

HIST571

Course Summary

Course : HIST571 **Title :** History of Africa
Length of Course : 8 **Faculty :**
Prerequisites : N/A **Credit Hours :** 3

Description

Course Description:

This course will analyze various aspects of African Civilizations including the conflicts and historical development of various pre-colonial African kingdoms to the rise the Slave Trade. In addition, emphasis will focus on the development of the plantation economy in the West, changes in the conduct of the slave trade and its impact on African economic, social, and political history. (Recommended Prerequisites: HIST500 and HIST501)

Course Scope:

This course will provide evidence relative to the historical development of man through innovation and circumstance, and survey the creation of tribal, religious and economic concepts that spread throughout the continent. In addition, it will examine how religion, culture and outside colonial influences altered the course of African civilization and changed the course of history.

Objectives

After the successful completion of this course, students will be able to:

1. Analyze African history from the ancient period to c. 1800.
 2. Distinguish the diverse cultures and civilizations of Africa
 3. Deconstruct the historical roots of current events in Africa.
 4. Analyze the worth and wealth of various African cultures and societies.
 5. Appraise the connections between Africans and other peoples of the world and the ways in which those connections changed over time.
-

Outline

Week 1: Pre-Historical Africa in Context

Learning Objectives

- Analyze the specific evolutions associated with indigenous populations, culture, and settlement patterns in early African history.

Readings

- [African History: A Very Short Introduction](#)
 - Required for the Academic Book Review assignment
- [Approaching African History](#)
 - Chapters 1-10

Assignments

- Introductions
- Week 1 Discussion

Week 2: Early History - Greeks and Romans

Learning Objectives

- Understand the impact of the Greeks and Romans in the development of African culture.

Readings

- [Rediscovering the "Lost Roman Caesar: Septimius Severus the African and Eurocentric Historiography](#)
- [Approaching African History](#)
 - Chapters 11-14
- [Ancient Egypt in Africa](#)
 - Chapters 1-3

Assignments

- Week 2 Discussion

Week 3: Slavery and the Atlantic World

Learning Objectives

- Examine the economic, cultural and social dynamics associated with the Atlantic slave trade and African diaspora.

Readings

- [Africa and Africans in the Making of the Atlantic World, 1400-1800](#)
- [The Impact of the Atlantic Slave Trade on Africa: A Review of the Literature](#)
- [The Volume of the Atlantic Slave Trade: A Synthesis](#)

Assignments

- Week 3 Discussion
- Academic Book Review: "African History" Due

Week 4: West and West-Central Africa, 1500-1880

Learning Objectives

- Examine religion, legitimate trade, and politics from a global perspective.

Readings

- [A Military History of Africa](#)
 - Chapter 2
- [West Africa's Discovery of the Atlantic](#)
- [The Persistence of Memory](#)
- [Africa in the World History: From Prehistory to the Present.](#)
 - Chapter 10. PDF is located inside the classroom.

Assignments

- Week 4 Discussion

Week 5: North Africa and the Sudan, 1500-1880

Learning Objectives

- Analyze the dynamics and events associated with the Ottoman, French and religious influences against a global perspective.

Readings

- [A Military History of Africa](#)
 - Chapter 1
- [North Africa, Revised Edition : A History from Antiquity to the Present](#)
 - Chapters 1-5
- [The Disappearance of Christianity from North Africa in the Wake of the Rise of Islam](#)
- [Myth and Metrology: The Early Trans-Saharan Gold Trade](#)

Assignments

- Week 5 Discussion
- Preliminary Annotated Bibliography

Week 6: East Africa, 1500-1850

Learning Objectives

- Analyze the dynamics and events associated with the Portuguese, Omani and British influences against a global perspective.

Readings

- [A Military History of Africa](#)
 - Chapter 3
- [East Africa : An Introductory History](#)
 - Chapters 1-6
- [Gujarat and the Trade of East Africa, c. 1500-1800](#)

Assignments

- Week 6 Discussion

Week 7: Southern Africa, 1500-1880

Learning Objectives

- Analyze the dynamics and events associated with the Zulu, Ndebele, Voortrekker and Boer influences against a global perspective.

Readings

- [A Military History of Africa](#)
 - Chapter 5
- [The Making of Modern South Africa : Conquest, Apartheid, Democracy](#)
 - Chapters 4-6
- [The 'House' and Zulu Political Structure in the Nineteenth Century](#)
- [History of Africa](#)
 - Chapter 15. PDF located inside the classroom.

Assignments

- Week 7 Discussion

Week 8: Colonialism and African Resistance

Learning Objectives

- Examine the cultural, social and class dynamics of African resistance to colonialism against a global perspective

Readings

- [Approaching African History](#)
 - Chapters 28-30
- [A Short History of Africa : From the Origins of the Human Race to the Arab Spring](#)
 - Chapters 8-12
- [Colonial Style and Post-Colonial Ethnic Conflict in Africa](#)

Assignments

- Week 8 Discussion
 - Historiographical Essay - Colonialism in Africa
-

Evaluation

Readings, Assignments, and Participation: You will be required to read an average of 100 pages per week, or around 800 pages for the course; probably more, depending upon your research efforts. You will also be required to thoughtfully respond to weekly forum discussion topics. While the forum items will normally be drawn from the weekly reading assignments, they may be modified at the discretion of the instructor. Your responses – also called “posts” – will involve analyzing readings, comparing and contrasting the views of authors, and critiquing arguments presented by the readings or the class responses and discussions should abide by the University Netiquette policy. The purpose of the forum’s discussion board activities is to expand your learning opportunities by engaging in academic and thought- provoking asynchronous conversation with your classmates and instructor. The instructor’s role is to facilitate the learning process by participating in the discussions and moving conversations by promoting an advanced level of inquiry.

Beginning in Week 1 and continuing through Week 8, there will be grade points awarded for participation in the discussion forum items. Posts will be reviewed for accuracy of interpretation, rigor of argument, and

clarity of expression. When responding to other students, it is not enough to simply state “I agree.” Respond to their post in a way that moves the discussion forward, and demonstrates your knowledge or unique perspective on the topic.

Academic Book Review: Each student will be required to write an academic (or scholarly) book review during the course. The book will be the required Parker and Rathbone text *African History: A Very Short Introduction*. Oxford, GB: Oxford University Press, 2007. Note that an academic book review is not the same thing as a book report, which simply summarizes the content of a book. When writing an academic book review, one not only reports on the content of the book but also assess its strengths and weaknesses. Accordingly, once you have carefully examined the text, write a 1,000-1,250-word review that answers the following three questions. Note: There is a 300-word minimum for each question response:

1. What generalizations can be made about the authors’ general “idea” of Africa?
2. How did the authors approach the topic of African diversity and unity?
3. How did the authors portray the role of European colonialism on the continent?

The academic book website review shall be typed, double-spaced, and in a 12-point Times New Roman font. See the assignment details (assignment tab at the left of the screen) for a guide to the recommended format – including placeholder (Lorem Ipsum) text – for this assignment.

Historiographical Essay – Colonialism in Africa: A historiographical essay summarizes and analyzes interpretations of scholars on a given issue or topic. For this assignment, your assigned topic will be Colonialism in Africa. Note that the historiographical essay is a special type of history writing that only considers secondary sources – available through the online library EBSCO, JSTOR and ProQuest databases, among others – and traces how historians have interpreted this topic over time. See the assignment details (assignment tab at the left of the screen) for a sample historiographical essay, Eric Foner’s “Reconstruction Revisited.” You should follow his approach for this assignment. Essays will be a minimum of 2,500 and a maximum of 3,500 words (10 to 14 pages) and include a *minimum* of 25 relevant secondary sources. The reference citations are not to be included in the word count, and the essays shall be typed, double-spaced, and in a 12-point Times New Roman font. Citations are required and, once again, must follow the Chicago Guide http://apus.libguides.com/APUS_ePress/chicago (footnotes and bibliography format).

NOTE: The Historiographical Essay process consists of the following graded steps:

Week 5 - Submission of a preliminary annotated bibliography of works to be included in the essay. At this point, a minimum of 15, properly formatted items are required.

Week 8 - Submission of a final, properly formatted Historiographical essay. Source annotation is not required in the final submission.

Regarding Internet sources to be used citation purposes, acceptable sites include scholarly websites and documents available through the APUS Online Library, or other academic and governmental holdings, libraries, archives and databases. For our purposes, *Wikipedia* (as well as the other “Wiki” sites) is not considered a valid academic source. Note that, once again, as graduate students, it is *your* responsibility to ensure the proper formatting for your working bibliography and footnote entries. There will be a total of 40 possible grade points awarded for submission of the final historiographical essay.

Please see the [Student Handbook](#) to reference the University’s [grading scale](#).

Please see the assignments located in the classroom for a full description of the requirements for each written assignment.

Grading:

Name	Grade %
Discussions	40.00 %
Week 1: Discussion	5.00 %

Week 2: Discussion and Commentary Drawn From Selected Weekly Readings	5.00 %
Week 8: Discussion and Commentary Drawn From Selected Weekly Readings	5.00 %
Week 3: Discussion and Commentary Drawn From Selected Weekly Readings	5.00 %
Week 4: Discussion and Commentary Drawn From Selected Weekly Readings	5.00 %
Week 5: Discussion and Commentary Drawn From Selected Weekly Readings	5.00 %
Week 6: Discussion and Commentary Drawn From Selected Weekly Readings	5.00 %
Week 7: Discussion and Commentary Drawn From Selected Weekly Readings	5.00 %
Assignments	60.00 %
Academic Book Review: African History	15.90 %
Preliminary Annotated Bibliography	9.90 %
Historiographical Essay - Colonialism in Africa	34.20 %

Materials

Book Title: African History: A Very Short Introduction (E-book available through the APUS Online Library)

Author: Parker, J. and Rathbone, R.

Publication Info: Oxford University Press Lib

ISBN: 9780192802484

Book Title: Approaching African History (Ebook available in the APUS Online Library)

Author: Brett, Michael

Publication Info: Boydell & Brewer, Limited Lib

ISBN: 9781847010636

Book Title: A Short History of Africa : From the Origins of the Human Race to the Arab Spring (Ebook available in the APUS Online Library)

Author: Kerr, G.

Publication Info: Oldcastle Books Lib

ISBN: 9781842434420

Book Title: Various resources from the APUS Library & the Open Web are used. Please visit

<http://apus.libguides.com/er.php> to locate the course eReserve.

Author:

Publication Info:

ISBN: ERESERVE NOTE

Required Textbook: *Student Purchase*

Reynolds, Jonathan T., and Erik Gilbert. *Africa in World History*. Third Edition. Upper Saddle River, NJ: Pearson Educational, 2012.

Parker, John, and Richard Rathbone. *African History: A Very Short Introduction*. Oxford, GB: Oxford University Press, 2007. Available in APUS Online Library.

Additional Readings: *Provided by Instructor*

Alpers, Edward A. "Gujarat and the Trade of East Africa, C. 1500-1800." *The International Journal of African Historical Studies* 9, no. 1 (1976): 22-44.

Asante, Molefi Kete, and Shaza Ismail. "Rediscovering the "Lost Roman Caesar: Septimius Severus the African and Eurocentric Historiography." *Journal of Black Studies* 40, no. 4 (2010): 606-18.

Blanton, Robert, T. David Mason, and Brian Athow. "Colonial Style and Post-Colonial Ethnic Conflict in Africa." *Journal of Peace Research* 38, no. 4 (2001): 473-91.

Davis, R. Hunt. "Interpreting the Colonial Period in African History." *African Affairs* 72, no. 289 (1973): 383-400.

Foner, Eric. "Reconstruction Revisited." *Reviews in American History* 10, no. 4 (1982): 82-100.
[Historiographical Essay Guide]

Garrard, Timothy F. "Myth and Metrology: The Early Trans-Saharan Gold Trade." *The Journal of African History* 23, no. 4 (1982): 443-61.

Henriksen, Thomas. "Portugal in Africa: A Noneconomic Interpretation." *African Studies Review* 16, no. 3 (1973): 405-16.

Kuper, Adam. "The 'House' and Zulu Political Structure in the Nineteenth Century." *The Journal of African History* 34, no. 3 (1993): 469-87.

Law, Robin. "West Africa's Discovery of the Atlantic." *The International Journal of African Historical Studies* 44, no. 1 (2011): 1-25.

Lovejoy, Paul E. "The Impact of the Atlantic Slave Trade on Africa: A Review of the Literature." *The Journal of African History* 30, no. 3 (1989): 365-94.

Lovejoy, Paul E. "The Volume of the Atlantic Slave Trade: A Synthesis." *The Journal of African History* 23, no. 4 (1982): 473-501.

Meskell, Lynn, and Lindsay Weiss. "Coetzee on South Africa's Past: Remembering in the Time of Forgetting." *American Anthropologist* 108, no. 1 (2006): 88-99.

Miller, Joseph C. "History and Africa/Africa and History." *The American Historical Review* 104, no. 1 (1999): 1-32.

Oliver, Roland. "The Problem of the Bantu Expansion." *The Journal of African History* 7, no. 3 (1966): 361-76.

Speel, C. J. "The Disappearance of Christianity from North Africa in the Wake of the Rise of Islam." *Church History* 29, no. 4 (1960): 379-97.

Twitty, Michael. "The Persistence of Memory." *The Journal of Negro History* 85, no. 3 (2000): 176-82.

Additional Resources (Recommended):

Chicago Style Guides are available in the online library: http://apus.libguides.com/APUS_ePress/chicago

IMPORTANT NOTE: The Department of History and Military History requires conformity with the traditional University of Chicago Style Manual and its Turabian offshoot. Citations will follow traditional endnote or footnote attribution. Do not use parenthetical (MLA) variation.

Copyright/Fair Use Notice: Electronic readings may be provided by way of licensed materials in the Online Library, but also in keeping with Fair Use exemptions for educational purposes under U.S. Copyright Law.

Course Guidelines

Writing Expectations: Graduate education in history at APUS is intended to prepare students for professional and scholarly success by training them in the various aspects of the discipline of history. In contrast to undergraduate education, graduate students are expected to undertake significant research that is original and of more breadth and depth. Student writings should be grammatically correct, and logically structured and organized. Their work should employ critical thinking and viable evidence that is cited correctly using *The Chicago Manual of Style*.

Citation and Reference Style: History and Military History students should become familiar with the Chicago Manual of Style (CMS) format for citations and the bibliography. The CMS is the standard format for historians. As such, it is our responsibility to ensure that you use this format so that you become comfortable with it during your undergraduate years. Non-history majors can use APA or MLA as the citation and reference style used in written work submitted for this course.

Late Assignments

Students are expected to submit assignments by the due dates listed in the classroom. Late assignments may not be accepted after the course end date. Submitting an assignment late may result in a penalty of up to 10% of the grade per day late, not to exceed a maximum of 50% (5 days late). The amount of the penalty is at the faculty member's discretion. Faculty recognize that students have limited time, and may be more flexible if potential delays are communicated ahead of time.*

*Programs with specialty accreditation may have different late policies;

**Students with DSA accommodations may have different late policies applied.

Turnitin

It is required that assignments be submitted to Turnitin.com. Turnitin.com will analyze a paper and report instances of potential plagiarism for the student to edit before submitting it for a grade. In some cases professors may require students to use Turnitin.com. Typically the course professor will establish a Turnitin.com access code for his/her classes. If the code has not been established, those who wish to use Turnitin.com may ask their professor to establish the code.

Communications

Student Communication

To reach the instructor, please communicate through the MyClassroom email function accessible from the Classlist of the Course Tools menu, where the instructor and students email addresses are listed, or via the Office 365 tool on the Course homepage.

- In emails to instructors, it's important to note the specific course in which you are enrolled. The name of the course is at the top center of all pages.
- Students and instructors communicate in Discussion posts and other learning activities.
- All interactions should follow APUS guidelines, as noted in the [Student Handbook](#), and maintain a professional, courteous tone.
- Students should review writing for spelling and grammar.
- [Tips on Using the Office 365 Email Tool](#)

Instructor Communication

The instructor will post announcements on communications preferences involving email and Instant Messaging and any changes in the class schedule or activities.

- Instructors will periodically post information on the expectations of students and will provide feedback on assignments, Discussion posts, quizzes, and exams.
- Instructors will generally acknowledge student communications within 24 hours and respond within 48 hours, except in unusual circumstances (e.g., illness).
- The APUS standard for grading of all assessments (assignments, Discussions, quizzes, exams) is five days or fewer from the due date.
- Final course grades are submitted by faculty no later than seven days after the end date of the course or the end of the extension period.

University Policies

Consult the [Student Handbook](#) for processes and policies at APUS. Notable policies:

- [Drop/Withdrawal Policy](#)
- [Extension Requests](#)
- [Academic Probation](#)
- [Appeals](#)
- [Academic Dishonesty / Plagiarism](#)
- [Disability Accommodations](#)
- [Student Deadlines](#)
- [Video Conference Policy](#)

Mission

The [mission of American Public University System](#) is to provide high quality higher education with emphasis on educating the nation's military and public service communities by offering respected, relevant, accessible, affordable, and student-focused online programs that prepare students for service and leadership in a diverse, global society.

Minimum Technology Requirements

- Please consult the catalog for the minimum hardware and software required for [undergraduate](#) and

[graduate](#) courses.

- Although students are encouraged to use the [Pulse mobile app](#) with any course, please note that not all course work can be completed via a mobile device.

Disclaimers

- Please note that course content – and, thus, the syllabus – may change between when a student registers for a course and when the course starts.
- Course content may vary from the syllabus' schedule to meet the needs of a particular group.