

Sankofa: “It is not taboo to go back and fetch what you forgot.”

History 266: The History of Africa Since 1800

Montgomery College, Germantown Campus
Division of Humanities, Education, and Political Sciences
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HIST 266 (CRN 33859)

MW 11:00-12:25

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3 credits

My scheduled office hours are Tuesday 2:30-4:00, Wednesday 2:00-3:30, Thursday 7:45-8:45 AM and by appointment. These will change on March 18, as I will begin an accelerated course. Keep track of the change.

Note that I am on campus a lot and can often meet at times other than the scheduled office hours.

Most handouts and assignments can be found on the course webpage through Blackboard.

A note about this syllabus before we start: Each of my courses and each of the assignments that I give have been carefully constructed to maximize your learning history as well as many different skills that are needed to be successful academically and as you move beyond higher education. By nature, World History connects the current to the past and is very interdisciplinary. The readings and assignments reflect this and require you to **make connections, comparisons, and pay attention to changes.** The syllabus and the assignment descriptions need to be read thoroughly as they are written to give you all of the information you need. If you need help learning how to use a syllabus as a study aid, how to best work with the textbook and other assignments, or how to structure your study and research time, please see me. **History is not about memorizing names and dates; it is about understanding humanity now and in the past by observing changes, making comparisons, and analyzing connections across the vast web of human experience.**

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Course Description: The continent of Africa is geographically, culturally, and historically massive. Unfortunately, much of the “Western” perception of Africa and Africans has been based on undeveloped, partial, patently false, racist, or self-serving images. This course is designed to examine the history of Africa since 1800, including the foundational interdisciplinary material that is needed to understand the complex and rich nature of this continent whose physical presence, nations, and people have such a huge impact on the entire world.

(HUMD[M]) Assessment levels: ENGL 101/101A, READ 120). Three hours lecture/discussion each week.

Course Outcomes: By the end of the course, you will be able to:

- ✓ State the myriad ways that **Africa** has been, and continues to be **significant** in world history,
- ✓ Describe the **geographies and climates** of Africa and state how these **impacted the development** of African societies and their histories, and influenced Africa’s position in the world,

- ✓ Examine the historical **interaction of African societies with the rest of the world** including the early introduction of specific food items and technologies, and migrations on and off the continent of Africa, understand how these have influenced African societies and other societies around the world, and relate them to modern-day **globalization**,
- ✓ Describe, compare, and contrast the **spiritual and religious practices** that have shaped African history,
- ✓ Describe the creation, development, practice, and impact of the concept of **racism** and the **Atlantic Slave Trade**, how the different individuals and societies involved responded and reacted to it, and how it compares with other systems of slavery throughout history,
- ✓ Examine the development and impact of **colonialism**, **“New Imperialism,”** and the **“scramble for Africa”** by Europeans at the turn of the 19th century (and why do we begin this course in 1800, anyway?),
- ✓ Compare, contrast, and make connections between **colonial states and the African societies within them**, examine how **different groups within them were impacted**, and the continuing significance of the European-drawn **national borders** in Africa,
- ✓ Name and describe the many different **African nationalist and independence movements**, place these within the global history of the time, and describe the impact of **independence and decolonization** on societies and individuals across Africa and beyond,
- ✓ Describe and explain **ideologies** such as socialism, capitalism, communism, nationalism, and analyze their impact on Africa and its position in the world,
- ✓ Examine the **impact of industrialization** and the use of **technology** on 20th century African societies and economies,
- ✓ Analyze the development of **mass culture, women’s movements, migration, and the nature of identity**, and explain how these events and concepts relate to each other,

As the course unfolds, you should know the major actors in these events and the facts behind how the historical events have unfolded. In addition to these concepts and facts, you will be able to:

- ✓ Write **paragraphs, essays, and research papers** that use your knowledge to analyze history,
- ✓ Use appropriate **research methods and sources** to expand your knowledge,
- ✓ Find the places that we study on both a world **map** and a map of Africa,
- ✓ Demonstrate an understanding of the connection between the past and the present,
- ✓ Use many **different disciplines** to more fully understand the dynamics of history: political science, geography, sociology, economics, math, sciences, anthropology, comparative religions, art appreciation and literature, just to name a few.

HIST 266 fulfills a General Education Program Humanities Distribution requirement and the Global and Cultural Perspectives requirement. Montgomery College’s General Education Program and is designed to ensure that students have the skills, knowledge and attitudes to carry them successfully through their work and personal lives. This course provides multiple opportunities to develop the following competencies: written and oral communication, critical analysis and reasoning, technological competency, and information literacy. For more information, please see www.montgomerycollege.edu/gened.

Textbook: Gilbert and Reynolds *Africa in World History Third Edition* **This is required for the course.** In addition, there will be required supplementary readings that will be provided online and/or in a paper format.

Course Requirements:

- A. Readings and Daily Assignments:** Class discussions and lectures will not simply restate reading material. Therefore, it is vital that **reading assignments be completed thoroughly and in advance of the class period for which they were assigned.** Reading notes will be of vital importance to

understanding the material. Remember that for a content-rich course like history that the standard for studying is 2-3 hours for every hour in class.

1. **Reading quizzes and tests** will be given to help you assess whether or not you are reading well (see below).
2. You will complete short **written assignments** (generally referred to as “**Brief but Pithy**”) to help you better understand the material. A “*Brief but Pithy*” is a short (brief) but very meaningful and insightful (pithy) piece of writing from 1-3 paragraphs (depending on your treatment of the topic) that will be graded based on your 1) completion of each part of the assignment, 2) accuracy of evidence presented, 3) the thoughtfulness of your conclusions, and 4) college-standard writing. You will receive more information on these assignments. These are due the day indicated in the reading Assignments. Points will be deducted for late submission up. ***No papers will be accepted electronically for a grade (unless otherwise stated) and no papers that are placed under the door of my office will be accepted. Each of these must have a TITLE that reflect your central thesis as you respond to the assignment. This will help you clarify your thinking.***
3. *Bring your maps, books and/or supplemental readings to class each day so that you can refer to them.*
4. You will be reading a book that you select from an approved list which will be the basis of your ***Book Review and Historical Analysis*** (see C1 below).
5. **Important disclaimer about history:** The subject matter of human history ranges from the sublime to the absurd to the grotesque and horrific. We cannot, as scholars, shirk from these aspects of human activity. Assignments, activities, and discussions will involve some subject matter that should make many people uncomfortable either because it challenges previously unshaken assumptions or touches upon personally painful experiences.

B. Quizzes, Tests, and Exams:

1. ***Map items*** will appear on every class assessment. Get used to it and learn the maps.
2. **Accurate and insightful reading of the class material** and **on-time class attendance** are vital to success in this class. For this reason, there will be **2 short tests** as well as **announced and unannounced quizzes** throughout the semester which will: a) help you shape your studying, b) encourage you to be vigilant in keeping up, and c) help both you and me assess how well you are reading and comprehending the material. The quizzes will consist of multiple choice, matching, and map items or some short written format drawn from the reading material listed for that day in the syllabus. ***These will be based on your understanding and retention of reading material and will include map items.*** They are NOT open-notebook. These will occur on many days and, averaged together, will be one grade that makes up your Test Grade (15%). I will drop the lowest grade (or 0) before the midterm grade and between the midterm and the final. These quizzes will ***usually be given at the beginning of the class periods.*** You will be allowed to make up ONE (1) of these quizzes before the next class meeting, although it will be altered to be short answer, and therefore more difficult. You will receive a 0 (zero) for others that you miss.
3. ***Extra credit for quizzes, tests and exams will be taken from the news the evening or morning before the exam.***
4. The **mid-term exam** will be on **March 6** and will be an in-class essay exam.

5. The **final exam** will be a combination of multiple choice, matching and essays and will be on **May 8 from 10:15-12:15**.
6. The exams will focus on **textbook and outside readings, class discussions and lectures, and other assigned activities**. To help prepare for the exams, you will receive review questions in advance.
7. **All tests and exams are required for a passing course grade** and you must notify me before the test or exam and have a written excuse to take the make-up test or exam (which is always much more difficult than the original). *Extra credit for quizzes, tests and exams will be taken from the news the evening or morning before the exam.*

C. Research-Based Papers:

Each research-based paper is designed to teach you content material and a wide variety of skills such as written communication, critical analysis and reasoning, quantitative reasoning, information literacy, technological communication. The work on these papers will overlap and, therefore, will add to the depth of your knowledge about the 20th century. It is vital that you plan ahead and turn in each assignment on or before the due date.

1. You will write a short **Book Review and Historical Analysis** (6-7 pages) on a book and topic that takes place within the historical framework of this course. You will receive additional information on composition requirements. You will complete a series of prewriting assignments for this paper that will count as part of your Engagement Grade. *Note that it is your responsibility to obtain your book quickly and read the entire book by no later than March 18. Most books can be obtained through the MC library, the Public Library, or inexpensively online. The due date for the final paper is May 1.*
2. You will write an **Applied History Essay** about an out-of-classroom experience that gives you a broader understanding of world history. You can get ideas from a list I will provide. These can include viewing historical movies, going to a museum or reading a primary source document. This is due any time during the semester but must be turned in no later than. **Due no later than May 6.**

*I strongly encourage you to make use of the **writing center** and, obviously, the **physical library space**.*

I strongly encourage you to have your papers peer edited.

No papers will be accepted for a grade electronically, unless specifically arranged individually.

Late MAJOR (Research-based – described in C, above) papers will lose 10 points per day (after the due date), weekends included. No papers will be accepted more than 5 days after the due date. Papers handed in early will receive 5 extra points.

Late papers MUST be turned in to the Humanities Office and signed in. Be sure to check on times that it is opened. NO papers that are placed under the door of my office will be accepted.

Plagiarism is intellectually and academically dishonest whether you intend to plagiarize or not. This is true for all assignments. If you are unsure about when citation is appropriate, ask me, an English teacher, a librarian or someone in the writing center or consult a writer's handbook or the library's plagiarism tutorial. If you plagiarize, your grade will be penalized with a "0" and it will be reported to the Dean of Student Development - this is a MC college-wide standard. Note that you will be required, for this class to take the MC Library's

Plagiarism Tutorial and quiz (for a grade), available online at:
<http://www.montgomerycollege.edu/library/plagiarismintro.htm>.

All of the following are considered plagiarism:

- ✓ Turning in someone else's work as your own
- ✓ Copying words or ideas from someone else without giving credit
- ✓ Failing to put a quotation in quotation marks
- ✓ Giving incorrect information about the source of a quotation
- ✓ Changing words but copying the sentence structure of a source without giving credit
- ✓ Copying so many words or ideas from a source that it makes up the majority of your work, whether you give credit or not.

Taken from: www.plagiarism.org/plagiarism-101/what-is-plagiarism

Note on grading standards: Each class assessment, whether written or oral, test or paper, will be based on a mastery of factual information, analysis and support of your answer, completion of each part of the assignment, timeliness of completion, and college-standard writing.

- D. Visit to the Smithsonian Museum of African Art:** You will go to the Smithsonian National Museum of African Art in Washington, DC and complete the accompanying assignment. The due date will be announced. Plan ahead! You may do this assignment with a partner.
- E.** You will, along with a partner, take part in the multi-class **Timeline Project**. This Project allows you to evaluate and summarize the most important aspects of African history, tie these to a current news story, and teach others about African History in context of integrative global history.
- F.** You will, along with a partner, teach an “African Language Lesson” which will count as a Test grade. The dates will be interspersed throughout the semester.
- G. Class Participation: Your CLASS ENGAGEMENT counts 20% of your final grade.**
1. *This class is designed to have a lot of student input and interaction.*
 2. This grade consists of ***how well you are intellectually engaged in the coursework – both in the class and in out-of-class work.*** It includes your attendance, your attention in class, your participation in class discussions, participation in classroom simulations and periodic evaluations of how well you are prepared for class, including quizzes, written assignments or presentations. Anything not completed will receive a zero.
 3. **Short written assignment grades (mostly Brief but Pithies) are included in this grade.**
 4. ***On-time attendance*** in class is vital -- we will not only be covering a lot of material, but also, each of you will have unique contributions to make to the class. **3 points will be taken from your engagement grade for each absence and 1 point for each tardy. You will also lose points for unapproved (almost all) cellphone use or just not being engaged with the class activities. Being absent from class more than 3 times could result in your failing the course – this is MC policy. Note that I take roll each day, even if you are not aware of it.**
 5. **NO CELL PHONES in this class; USE OF YOUR CELL PHONE IN CLASS WILL RESULT IN POINTS BEING DEDUCTED FROM THIS GRADE.** More on cell phones on page 7.

6. **You may receive extra credit for this grade in many different ways** such as by completing designated extra reading, by attending programs with speakers in many fields by completing movie reviews. Information about extra credit is in your opening packet. Note: the extra credit will not take the place of zeroes in your Engagement Grade.
7. **Respect for others'** ideas, interpretations and opinions is vital and the standard for this class. Also, please note that I am aware that **some people are extremely uncomfortable with speaking** in class. Please see me about this privately so that I can best work with you.

General Information

A. Grades Your grade will be based on the following scale and percentages: **A:** 90-100 **B:**80-89
C:70-79 **D:**60-69 **F:** Below 60

Engagement Grade	20%	Timeline Project	5%
Tests	15%	Museum of African Art Assignment	15%
Book Review and Historical Analysis	15%	Midterm Exam	7.5%
Applied History Essay	10%	Final Exam	12.5%

****I do not post grades on Blackboard.** Hand papers and assignments in on time, I will grade them and hand them back, and you can keep track of your grades using these percentages.

B. If you have an IEP or 504 or anything about your learning style that significantly effects how I will evaluate you in this class let me know at the beginning of the semester. Please see me or someone in the MC Counseling office if you are at all unsure of what this means. Disability Support Services (DSS) is located in SA 175 and the phone number is 240-567-7770.

C. Class Meetings:

Class meets on MW from 11:00-12:255 AM.

*Inclement Weather Cancellations: If the class is cancelled due to inclement weather, **check the course webpage** for assignments and announcements. For the most up-date information sign up for alerts via: MC ALERT at <https://alert.montgomerycountymd.gov/index.php?CCheck=1>*

E. Expectations:

1. **Be in class every day. I do take roll for each day even if it is not always obvious. If you do miss class, it is your responsibility to come to my office and pick up any papers that I handed out and any notes, including discussion content that you missed.**
2. Be in class prepared and on time and be engaged all through class.
3. ****Cell phones should be silenced and put away entirely** unless you have an **emergency situation** that you have spoken to me about before-hand. **Take all devices out of your ears. Do not text in class.** Laptops in class are only for classroom purposes – *even looking for content material during class is inappropriate and distracting.*
4. Unless you have an official accommodation, **do not take notes on your phone.** Put your phone away completely during class. If you are expecting an urgent call, let me know at the beginning of class.
5. If you *must* miss class, contact me. **Note: contacting me does not excuse you from class but I can work with you on missed material.**
6. If you miss class, it is your responsibility to see me outside of class to get any papers that I might have handed out.

7. **Take the tests, quizzes, and exams on time. If you must, for any reason, miss a test or exam, contact me in advance or have a doctor's letter. Be aware that make-up tests and exams are much more difficult.**
8. All rules in the Student Code of Conduct apply in this class.

F. E-mail: Student e-mail is an official means of communication for the College. It is expected that you check your student e-mail regularly and frequently, as you are responsible for information and announcements that will be sent to you from the college. For this class, student e-mail will be used only where situations where timing is essential. **Most information is discussed in class and all assignments will be turned in as paper copies during regular class times.** If you contact me through e-mail, you must use your student e-mail account so that I can recognize you as a student. *Please be aware that if you miss class you will, indeed miss a lot of material and discussion that cannot be replicated in response to an email that says: "What did I miss in class today."* Also, many emailed questions can be answered by reading the syllabus and the assignments and do not require asking me.

G. Course Webpage: The course webpage is available to all students in the class and gives you access to most papers, assignments, and announcements. It is found on Blackboard.

H. If you are a **veteran or on active or reserve** status I thank you for your service. If you are interested in information regarding opportunities, programs and/or services, please visit the Combat2College website at: www.montgomerycollege.edu/combat2college and/or contact Joanna Starling at 240-567-7103 or Joanna.starling@montgomerycollege.edu

I. *Food and housing insecurity have always been part of the human story and, unfortunately, it still is and it still impairs individual's and family's abilities to function. MC is aware of this and has established ways to help individuals and families who are facing these situations. If you are facing issues related to accessing sufficient food to eat every day, if you lack a safe and stable place to live, or if you lack other basic needs (like sanitary napkins), please contact your counselor. Also, please come talk with me about this, as, it is, in all likelihood impacting your ability to learn and perform at your highest level. the professor if you are comfortable in doing so. There are campus food pantries and the Germantown campus's Food Pantry is located in HT on the 3rd Floor by the Cyber Security Lab if you need food or would like to make a donation. The Deans of Student Affairs can also help. They are: Dr. Jamin Bartolomeo (GT), Dr. Tanya R. Mason (RV), and Dr. Clemmie Solomon (TPSS). I have included more information in the introductory packet.*

J. Auditing: I welcome students who auditor the class. Please speak to me about your desired level of participation.

K. Office hours and contacting me: My scheduled office hours are Tuesday 2:30-4:00, Wednesday 2:00-3:30, Thursday 7:45-8:45 AM and by appointment. These will change on March 18. Please note that I will let you know in advance if I have to be away during these posted times. If none of the office hour times work for you, we can arrange to meet at another time. You can also leave a message in the Humanities office or contact me by e-mail. **If you do not receive a timely reply to an e-mail, call me at 240-567-6923 (office phone) or 301-518-7412 (personal number).**

L. **Reiteration of the cell phone policy: PUT THEM COMPLETELY AWAY. UNLESS YOU HAVE SPOKEN TO ME PRIOR TO CLASS BECAUSE OF A POTENTIAL EMERGENCY, YOU HAVE NO REASON TO HAVE YOUR PHONE OUT.****

“What drives history is the human ambition to alter one’s condition to match one’s hope.”

-- J.R. and William H. McNeill

Daily Assignments – HIST 266

Note that due to the possibility of classes being cancelled for weather, these dates could change. I will notify you if they do and it is your responsibility to keep track via MC e-mail and the course webpage.

These assignments are to be completed **prior to the dated class period**, as we will discuss the topic covered by the material on those days. Most assignments are from Gilbert and Reynold’s *Africa in World History Third Edition*. These other sources will give you an opportunity to delve more deeply into topics and to hear other historians’ and historical figures’ voices. ***Get used to carrying on a conversation with these voices.***

- Annotate well and take careful reading notes (parts of the exams will be open-notebook.
- Keep your maps with you when you study: note where things are happening in relation to each other.
- Listen to the news and make connections between what is happening now and what you are studying.
- Bring your book and/or reading material to class.
- **Two asterisks (**)** indicates work to be turned in or presented in class as part of your Engagement Grade.

*****Because history-making events and new analyses are continually arising, assignments might be modified, added, or possibly deleted. You are responsible for keeping up with these modifications.***

Because the subject matter of African History is so vast, especially when communities in the Diaspora are considered, there will be several readings that will be added as well as ways to access the material that are not included in this iteration of the syllabus. *We are, together, on an exploration of this vast continent.*

Part 1: “The relationship of history to the people is the same as the relationship of a mother to her child.”

-Dr. John Henrik Clarke

Jan. 28. Topic: “‘Cocoa Na Chocolate:’ the Great Wealth and Diversity of Africa”

Jan. 30: “ ‘There is only the History of Europeans in Africa. The Rest is Darkness’ – British historian Trevor-Roper 1963; NOT”

Read and analyze the following 3 items and write an essay on stereotypes of Africa that addresses items 1-8 below. The **3 items** to read, evaluate, and include in your essay are: 1) the Preface to the textbook, 2) “Changing Our Mind about Africa” from *Mistaking Africa* by Keim, and 3) the “Photo Essay: Imagining Africa” which is found between pp. 134-135 in the textbook and on the course webpage in Blackboard. *A print copy of the 2 readings are in your opening packet.*

****Write a “Brief but Pithy” essay addressing and responding to the following:**

- 1) Kiem’s and the textbook authors’ **theses (state each one)** in these readings are and **how they fit together** (15 pts.).
- 2) Do you **agree or disagree** with his Keim’s and the textbook authors’ theses? **Explain why** (15 pts.)
- 3) Give an **example** from your personal experience of one of the **5 reasons that *misperceptions*** about Africa continue to exist. (15 pts.)
- 4) Give an **example** of where you might have seen or heard/seen/experienced at least **one of the “notions”** of Africa in the textbook Preface. (15 pts.)

- 5) Use at least **2 (TWO)** of the pairs of images in the “Photo Essay: Imagining Africa” to illustrate the points that you are making in #1-4 above.
- 6) In your concluding paragraph, pull this material together and address **WHY ANY OF THIS MATTERS.**
- 7) Be sure to **have a thesis and an opening and closing statement that pulls this essay together.**
- 8) **This should be logical and well-written in a formal collegiate style and include facts to support your conclusions (10 pts.). Include a TITLE to the writing that reflects your own thesis. As the first brief but pithy that you will write, please note that you will paraphrase and analyze, not use the authors’ actual words unless a quote is extremely important. If you give a specific quote from one of the readings, include an internal citation immediately after the quote indicating the page from which you took the quote. If you are not sure how to paraphrase, please go to the writing center or see me. This is a crucial life skill and vital for this course. Note: *this is due on Wed., Jan. 30.***

Note: a “Brief but Pithy” is a short (brief) but very meaningful and insightful (pithy) piece of writing of about 1-3 paragraphs (depending on your treatment of the topic) that will be graded based on your completion of each part of the assignment, accuracy of evidence presented, and the thoughtfulness of your conclusions. ***This must include a title that reflects your own thesis.*** See Course Requirements A2 on p. 3 of this syllabus

Also, read the Syllabus and the accompanying material. **There will be a *Test on the Syllabus on Feb. 4.***

Feb. 4, 6 and 11. Topic: “Environmental Diversity and Its Impact: The Importance of Land, Language, and Resources” We will watch and discuss the movie **Black Panther**. This movie will provide a springboard for the discussion of the material for the rest of the semester. You will also complete assignments on the days indicated below with specific information from the text (and map) that will help you understand the movie as a reflection of global, integrative, and historical events.

Identify places on both the map of Africa and the world and begin to learn the specific places, and names. There will be a *timed Map Test on Feb. 18.*

For Feb. 4: Africa’s Place in World History through Black Panther

Watch the 15 minute video on “Black Panther: Symbolism Explained” at <https://www.youtube.com/watch?v=FjqOCOAGTHw>

Read article: “Wakanda is a Fake Country...” and *annotate* the article.

Begin to complete the “ ‘Black Panther’ Throughout History and Across the Globe” assignment. This is due on Feb. 11.

For Feb. 6 and 11: Watching, reading, and talking about Africa’s place in World History

Feb. 6 – Finish watching Black Panther and begin discussion

Feb. 11 -- First Language Lesson -- Xhosa

****“ ‘Black Panther’ Throughout History and Across the Globe” due**

****Textbook assignment for Chapters 1,3, and 4**

Feb. 13. Topic: “ ‘Black Matters’ ” Keith Wilson, Athenaeum Speaker.

The class will meet in Globe Hall; the speaker begins at 11:00. You will complete an assignment that you will begin during the program and turn in on Feb. 18

****BRaHA Pre-Writing Assignment #1** due on Feb. 13. Bring your book to class on Feb. 18 – **this counts as a quiz grade.**

Feb. 18. Topic: “The African Continent: Cultural Diversity, Continental Similarities, Global Connections”

****Turn in “Black Matters”** assignment from Feb. 13

****Timed Map Test**

In addition to discussing wrapping up our discussion of our basic knowledge of the African Continent, part of the class period will be meeting with a **librarian for a presentation** on research that is tailor-made for this course. Read (and view) the material on the following MC Library website at

<https://www.softchalkcloud.com/lesson/serve/cafVBuijknhpyr/html>

****“Academic Integrity and Avoiding Plagiarism Tutorial”** – read carefully, take the quiz at the end, and submit the quiz grade to me online (the website will guide you).

****There will be an assignment that you will complete after this library class which is due on Mar. 4.**

****Feb. 18. Bring your book to class – this counts as a quiz grade.**

**Feb. 20. Topic: “Synchronicity: African Cultures Blend with Outside Influences”
Group Presentations on Chapters 6, 7, and 8**

Feb. 25. Topic: “From Timbuktu to the Swahili Coast: The Benefits, Costs, and Enduring Influences of Trade”

Read Chpts. 1 and 2 from *The Bad-Ass Librarians* of Timbuktu by Joshua Hammer.

****Turn in the questions** that accompany reading

**Feb. 27. Topic: “Racism: ‘Old World’ Slavery and the European Roots of “New World”/Chattel Slavery”
Read Chpt. 9 pp. 143-152**

****Timed Test #1** (from beginning of course through Chpts. 8, pp. 143-152, and “Bad-Ass Librarians...”)

Part 2: Sankofa: “It is not taboo to go back and fetch what you forgot.”

Mar. 4. Topic: “Chattel Slavery and the Creation of the Atlantic World”

Read Introduction to Part 2, Chpt. 9 pp. 139-174, Reading from Strayer and Nelson pp. 620-624, and Reading from Aronson and Budhos p. 36 “The Spherical Trade”

Mar. 6. Midterm Exam

March 11-16 Spring Break!! No classes at MC

Mar. 18, 20 and 25. “West and West-Central Africa: At Home and in the Global Sphere”

Read Chapter 10 and additional readings

****Due for Presentation and in writing** on March 25. *As you read the material from Chapter 10, prepare for the “Brief but Pithy,” which is described below. Take notes for this as you study and read. Each of you will be assigned on Oct. 25, at random, one of the roles.*

****BbP#2: “What is the Best Way to Deal with the Europeans that Came to Your Home Between 1600-1750 to Insure Safety and Prosperity for Your People?”** You have been tasked by the head of the APTN (Astral Plane Television Network) to moderate a panel discussion between Princess Njinga of Ndongo (p. 190 and additional reading), Venture Smith (pp. 185-6 and “Eye Witness account”), one of the Obas of Dahomey (pp. 192-193), Osei Tutu of the Assante (p. 194), Betsy Heard (from Hughes and Hughes), and . The subject of the debate is **“What is the Best Way to Deal with the Europeans that Came between 1600-1750 to Insure Safety and Prosperity for Your People?”** You are able to choose any format that you wish but it **must be written as a dialogue**. This being the *Astral Plane*, your guests can access any information across time and space. Use **material from the textbook and any information from an acceptable source that you wish**. Write a “brief but pithy” that is **the transcript** for the debate. Indicate knowledge of details about each leader and his country and what his/her “voice” would probably be. **This must be typed and written in college-standard English**. Cite your sources. 10 points extra credit if you include participation from a Krio or member of Samuel Ajayi Crowther’s churches.

**** BRaHA Pre-Writing Assignments #2 and #3 due on Mar. 20 (Entire book must be read)**

Mar. 27. Topic: “Summing Up the Slave Trade: The Continuing Impact and the Diaspora”

Read from Aronson and Budhos p. 56 “Palmares, The Maroon Kingdom”

**** Timed Test #2** from material on Midterm through the Maroons

Part 3: African Regions and Diverse Interactions Within the World System

Apr. 1. Topic: “Vying for North Africa: Africans, Europeans, the Ottomans and Modern Ramifications”

Read Chpt. 11

**** BRaHA Pre-Writing Assignments #4 (Annotated Bibliography) due on Apr. 1**

Apr. 3. Topic: “East Africa: The Swahili Coast, Wealth, and the Arab Slave Trade”

Read Chpt. 12

Apr. 8. Topic: “The South African Jigsaw and the Seeds of Apartheid and Freedom”

Chpt. 13 Jigsaw Activity

Apr. 10 and 15. “Colonialism to Imperialism and African Responses and Resistance”

Read Chpt. 14 and additional reading TBA

**Apr. 17, 22, 24. “Cash Crops, Urbanization and Women: Moving to Independence and Modernization”
Chpts. 15, 16, and 17 and Reading from Strayer and Nelson. Specific assignment will be given out.**

****Timed Test #2 on all material from Apr. 1 – Apr. 24 on Apr. 24**

**** BRaHA Pre-Writing Assignments #5 (Final *Draft*) due on Apr. 17**

Part 4: African Culture in the Modern World

**Apr. 29, May 1, and May 6
Group Country Presentations**

**** BRaHA Final Paper due on May 1**

Final Exam: May 8, 10:15-12:15

Note on schedule: This is an “Unusual Final Exam Schedule” semester. Usually classes end the Friday/Saturday before exam week. This semester there is a class day, Mon. May 6 before exams begin on May 7. This class will meet as regular on May 6 and the Final Exam is on May 8.