HIS 394: Atlantic and Colonial Africa  
*Spring 2016*  
Instructor: Dr. Jonathan T. Reynolds.

**Meeting Times and Location:**  T/R 9:25-10:40.  LAN 427  
**Office Hours:**  439 Landrum, M/W/F 8-8:50 and 10-10:50 (and by appointment).  
**e-mail:** ReynolJo@NKU.EDU  
**Phone:** x5279  
**Required Text:** Gilbert & Reynolds *Africa in World History* (3rd Edition)  
**Prerequisites:** There are no prerequisites for this course but it helps to have an open, yet critical, mind.

**COURSE DESCRIPTION:**  HIS 336 takes an interdisciplinary approach to the examination of the history and people of Africa, with the specific goal of debunking many of the myths and misrepresentations that have developed around the continent and its inhabitants.  Further, this course presents the broad sweep of African History in the wider context of African participation in Global History.  The scope of the course covers the continent from the opening of the Atlantic World in the 15th century, through the Atlantic Slave Trade and Era of Legitimate Trade, and to the Era of Colonialism in the late 19th and early 20th Century.  Specific themes to be examined include: images of Africa and Africans; the nature and impact of the Atlantic Slave Trade; African influence in creation of the Atlantic World; resistance to colonialism; and the nature and impact of colonialism.

**Goals of the Course.**  Over the course of the Semester, students who make the effort to do so will gain:  
1) A basic understanding of Africa's physical and human geography.  
2) A knowledge of major themes, issues, events and personalities in African History from the 15th through 20th Centuries.  
3) A better feel for the reality of African History.  
4) A grasp of the interdisciplinary methodology used to approach the reconstruction of African History.

Each student's progress towards these goals will be accessed via:  
1) Analysis of written work, both in the form of out-of-class assignments and also in-class essay exams and quizzes.  
   Reviews will test the student's ability to identify, analyze, and evaluate scholarly arguments.  
   Essay exams will test retention of information and the ability to utilize the material in the context of a persuasive argument.  
   The final paper will test the student's ability to undertake research and organize the resulting material in a persuasive argument.  
2) Evaluation of contributions to class discussions (see below).

**REQUIREMENTS:**  
**Attendance:**  Coming to class is a guaranteed way to get the most out of the class and improve your grade.  More than 3 unexcused absences will result in a reduction of the class participation component of your grade (20%). Students with excused absences are still expected to complete all assignments.
Readings: Most lectures have companion reading assignments. Students should have read each assignment before the lecture. Reading the assignment before the lecture will help you understand the discussion and help you pose challenging questions. Please note that additional required readings are on reserve in the library. Further, make use of the African Studies Web Addresses in the syllabus. These, and others like them, will provide you with valuable access to information and resources for discussions and written assignments. *It is highly recommended that students visit the H-Africa discussion network to stay abreast of current debates and discourse in the field.* The address is: http://www2.h-net.msu.edu/~africa/

Participation: You all learn more if you do more than listen to me yack. As such, class participation is part of your grade. Participation includes, but is not limited to:

- attendance
- enthusiasm for the material (and learning in general)
- evidence of having done and critically accessed the readings
- answering my questions
- willingness to ask questions or raise issues without being called upon
- ability to draw connections between class material and other classes, topics or fields of study
- requests for greater detail, clarification, etc.
- disagreeing with me (in a properly academic tone, of course)
- coming up with things I haven’t thought of

Honor Code: Read it, Know it, Embrace it. http://www.nku.edu/~deanstudents/
"The work you will do in this course is subject to the Student Honor Code. The Honor Code is a commitment to the highest degree of ethical integrity in academic conduct, a commitment that, individually and collectively, the students of Northern Kentucky University will not lie, cheat, or plagiarize to gain an academic advantage over fellow students or avoid academic requirements."

Note: I am not one to take cheating lightly. I will assume each student is honest and trustworthy until I am given a reason to believe otherwise. *If this trust is abused, I tend to become quite hard-hearted.* Cheating in class or any sort of plagiarism (representing someone else’s work as your own) will not be tolerated. At the very least I will fail offenders for the assignment in question, but I am more likely to fail him/her for the entire course.

Students with Disabilities: Students with disabilities who require accommodations (academic adjustments, auxiliary aids or services) for this course must register with the Disability Services Office. Please contact the Disability Service Office immediately in the University Center, Suite 320 or call 859/572/6373 for more information. Verification of your disability is required in the Disability Services Office for you to receive reasonable academic accommodations.

Grade: The final grade for the course will be based on the following:

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<tr>
<th>Category</th>
<th>Percentage</th>
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<tr>
<td>Attendance and Participation</td>
<td>(20%)</td>
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<tr>
<td>Mid-term</td>
<td>(15%)</td>
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<td>Fiction and Article Reviews (10% each)</td>
<td>(20%)</td>
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<td>Research Paper</td>
<td>(20%)</td>
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<td>Quizzes (scheduled or unscheduled)</td>
<td>(10%)</td>
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<td>Final Exam</td>
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<td><strong>Total</strong></td>
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**Students going into the final exam with an AA-@ or better average may forego the final.**

**Pop quizzes** may be assigned at any time -- but usually occur when I think people have not completed the readings or when attendance is poor. Quizzes missed due to unexcused absences cannot be made up.

**Written Assignments.** Students will complete two scholarly reviews and one research paper. Papers are expected to be grammatically correct and proof-read. I will be happy to read rough drafts of any written assignments. If you have any trouble with material needed for these assignments, please do not hesitate to speak with me.

**Reviews:** The reviews will be on titles of the student's choosing. The **FIRST** will be either on an Academic Journal Article (Note: National Geographic and Newsweek are not academic journals) or book dealing with African History since 1500. The **SECOND** will be on an African Work of Fiction (Novel or Play, **NO** short stories)

The **Research Paper** will be from eight to ten pages long and will be on a subject relevant to the class. Citations (Chicago-style for History Majors or MLA style notes for others) are required, as is a bibliography. The paper must cite a minimum of eight different sources (the textbook can be used, but will not count as one of your sources).

**LATE ASSIGNMENT POLICY:** On Time is Good. Late is better than never. Points will be deducted from all late assignments.

**Extra Credit:** If at any time prior to Thursday, **April 28th** you are unsatisfied with your grade (prior to the last week of class meetings), I will be happy to discuss opportunities for extra-credit. Come see me.

**Instructor and Course Evaluations:**

Northern Kentucky University takes Instructor and Course Evaluations very seriously as an important means of gathering information for the enhancement of learning opportunities for its students. It is an important responsibility of NKU students as citizens of the University to participate in the instructor and course evaluation process. During the two weeks* prior to the end of each semester classes, you will be asked to reflect upon what you have learned in this course, the extent to which you have invested the necessary effort to maximize your learning, and the role your instructor has played in the learning process. It is very important that you complete the online evaluations with thoughtfully written comments.

Student evaluations of courses and instructors are regarded as strictly confidential. They are not available to the instructor until after final grades are submitted, and extensive precautions are taken to prevent your comments from being identified as coming from you.

Starting Spring semester 2011, the students who complete an evaluation for a particular course (or opt out of doing so in the evaluation) will be rewarded for their participation by having access to their course grade as soon as that grade is submitted by the instructor. On the other hand, any student who does not complete the course evaluation (or opt out of doing so in the evaluation)
should expect to incur a two week delay in access to his or her course grade beyond the university's official date for grade availability.

To complete online evaluations go to http://eval.nku.edu. Click on "student login" and use the same USERNAME and PASSWORD as used on campus.

Course Schedule: The following lectures/discussions will be presented in the order listed below. You are expected to keep track of which topics have been completed and which are pending.

1) Greetings & Goals of the Course:
   -- What do we know about Atlantic and Colonial Africa?
     ▪ Images of Africa: Myths, Agendas and Realities. Features a rare and thrilling visual extravaganza: “UnMisunderstanding Africa”
     Read:  Introduction: Notions of Africa & APart 2: Africa Since 1500 CE
     Read/Look through the book’s two photo essays
     It is heartily recommended that students who did not take HIS 335 take time to skim through the first eight chapters of Africa in World History.

2) Overview B Africa in the early 15th Century
   ▪ Economic, Political and Cultural Trends.
   ▪ Demographics
     Read: Ch 9, pp 175-179; Ch 11, pp 223-224.
     A Map Quiz will follow this section.

3) The New Contacts and Connections along the African Coasts.
   ▪ European Motivations and African Responses
     Read: Ch 10, pp 175-183, Ch. 11, pp. 199-206, Ch 12, pp 219-226

4) A New Economy for a New World:
   Slavery and the Creation of the Atlantic World
   ▪ A New Slavery?
   ▪ Plantations and Capitalism
   ▪ Race and Slavery
   ▪ The Human Cost of the Trade
   ▪ African Contributions in the New World
     Read: Ch 9

5) Africa and the Atlantic Slave Trade
   ▪ Debating the African Role
   ▪ The Impact of the Trade in Africa
     Read: Ch 10

6) Africans and Afrikaners: Southern Africa and European Settlement
   ▪ The Cape and European Expansion
African Responses to Settlement
Read: Ch 13 pp 241-248

8) Spiritual and Economic Revolutions in West Africa:
- Jihadic States in the West African Savannahs and Sudan
- The Expansion of Atlantic Christianity in West and Central Africa
- A Legitimate Trade on the Coast
Read: Ch 11, pp 210-218

9) The Scramble for Africa and African Resistance
- Technology and Conquest
- Case Studies of African Resistance
- African Resistance in Global Context
Read: Ch 14

10) The Economics of Colonialism
- Cash Crops and Colonialism
- Transportation and Urbanization
- Settler Economies
Read: Ch 15

11) The Politics of Colonialism
- Direct Rule
- Indirect Rule
- Settler States
Read: Ch 16, Ch 13 (pp 248-261)

12) Culture and Colonialism
- Africans Observed: Anthropology and Colonial Rule
- Religion and Colonial Rule
- Becoming African?
- A Multi-Racial Africa
Read: Ch 17

VERY IMPORTANT DATES and Grades:
Map Quiz (TBA)  
Thursday, 28 January -- First Review Due. 
Thursday, 3 March -- Mid-Term Exam (bring BIG blue books) 
March 7th to 11th - No Class, Spring Break. 
Thursday, 24 March - Second Review Due.  
Thursday, 21 April -- Research Papers Due. 
Final Exam: Tuesday, 3 May, 10:10-12:10 
Bring New Big Blue Books