

**Bowie State University**  
**Department of History and Government**  
**Survey of African Civilizations Since 1500**  
**History 361 3 Credits Spring 2009**

**Instructor:** Dr. A. Kwaw Woods  
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**Office:** MLK O208  
**Office Hours:** MWF—9:15 - 10:00 AM;  
1:00 - 2:00 PM;  
3:00 - 4:00 PM

**COURSE PREREQUISITES:** Students must have successfully passed History 111 to enroll in this class.

**COURSE DESCRIPTION:** This course is a continuation of HIST 360 and is a survey of the evolution of African nations. The course provides a narrative historical, cultural, political, and economic overview of the evolution of peoples and nations, and the rise and fall of indigenous states.

**REQUIRED TEXT:**

Boahen, A. Adu. **African Perspectives on Colonialism.** Baltimore: Johns Hopkins University Press, 1987.

Cooper, Frederick. **Africa Since 1940: The Past of the Present.** New York: Cambridge University Press, 2002.

Falola, Toyin. Ed. **Africa: Volume V: Contemporary Africa.** Durham, North Carolina: Carolina Academic Press, 2003.

Shillington, Kevin. **History of Africa.** New York: St. Martin's Press.

**EMERGING ISSUES:** As Bowie State University strives to become a campus sensitive to the issues of preserving the environment, elements of the class will be conducted in accordance to this ideal. Moreover, through the study of history students will be able to determine their place within an ever changing diverse and global society.

**GENERAL EDUCATION COMPETENCIES:**

- I. Written and Oral Communications:*
  - a. Analyze and discuss critical issues and recurring themes in the discipline;
  - f. Conduct research and evaluate information using the appropriate methods of the discipline;
- II. Scientific and Quantitative Reasoning:*
  - a. Analyze and understand the physical and biological world as they relate to the historical discipline;
- III. Critical Analysis and Reasoning:*
  - b. Apply skill in analysis, synthesis, and problem solving;
  - c. Apply logical reasoning in the examination and resolution of tasks.
- IV. Technological Competency:*
  - a. Create a document using word processing software;
- V. Information Literacy:*
  - a. Identification of key concepts and terms that describe the information needed;
  - d. Understanding of the ethical, legal and socioeconomic issues surrounding information and information technology.

**TECHNOLOGY REQUIREMENTS:** This course is web enhanced and has components on University's Blackboard system.

**LIBRARY REQUIREMENTS:** Students will be required to utilize the holdings of the University’s library as well as other accessible repositories to complete the assigned research project. The project and class assignments will introduce students to primary and secondary sources, reference materials, and tools that the historian uses in his/her craft.

**STUDENT EXPECTED OUTCOMES:**

Students will:

1. be acquainted with the historian’s craft
2. be able discuss African kingdoms and empires since the 1500’s
3. be able to articulate impact of the Berlin Conference in 1885–86.
4. understand the impact of European imperialism on Africa and its development
5. be able to discuss various African nationalist movements that contested and defeated European imperialism
6. become familiar with the many obstacles that confront contemporary African nations on their path to development

**SPECIFIC LEARNING OBJECTIVES:**

1. to assist the student’s understanding of the methodology and techniques of the historian’s craft by utilizing the material culture of the African experience;
2. to understand how Africa was developing prior to the European invasion and the effect of European imperialism and its precursor slavery had on that development
3. to strengthen the students’ ability in the areas of critical thinking and abstract reasoning through the examination of historical problems that confronted Africans as they strived to gain their independence.

<b>Curriculum Themes</b>	<b>Corresponding Outcomes or Objectives</b>
✓ Academic Scholar	Outcomes 1, 2, & all objectives
✓ Multicultural and Global Perspectives	Outcomes 3, 4, 5 & all objectives
✓ Personal and Interpersonal Perspectives	Outcomes 3, 4, 5 & all objectives
✓ Technological Applications	Outcomes 1 & 2; Objectives 1 & 2

**ACTIVITIES TO ACHIEVE THE EXPECTED OUTCOMES:**

- Lectures, written assignments, and discussions of conceptual and factual information from the textbook and additional materials such as handouts, articles, and audiovisual material (*Ia, IIa, IIIb, IIIc, IVa, Va, Vd*):
  - to help students’ reading and comprehension skills through synthesizing large amounts of information from required reading materials;
  - to develop historical analysis skills and relate the past to contemporary events;
  - to help students develop listening and note taking skills.
- Examinations (*Ia, IIa, IIb, IIIb, IIIc*):
  - to test the retention of historical knowledge.
- Research Project (*Ia, If, IIa, IIIb, IIIc, IIIc, IVa, Va, Vd*):
  - to assist students in developing a thesis emphasizing critical thought with regard to a historical problem or question;
  - to assist students in the synthesis of gathered detailed or factual information in a comprehensive and structured fashion;
  - to assist students in the analysis of a historical question or problem;
  - to draw conclusions for the development of individual perspectives and interpretations of historical problems or questions.

### TEACHING MODES:

This course presents African history as a subject in its own right as well as an integral part of world history. Survey of African Civilizations since 1500 examines the past in order to understand the present-day situation of Africa

This course will focus on critical thinking skills. These relate to students' ability to comprehend, analyze, synthesize, and communicate information from a variety of sources about contemporary African history. The instructor will serve largely as a facilitator of discussion as students are expected to generate issues for dialogue/debate based on the assigned reading materials. In order to enhance classroom discussions, handouts, out-of-class assignments, and/or library assignments may be additionally assigned prior to a given topic of discussion.

To prepare for class, students should refer to the course outline and focus on the weekly topics and assignments. Students are responsible for completing all assignments, and should pay particular attention to the weekly topic of discussion and activity for focused reading and preparation.

### STUDENT PREPARATION ROLES

This course emphasizes three competencies that help facilitate the student's role in a global, diverse contemporary American society. Students will receive instruction on identifying historical problems or questions; understanding broad historical concepts, gathering related details or facts, and synthesizing information; and testing their required and retained knowledge. *In case of inclement weather or the cancellation of class, students should check Blackboard for corresponding assignments. **Students who have a disability and who would like accommodations should report immediately to Disability Support Services (DSS), located in Room 1328 in the Business and Graduate Studies Building or call Mr. Michael S. Hughes, DSS Coordinator at 301-860-4067.***

### ATTENDANCE

Attendance is required to complete the course successfully. **University rules and regulations state that a student may fail a course if he/she misses a certain number of classes** [six (6) for a course that meets three (3) times a week; four (4) for a class that meets twice a week; and two (2) for a class that meets once a week]. Students are expected to attend (on time) and participate in all scheduled classes and activities. If a Student is not in class by the end of the call of the roster, the Student is tardy: two tardies equal one absence. Therefore, if a Student accumulates ten unexcused tardies (= five absences) before the final date before withdrawal, the Student may receive a grade of "F" for the course. Quizzes and daily class activities are considered class participation and cannot be made up. All students are expected to take examinations and turn in all assignments at the scheduled time. Students who miss assignments because of tardiness will not be able perform make-up work without a valid excuse. Make-up work will be at the discretion of the instructor. For example, if a student misses a quiz, the instructor may, but is not required to, have the student write a paper that is equivalent to that particular activity.

### STATEMENT OF ETHICAL AND PROFESSIONAL STANDARDS FOR THE COURSE

According to the "Code of Student Conduct," students are to achieve high standards of ethical and professional academic standards. This includes behavior and appearance in the classroom. For written and non-written scholarship, students are encouraged to be creatively responsible for making a contribution to the body of knowledge. This is accomplished through individual and group effort according to assigned activities. Students who commit acts of plagiarism or copying from other scholarship and/or violating academic standards in the classroom will be penalized according to the "Code of Student Conduct" for students as outlined

by Bowie State University. “In cases involving academic dishonesty, a failing grade or a grade of zero (0) for either an assignment and/or course may be administered. Students who are expelled or suspended for academic dishonesty are not admissible to other institutions within the University System of Maryland.” **Students engaging in academic dishonesty will fail this course!**

### **CLASSROOM DECORUM**

Bowie State University “prohibits disorderly or disruptive conduct on University premises or at University sponsored activities, which interfere with the activities of others, including studying, teaching, research, and administrative operations.” Students must not disrupt class for any reason such as excessive talking or continuously entering/exiting the classroom. Students should be dressed appropriately for an academic setting. Offensive or revealing clothing is not acceptable in a learning environment. Please refrain from the use of cellular phones (talking and text messaging), pagers and other similar electronic devices (e.g., iPods or CD players) during class. These devices must be silenced prior to the start of class. Recording devices are not allowed in this class. Students who fail to adhere to these policies will be penalized accordingly.

### **COURSE REQUIREMENTS**

#### **CLASSROOM DISCUSSIONS ON PRIMARY HISTORICAL DOCUMENTS**

Students will often be encouraged to “think historically” by analyzing, discussing, debating, and presenting on primary historical documents during class. During these discussions, students are to weigh evidence, question stereotypes, dispel myths, and draw informed insights about historical problems and issues.

#### **WEEKLY CONTENT ASSIGNMENTS**

Weekly content assignments are essentially weekly study guides that consist of various questions or topics of discussions to help the student comprehend the assigned reading(s). The responses to these assignments are to be typed and turned into the professor.<sup>1</sup> The professor reserves the right to not accept late assignments.

#### **QUIZ**

There will be one quiz on the map of Africa. The quiz will be divided into two sections. The first section will cover selected elements of the geography of Africa including but not limited to lakes, rivers, mountains, and deserts. The second section will be on the modern day countries of Africa. **The quiz will be on Monday, March 2.**

#### **RESEARCH PAPER**

There is an 8–10 page research paper on any contemporary African issue. Being that the topical range is rather extensive, each student should be able to find a topic that interests them. However, if a student is unable, the professor will be available to discuss possible topics.<sup>2</sup> The paper should include a historical overview and a detailed description/analysis of the topic.

An abstract of the research paper along with a working bibliography **IS DUE ON MONDAY MARCH 9.** The research paper **IS DUE ON FRIDAY, MAY 1, 2009.** Any paper

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<sup>1</sup> Each assignment should follow this format: at the top right corner of your paper, type your name, date, course number, and meeting time. Two lines below that section, type the title of the article/document in the center of the paper. One line below the title, provide a comprehensive (1) summary and (2) analysis of the main points of the article/document.

<sup>2</sup> Sample topics include: South Africa’s Truth and Reconciliation Commission, the Conflict in Congo, the Darfur Crisis, the Rwanda Genocide, President Mugabe of Zimbabwe refusal to step down, the “Pirates” of Somalia, Sierra Leone’s conflict over diamonds, slavery in Sudan, the conflict between Eritrea and Ethiopia, the scramble for Africa’s oil, President Mbeki of South Africa refusal of AIDS drugs.

**submitted late will result in a whole letter grade deduction for each late day.**

### **PRESENTATION**

During the final weeks of the class, each student will give a lecture on their research topic. The lecture should include audio, visual, and/or graphic aids to enhance the class' awareness and understanding of the topic.

### **EXAMINATIONS**

There will be two examinations in this course. The examinations will consist of essay responses.

#### **Evaluations**

Class Participation	15%
Weekly Content Assignment	20%
Quiz	10%
Research Paper	10%
Presentation	10%
Abstract	5%
Midterm	15%
Final	15%

#### **Grading Scale**

90 -100	—	A
80 - 89	—	B
70 - 79	—	C
60 - 69	—	D
under 59	—	F

## Course Outline

NOTE: THE SCHEDULE MAY CHANGE GIVEN TIME CONSTRAINTS OR OTHER FACTORS. ADDITIONAL READINGS WILL BE ASSIGNED AS NECESSARY.

## TOPICAL OUTLINE

- WEEK 1: Introductions, Discussion of Syllabus, Historiography  
Reading:  
Wilson, “European Historiography and Oppression Exposed”
- WEEK 2: Overview of the Conditions of Contemporary Africa  
Obenga, “Africa’s Place in the World”
- WEEK 3: European Enslavement and African States and Societies to the Eighteenth Century  
Reading:  
Shillington, Chapter 12 – Chapter 15
- WEEK 4: The State of Africa in the Nineteenth Century  
Reading:  
Shillington, Chapter 16 – Chapter 19
- WEEK 5: The Eve of European Occupation  
Reading:  
“Manifest Destiny”  
Rudyard Kipling, “White Man’s Burden”  
Shillington, (293) “The Mapping of Africa as a Prelude to Empire”  
Boahen, Chapter 1 “The Eve of the Colonial Conquest”  
Rodney, Chapter 4 (135) “The Coming of Imperialism and Colonialism”
- WEEK 6: European Scramble for Africa and the Imposition of European Control  
Reading:  
Shillington, Chapter 21 “The European ‘Scramble’”  
Boahen, Chapter 2 “The Imposition of the Colonial System”  
Shillington, Chapter 22 “Industrialization, Colonial Conquest and African Resistance in South Central and Southern Africa”  
Shillington, Chapter 23 (332–342) Consolidation of Empire”  
**Quiz Map of Africa**
- WEEK 7: Africa and European War I and II  
Reading:  
Shillington, (344) The First World War and Africa, 1914–18  
Shillington, Chapter 24 & Chapter 25  
**Midterm**
- WEEK 8: Spring Break

- WEEK 9: Africa's Struggle for "Independence"  
 Reading:  
 Cooper, Chapter 4 "Ending Empire and Imagining the Future"  
 Shillington, Chapter 26 "The Winning of Independence (1)"  
 Shillington, Chapter 27 "The Winning of Independence (2)"
- WEEK 10: Africa's Struggle for "Independence" (contd.)  
 Cooper, (85) Interlude: Rhythms of Change in the Post-War World  
 Cooper, Chapter 6 "The Late Decolonizations: Southern Africa"  
 Falola, Chapter 9 African Nationalism: The Struggles for National  
 Liberation, 1960s – 1990s
- WEEK 11: Development of African Nations Since Independence  
 Reading:  
 Falola, Chapter 1 "The Legacies of Colonialism and the Politics of the  
 Cold War"  
 Shillington, Chapter 28 "Africa Since Independence (1)"  
 Shillington, Chapter 29 "Africa Since Independence (2)"
- WEEK 12: Contemporary African Developments  
 Reading:  
 Falola, Chapter 8 "State and Nation-Building since Independence"  
 Falola, Chapter 10 "Ethnic Conflicts and African Politics"  
 Falola, Chapter 11 "Military Regimes" in Africa
- WEEK 13: Contemporary African Developments  
 Reading:  
 Falola, Chapter 12 "Governance and Community Development"  
 Falola, Chapter 15 "Democratization Movements in Africa"  
 Falola, Chapter 16 "The Organization of African Unity"
- WEEK 14: Contemporary African Developments  
 Falola, Chapter 17 "Africa's International Relations"  
 Falola, Chapter 18 "Ideologies and Failure of Economic Development in  
 Africa"  
 Falola, Chapter 24 "Economic Crisis and Structural Adjustment  
 Programs"  
**Note: Papers Due Friday, May 1, 2009**
- WEEK 15: Oral Presentation of Research Papers
- WEEK 16: Final Exam

## GENERAL REFERENCE SOURCES

- J. Ade Ajayi and M. Crowder (Eds.), **History of West Africa, Vol. I**  
 D. Birmingham and P. Martin (Eds.), **History of Central Africa, Vol. I**  
 Albert Adu Boahen, **African Perspectives on Colonialism**  
 Ralph Austin, **African Economic History: Internal Development and External Dependency**  
 Adu Boahen, **Topics in West African History**  
 Frederick Cooper, "Conflict and Connection: Rethinking Colonial African History," **The American Historical Review**, Vol. 99, No. 5 (Dec., 1994)  
 Paul Bohannon and Phillip D. Curtin, **Africa and the Africans**  
 Richard Buijtenhuijs, **Essays on Mau Mau**  
 Phillip D. Curtin, **African History**  
 Perry Curtis and George H. Nadel, **Imperialism and Colonialism**  
 Basil Davidson, **Africa in History**  
 Basil Davidson, **A History of West Africa**  
 D. Forde, **African Worlds**  
 Michael Hardt and Antonio Negri, **Empire**  
 John Hargreaves, **Decolonization in Africa**  
 \_\_\_\_\_, **West Africa Partitioned**  
 Joseph E. Harris, **Africans and Their History**  
 Daniel Headrick, **The Tools of Empire**  
 Jeffrey Herbst, "Responding to State Failure in Africa," **International Security**, Vol. 21, No. 3 (Winter, 1996-1997)  
 A. Hilton, **The Kingdom of Kongo**  
 Thomas Hodgkin, **Nationalism in Colonial Africa**  
 Robert W. July, **A History of the African People**  
 S.M. Kiwanuka, **A History of Buganda**  
 David Lewis, **The race to Fashoda : European Colonialism and African resistance in The Scramble for Africa**  
 Kwame Nkrumah, **Consciencism**  
 \_\_\_\_\_, **Africa Must Unite**  
 \_\_\_\_\_, **Neo-Colonialism: The Last Stage of Imperialism**  
 R.S. O'Fahey and J.L. Spaulding, **Kingdoms of the Sudan**  
 B. Ogot, **Zamani: A Survey of East African History**  
 J. D. Omer-Cooper, **History of Southern Africa**  
 Thomas Pakenham, **The Scramble for Africa: White Man's Conquest of the Dark Continent from 1876-1912**  
 Neil Parsons, **A New History of Southern Africa**  
 Ernest F. Penrose, **European Imperialism and the Partition of Africa**  
 Walter Rodney, **How Europe Underdeveloped Africa**  
 Kevin Shillington, **History of Africa**  
 P.L. Shinnie, **Meroe, A Civilization of the Sudan**  
 L. Thompson, **A History of South Africa**  
 Chancellor Williams, **The Destruction of Black Civilization**  
 \_\_\_\_\_, **The Rebirth of African Civilizations.**  
 Maloba O. Wunyabari, **Mau Mau and Kenya: An Analysis of Peasant Revolt.**  
 Crawford Young, **The African Colonial State in Comparative Perspective**