

The instructors and the teaching assistants keep regular office hours. Office hours will be communicated to students in seminar and are always posted outside offices. If regularly scheduled office hours conflict with your timetable, alternate meeting times will be arranged.

**Lecture and Seminar Etiquette:**

Brock University is committed to building and maintaining a diverse and inclusive community where our students, staff, faculty, course participants, volunteers and visitors can work and learn in an environment that respects the dignity and worth of members of the Brock community. See: <http://www.brocku.ca/human-rights/policies-procedures>

Students will maintain a proper decorum during lectures and seminars. This means refraining from conversations or any other behaviour that may distract or disturb others.

Laptops and tablets are allowed in class, **but only in order to take notes.** Playing games, watching videos, reading e-mail, checking Facebook, etc. is strictly forbidden. Students caught engaging in these activities will be asked to shut off and put away their laptop for the rest of the class. Instructor maintains the right to impose supplementary discipline on students who choose to repeatedly ignore this rule.

Cellphones and smartphones must always be turned off during lectures and seminars, and be kept out of sight for the duration of the class. Texting or tweeting in class is forbidden. The instructor and TAs maintain the right to confiscate any phones visible to them. Phones will be returned to their owners at the end of class.

**Sakai:** Many important instructions, documents, explanations, extra copies of the syllabus, and so on can be found on Sakai. However, with four different professors, you will undoubtedly find that each uses it slightly differently (for example, some will post Powerpoint slides, some won't, and some may not even use Powerpoint). Sakai is commonly used in most courses across the campus, and it is the student's responsibility to learn to use it.

**Academic Misconduct:** Academic misconduct, which includes submitting or presenting the work of another person as your own, obtaining essays from repositories, and cheating on tests

or exams, is a serious academic offense.

For further definitions, procedures, and penalties, see the Brock Undergraduate Calendar 2012/13: <http://www.brocku.ca/webcal/2012/undergrad/areg.html#sec68>

*Plagiarism means presenting work done (in whole or in part) by someone else as if it were one's own. Associate dishonest practices include faking or falsification of data, cheating or the uttering of false statements by a student in order to obtain unjustified concessions.*

*Academic misconduct may take many forms and is not limited to the following:*

**Relevant Class dates for Fall 2012:**

**“List of Presentation groups due Sept 20**

**“Last date for course change” (same as “last date for deposition of grading schemes”)**

- Friday, September 21, 2012

**“Last day of final examinations for the term”**

- Tuesday, December 18, 2012 [Fall]

**“Last date for withdrawal without academic penalty”**

- Friday, November 2, 2012 [D2]

**Thanksgiving Day holiday: Monday, October 8, 2012 (NO LECTURE/SEMINAR)**

**HIST 2P62 Criteria for class/seminar evaluation**

| <b>Letter grade</b>                           | <b>Means you...</b>  |
|---|--|
| A<br>(excellent preparation and contribution) | a) did all the assigned readings for the week for the lectures and the seminar;<br>b) came to class well-prepared with questions and ideas for discussion;<br>c) listened respectfully and attentively to others' comments, encouraged others to participate, and avoided dominating the discussion;<br>d) helped keep discussion focused on the assigned readings and issues in them;<br>e) and contributed with <i>substantial, thoughtful comments or questions grounded in the readings</i> that move the discussion along, and avoided merely stating opinions.           |
| B<br>(good preparation and contribution)      | a) did all the assigned readings for the week for the lectures and the seminar;<br>b) came to seminar well-prepared with questions and ideas for discussion;<br>c) listened respectfully and attentively to others' comments, encouraged others to participate, and avoided dominating the discussion;<br>d) helped keep discussion focused on the assigned readings and issues in them;<br>e) and contributed at least once with a <i>good, reasonable comment or question grounded in the readings</i> that moves the discussion along, and avoided merely stating opinions. |

|  |   |
|--|---|
| C<br>(satisfactory preparation and contribution) | a) did most of the assigned readings for the week for the lectures and the seminar;<br>b) came to seminar with questions and ideas for discussion;<br>c) made an effort to contribute to the discussion but had difficulties in one or more of qualities c), d), and e) in the previous letter grade categories.  |
| P  | ...were present but did not contribute to the discussion, or you did not prepare adequately and can therefore only state your relatively uninformed opinions based on your reaction to the discussion alone. If you attend regularly but make no effort to break the pattern of no contribution or poor preparation, you will receive a grade no higher than 8/20 for the seminar. See your seminar leader if you have questions or concerns. |

### HIST 2P62 CRITERIA FOR EVALUATION OF WRITTEN WORK

The following grading rubric is commonly used in the Department of History. Though intended for a research paper, the general terms related to writing, analysis, and use of evidence are applicable to any history writing assignment. Grading in history is necessarily subjective, but this offers some guidance to a general framework.

#### **A Grade – Excellent** (80-100%)

The A paper stands out and demonstrates commitment to excellence. It is technically well executed: well-written, free of errors of spelling and grammar. It is effectively organized and strongly argued and provides comprehensive coverage of its topic with few if any omissions or errors of fact or interpretation; it will be completely documented and properly formatted. (If appropriate, well researched, going beyond minimum requirements). The A paper will display maturity and independence of judgment.

#### **B Grade – Good** (70-79%)

The B paper shows good potential and strong effort and stands out from other papers, particularly at the upper B range (77-79). It has a clear thesis, effective research, and uses evidence well, though may not be entirely convincing in the form of its presentation. It may also suffer from minor omissions in research. The analysis amplifies the evidence, but remains somewhat underdeveloped.

#### **C Grade – Acceptable** (60-69%)

The C paper shows some effort and commitment, and a measure of organisation and argument. It is acceptable but lacks originality and needs significant improvement in one or more of the following categories: style, organization, argument, use of evidence, documentation.

#### **D Grade – Poor** (50-59%)

The D paper exhibits little or no originality, perhaps restating obvious points or failing to address the assignment. It demonstrates no clear argument (or lack of discernable argument entirely); frequent errors of spelling and grammar; content may be weak; formatting may be poor.

#### **F Grade – Unsatisfactory** (>45%)

The F paper will display minimal comprehension of the assignment or simply does not address the assignment at all. Many errors of spelling that mar the paper; writing will require attention; will not display solid knowledge of the subject, and may omit many key issues, facts, or interpretations; formatting problems; inadequately researched. Little effort.

## WEEKLY LECTURES/SEMINARS: FALL TERM 2012

### Wk 1--Sept. 6: Introduction to the Course: What is African History? Why Study History?

Reading: John E. Philips, "What is African History," in *Writing African History*, ed., J. E. Philips (Rochester NY: Rochester University Press, 2005): 25-48 (SAKAI)  
Iiffe, chs. 1 and 2

### Wk 2--Sept. 13: North African Civilization

**Lecture Reading:** Iiffe, ch. 3

**Lecture discussion:** Basil Davidson, 'Africa—Episode 1—Different But Equal (watch from the 15<sup>th</sup> minute (i.e. last 30-36minutes)

<http://www.youtube.com/watch?v=58l3kqcW-zY&feature=relmfu>

OR

<http://www.youtube.com/watch?v=TT3KnP83Vfo&feature=related>

**Seminar Reading:** Robert Draper, 'Black Pharaoh', *National Geographic*, 213.2 (2008)

<http://ngm.nationalgeographic.com/2008/02/black-pharaohs/robert-draper-text.html>

David Edwards, "Meroe and the Sudanic Kingdoms," *Journal of African History*, 39 (1998), 175-93

<http://uk.jstor.org/view/00218537/ap010131/01a00010/0?frame=noframe&userID=8b392cb7@brocku.ca/01cc99331600501c68adf&dpi=3&config=jstor>

### Wk 3—Sept 20: Cultural Changes: The Spread of Islam/Christianity in Africa

Reading/Discussion: Iiffe, pp. 37-49, 56-62



Islamic Africa

### Wk 4—Sep 27: Trade Networks and State formation in Medieval West Africa

**Lecture Discussion:** Davidson, 'Africa—Caravans of Gold' (watch 1<sup>st</sup> 30 mins)

<http://www.youtube.com/watch?v=4Nu6OBjgD74&feature=relmfu>

**Seminar Discussion:** E. A. McDougall, "The View from Awdaghust: War, Trade and Social Change in the Southwestern Sahara, from the Eighth to the fifteenth Century," *Journal of African History*, 26 (1985), 1-31.

<http://uk.jstor.org/view/00218537/ap010091/01a00010/0?frame=noframe&userID=8b392cb7@brocku.ca/01cc99331600501c68adf&dpi=3&config=jstor>

John Hunwick, "Secular Power and Religious Authority in Muslim Society: The Case of Songhay," *Journal of African History*, 37.2 (1996), 175-194.

<http://uk.jstor.org/view/00218537/ap010125/01a00010/0?frame=noframe&userID=8b392cb7@brocku.ca/01cc99331600501c68adf&dpi=3&config=jstor>

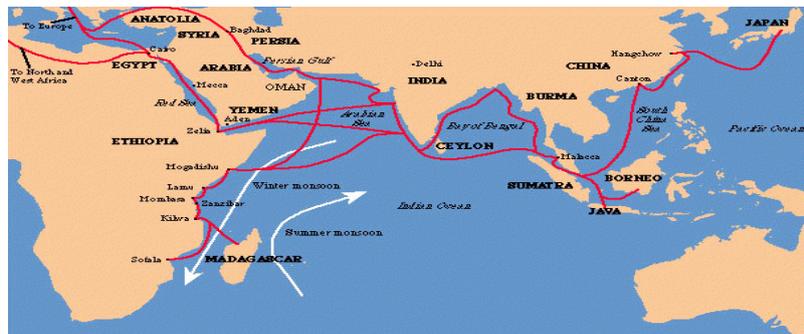
## Wk 5—Oct 4: Central & East African Coast and Indian Ocean Trade

Lecture Discussion: Basil Davidson, 'Africa—Episode 3—Caravans of Gold (watch from 31<sup>st</sup> minute) <http://www.youtube.com/watch?v=4Nu6OBjgD74&feature=relmfu>

**\*GROUP 1 Class Presentation—A critical evaluation of Davidson's 'Caravan of Gold'\***

Seminar Readings: Iliffe, 49-53, 63-99, 106-117

John K. Thornton, "The Art of War in Angola, 1575-1680," *Comparative Studies in Society and History* 30.2 (1988), 360-378 (JSTOR)



## Wk 6--Oct. 11: Southern Africa

Lecture Reading/Discussion: Iliffe, 100-106

**\*GROUP 2 PROJECT Presentation—Imagine you were the frontiersmen (and women) provide justifications for your expansion in Southern Africa\***

Seminar Readings: Allen and Barbara Isaacman, "Prazeros as Transfrontiermen: A Study in Social and Cultural Change," *International Journal of African Historical Studies*, 8.1 (1975): 1-39.

Iliffe, 117-130

## Wk 7—Oct. 18: Slavery and the Slave Trade

Class Discussion: Davidson, 'Bible and the Gun'—documentary

<http://www.youtube.com/watch?v=QPKXH7eVICE>

Seminar Reading/Discussion: Iliffe, pp. 131-141

Trevor R. Gertz, "Mechanisms of Slave Acquisition and Exchange in late Eighteenth Century Anomabu: Reconsidering a Cross Section of the Atlantic Slave Trade," *African Economic History*, 31 (2003), 75-89

<http://uk.jstor.org/view/01452258/ap060030/06a00050/0?frame=noframe&userID=8b392cb7@brocku.ca/01cc99331600501c68adf&dpi=3&config=jstor>

## Wk 8—Oct 25: Effects of the Slave Trade

Background Reading: Iliffe, pp. 141-163

**\*GROUP 3 PROJECT Presentation—Provide arguments justifying slavery and slave trade\***

**\*GROUP 4 PROJECT Presentation— Provide arguments for the illegality/immorality of slavery and slave trade\***

Seminar Discussion: David Eltis and Lawrence Jennings, "Trade between western Africa and the Atlantic world in the pre-colonial era." *American Historical Review*, 93 (1988): 936-960.

Paul Lovejoy, "The Impact of the Atlantic Slave Trade on Africa: A Review of the Literature," *Journal of African History*, 30 (1989), 365-94

<http://www.jstor.org/discover/10.2307/182914?uid=3739448&uid=2129&uid=2&uid=70&uid=3737720&uid=4&sid=21101180537697>

Martin A. Klein, "The Impact of the Atlantic Slave Trade on the Societies of the Western Sudan," *Social Science History*, Vol. 14, No. 2 (1990), 231-253 <http://www.jstor.org/stable/1171440>



### Wk 9—Nov 1: Environmental and Demographic Changes

**Lecture/Seminar Readings:** Joseph C. Miller, "The significance of Drought, Disease, and Famine in the Agriculturally Marginal Zones of West Central Africa", *Journal of African History*, 23.1 (1982), 17-61 <http://www.jstor.org/stable/181270>

J. Hunwick, "The Mid-Fourteenth Century Capital of Mali," *Journal of African History*. 14 (1973), 195-206.

T. N. Huffman, "The Rise and Fall of Zimbabwe," *Journal of African History*. 13 (1972), 353-366.

### Wk 10--Nov. 8: African Women, State and Culture

Class Discussion: **\*GROUP 5 PROJECT Presentation— Provide arguments that African women were powerful**

**\*GROUP 6 PROJECT Presentation— Provide arguments that African women were weak, oppressed and vulnerable\***

**Seminar Readings:** John K. Thornton, "Elite Women in the Kingdom of Kongo: Historical Perspectives on Women's Political Power," *The Journal of African History*, 47.3 (2006), 437-460 [www.jstor.org/stable/10.2307/4501072](http://www.jstor.org/stable/10.2307/4501072)

Julia Wells, "Eva's Men: Gender and Power in the Establishment of the Cape of Good Hope, 1652-1674," *Journal of African History*, 39.3 (1998): 417-437. (JSTOR) OR <http://eprints.ru.ac.za/709/1/Evas-men.pdf>

E. Akyeampong and P. Obeng, "Spirituality, Gender and Power in Asante History," *International Journal of African Historical Studies*, 28.3 (1995), 481-508 [www.jstor.org/stable/221171](http://www.jstor.org/stable/221171)

### Week 11--Nov. 15: Discussion of Final Term Essays

### Week 12--Nov 22: Review

Present summaries of your group essay/projects

Find out what you need to score good grade proposal

Get input from classmates/instructor

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