

**Borough of Manhattan Community College (BMCC)
The City University of New York (CUNY)
Center for Ethnic Studies**

Syllabus Tentative and Subject to Change

Title of Course: AFN 122 /HIS 122 (0900 - 27901)

Credits: 3; Semester: Spring 2020

Instructor: Prof. Oluremi “Remi” Alapo. **Phone:** 347.444.3256. **Email:** oalapo@bmcc.cuny.edu

Time / Day(s): **ONLINE:** OpenLab (post discussion question and responses) and BB (post exam and other due work as directed in the assignment folders). Additional resources were already posted on BB.

Virtual Office Hours: Wednesday 4PM – 5PM, Thursday 530PM – 730PM. Students can reach me via email, phone or BB Collaborate during any of these times. If you are not able to access any of these, I can also be available via Google Hangouts but you must request a meeting me with first.

Location: Online course materials have been posted ahead of time on OpenLab which contains the discussion and reflection questions that students will need to respond to on a weekly basis. Additional reading materials were previously posted on BB.

Flexible Online participation requirements for the new syllabus will be as follows: Respond to 3 of the discussion questions posted ahead of time from the course text and other resources (PPT, Videos, Journal Articles) by the instructor and respond to one other student posting for weekly participation.

Course Description

Africa from the beginnings of the Atlantic slave trade to the end of colonialism in the late twentieth century is examined. The effect of colonialism on economic and cultural patterns in the African diaspora is explored.

Course Introduction

In this online survey of African history, we will examine a vast place over a manageable span of time: all of Africa from the sixteenth century to the present. Because Africa is the cradle of humankind, it is diverse in language, culture, and history. There is greater human genetic and linguistic variation in Africa, for example, than on any other continent. The same is true for cultural variation, though such diversity among Africa’s populations co-exist with a range of shared spiritual, ideational and material perspectives. Over the past five centuries, the forces of international enslavement, commerce, colonialism and its legacies, and the exigencies of globalization and the agency of its peoples have shaped Africa. The continent is thus a “modern” place that, like other continents, has over the years received large numbers of immigrants (from east, west, and south Asia, the Arabian Peninsula, Europe, the Americas), many of whom have intermarried with the indigenous population and have complicated the tensions between “tradition” and “modernity.” In short, the movement among humans and forces of change in and outside of Africa, and interactions between them, has help to create the contemporary world we inhabit.

Studying (and teaching) such a vast and diverse continent can be challenging. Because no introductory course can claim to be fully comprehensive, this one will explore several themes in the history of Africa and its peoples that the professor finds important and noteworthy. The readings, lectures, films, and activities will consider broad regions of the continent and the goals of this course include both knowledge and enjoyment. You should come away from this class with a new appreciation for Africa and a general idea of its history from 1500 to the present. Acquiring knowledge about a place few of us know well will require a good bit of effort and concentration on your part. But it is a fun challenge!

In addition to the required texts, we will be reading and supplementing with other resources and videos in our online class discussions. Some particularly important works include a novel on the life of a middle class Senegalese woman during the colonial era (*So Long a Letter*) and about the work and moral dilemmas involving corruption in post-independent Africa (*The Beautiful Ones are not yet Born*), and Chinua Achebe's (*Things Fall Apart*) *Things Fall Apart* is part tragedy and part documentary. It is the story of Okonkwo and his tragic death after the coming of the white man; it is also a piece of fiction that documents the world that the white man destroyed. We will also be discussing Donald Woods Steve Biko: *Cry Freedom* about the life and struggles in South Africa, Frantz Fanon's *Wretched of the Earth* about the psychological impact of colonialism and where Africa is in the world system, and *The African Child* (or *L'Enfant Noir*) or "Dark Child" by Camara Laye where the author depicts an account of his life growing up as a child on an African continent. The professor will add other recommended readings resources on BB / OpenLab that the students may find interesting for their own future understanding about African's history. These enjoyable readings in African literature will help you to appreciate some of the culture and logic of African life as well as to experience the continent's history.

Student Learning Outcomes

At the end of a course, a student should be able to demonstrate	Means of Assessment
A knowledge and understanding of key issues in the history of Africa and its global diasporas; contrast the forces of change and continuity	Accessed by frequent content quizzes and journal writing
That they can critically analyze contemporary historical documents, setting them in historical context	Accessed by short historical research essays (that require critical thinking around evidence and analytical writing in terms of presenting a clear argument) and oral presentation
The ability to analyze historical problems, research them and communicate findings succinctly and clearly, both orally and in writing, using supporting evidence, properly referenced	Accessed by content quizzes, historical research essays, and oral presentations that require the presentation of an historical argument supported by clear reasoning and sufficient evidence

	Means of Assessment
Communication Skills: Students will write, read, listen and speak critically and effectively.	Research essays, student journaling, oral presentation, and class discussions
Social and Behavioral Sciences: Students will understand and apply the concepts and methods of the social sciences	historical research essays, simulation and enactment involving the application of critical thinking and historical context, and quizzes

Quiz	15 points (3 maps)
Reaction papers	25 points (5 - 2 page papers on key events in African History)
Final Exam	30 points
Participation	30 points
Total	100 points/percent

Required Texts

- 1) Shillington, Kevin. *History of Africa*, 2nd ed. (New York: Macmillan, 2005). ISBN: 978-1137504036.
- 2) Alapo, Remi. *The Role of Culture on the Leadership Styles of Women in Leadership Positions* (New York: ASTA, 2016). ISBN: 978-1934947951.
- 3) Achebe, Chinua. *Things Fall Apart*. Penguin Books (1994). ISBN-13: 978-0385474542 (any version or edition).
- 4) Other supplemental readings and videos will be handed out in class or posted on BB / OpenLab (it is your responsibility to access these resources ahead of them. You may also research them as designated on the syllabus ahead of time on your own in the library. Below are recommended books that depicts life across the African continent. These readings provide an opportunity for you to understand African History based on fiction depicting real life experiences of the characters.

Recommended

- 1) Aryeetey-Attoh, Samuel et al. *Geography of Sub-Saharan Africa*, 3rd ed. (Pearson; 3 edition, 2020). ISBN-978-0136056317.
- 2) Ba, Mariama. *So Long a Letter*. (Illinois: Waveland Press, Inc., 1981 – translated to English) ISBN: 978 -1577668060.
- 3) Armah, Ayi Kwei. *The Beautiful Ones Are Not Yet Born* (African Writers Series – Heinemann Press, 1989). ISBN - 978-0435905408.
- 4) Laye, Camara. *The Dark Child*. (Fontana Books; First Thus edition, 1959). ISBN: 978-0006122593.
- 5) Dangarembga, Tsitsi. *Nervous Conditions* [Import] 2nd Edition. (Ayebia Clarke Publishing; 2 edition, 2004). ISBN: 978-0954702335.
- 6) Woods, Donald. *Steve Biko: Cry Freedom*. (Holt Paperbacks, 2011 sold by McMillan). ASIN: B0058U7ITI.
- 7) Ngugi wa Thiong'o *Weep Not, Child* (Penguin African Writers Series. Penguin Classics; Reprint edition 2012). ASIN: B0074VTIA6.
- 8) Frantz Fanon. *The Wretched of the Earth*. (Grove Press; Reprint edition. 2005). ISBN: 978-0802141323.
- 9) Rodney, Walter. *How Europe Underdeveloped Africa*. (Verso (November 27, 2018). ISBN-13: 978-1788731188.
- 10) Fanon, Frantz. *Black Skin, White Masks*. (Publisher: Grove Press; Revised edition. September 10, 2008). ISBN-13: 978-0802143006
- 11) Kaunda, Kenneth. *Zambia Shall Be Free!*

COURSE SCHEDULE

Week 1: 3/19 – 3/22

Review of previous class discussion : European Scramble and African Resistance. **Map Quiz: The Scramble for Africa.** **Read:** Shillington, *History of Africa*, chapters 21-22; “Zulu Eyewitness Accounts”. from Francis E. Colenso, *History of the Zulu Wars and its Origin* (London: Chapman & Hall, 1880). Film & Discussion: *Day of the Zulu* [on the Anglo-Zulu battle of Isandlwana in 1879]. Book by Woods, *Steve Biko: Cry Freedom*. **Reaction Paper due 3/25.**

Week 2: 3/23 – 3/29

Colonial Rule, “Traditional” Societies, and Missionaries in Africa
Shillington, *History of Africa*, chapters 23-24; Wariboko, “I Really Cannot Make Africa my Home” [OpenLab]. Book discussion and film / video summary. Aryeetey – Attoh, Ch. 5. **Reaction paper due 4/1.**

Week 3: 3/30 – 4/5

Gender, Islam, and Colonialism
Alapo, Culture and Leadership, Ch. 2. Tsitsi. Nervous Conditions. Book discussion and video summary on gender, Islam and Colonialism. Aryeetey – Attoh et al, Ch.12. Ba, So Long A Letter. Book discussion and video summary [OpenLab]. **Reaction paper due 4/8.**

Week 4: 4/ 6 – 4 / 12 (Includes spring break 4/8 – 4/19)

Achebe, Things Fall Apart book discussion and film. Both original and remake of the movie are posted on BB course material page.

Week 5: 4/20 – 4/26

Post-Independent Africa.
Shillington, *History of Africa*, chapters 27 and 28; Kwame Nkrumah, “Towards African Unity” and “Continental Government for Africa” in *Africa Must Unite* (1963) [OpenLab]. Alapo, Culture and Leadership, Ch. 5. Aryeetey – Attoh, Ch. 6. **Reaction paper 4/29.**

Week 6: 4/27 – 5/3

Post-Independent Africa and Modernity: The African Union / Regional Integration: Politics and Economy.
Shillington, *History of Africa*, chapter 29. Alapo, Culture and Leadership, Ch. 7.

Week 7: 5/4 – 5/10

History and Modernity in the Africa
Stephen Ellis, “Writing histories of Contemporary Africa”; Kwame Gyekye, “Epilogue: Which Modernity? Whose Tradition?” in *Tradition and Modernity...* (1997) [OpenLab]. Alapo, Culture and Leadership, Ch. 9. Fannon, *Wretched of the Earth*. **Reaction papers due 5/10.**

Week 8: 5/11 -5/17 (last day of classes is 5/14)

Looking within and ahead: A Continent and its Peoples
Shillington, *History of Africa*, chapter 30; Emmanuel Akyeampong, “Africans in the Diaspora: The Diaspora and Africa” [OpenLab]. A class simulation on 1619 – 2019: 400 Years later. **PPT DUE 5/14**

Final Exam: FINAL PPT Presentation and Research Paper Due 5/24 . You will summarize your research paper and then present a PPT on the last week of class “simulation” on Africa and the African Diaspora:1619 – 2019: 400 Years later. More details TBA: GROUP OR INDIVIDUAL PAPER.

Will post different topics / questions for the final paper and students can decide to write an individual or a group paper (of course length will be determined by instructor depending on how many people in group :)
1 person 8 - 10 pages, 3 people 12 - 15 pages, 4 people 18 - 20 pages

EXTRA CREDIT

I have 2 research surveys that students can complete at any time. Will post the links soon. Once you complete the survey, post the screen shot - tba

Class Participation

Participation in the academic activity of each course is a significant component of the learning process and plays a major role in determining overall student academic achievement. Academic activities may include, but are not limited to, class participation, submitting assignments, engaging in online discussion activities, taking exams, and/or participating in group work online. Each instructor has the right to establish their own class participation policy, and it is each student's responsibility to be familiar with and follow the participation policies for each course. BMCC is committed to the health and well-being of all students. It is common for everyone to seek assistance at some point in their life, and there are free and confidential services on campus that can help. **Participation for this online course will be in the form of responding to at least 2 - 3 of the discussion questions posted by the instructor and responding to at least one other classmate's posting in at least 200 words in a given week.**

Single Stop www.bmcc.cuny.edu/singlestop, room S230, 212-220-8195. If you are having problems with food or housing insecurity, finances, health insurance or anything else that might get in the way of your studies at BMCC, come by the Single Stop Office for advice and assistance. Assistance is also available through the Office of Student Affairs, S350, 212-220- 8130. **This office remains open with limited working hours for students needing to stop by during the online / distance learning transition phases.**

Counseling Center www.bmcc.cuny.edu/counseling, room S343, 212-220-8140. Counselors assist students in addressing psychological and adjustment issues (i.e., depression, anxiety, and relationships) and can help with stress, time management and more. Counselors are available for walk-in visits. **While I am not "officially" a part of this center, students are reminded that I am "a trained Safe Zone Ally" at BMCC and have a close relationship with the Women's Resource Center (WRC). Please do not hesitate to contact me if you need to be pointed to the appropriate resources on campus.**

Office of Compliance and Diversity www.bmcc.cuny.edu/aac, room S701, 212-220-1236. BMCC is committed to promoting a diverse and inclusive learning environment free of unlawful discrimination/harassment, including sexual harassment, where all students are treated fairly. For information about BMCC's policies and resources, or to request additional assistance in this area, please visit or call the office, or email olevy@bmcc.cuny.edu, or twade@bmcc.cuny.edu. If you need immediate assistance, please contact BMCC Public safety at 212-220-8080.

Office of Accessibility www.bmcc.cuny.edu/accessibility, room N360 (accessible entrance: 77 Harrison Street), 212-220-8180. This office collaborates with students who have documented disabilities, to coordinate support services, reasonable accommodations, and programs that enable equal access to education and college life. To request an accommodation due to a documented disability, please visit or call the office. **If you are registered with this office, you may request extensions and flexibility on assignments and exams due within reasonable time.**

BMCC Policy on Plagiarism and Academic Integrity Statement

Plagiarism is the presentation of someone else's ideas, words or artistic, scientific, or technical work as one's own creation. Using the idea or work of another is permissible only when the original author is identified. Paraphrasing and summarizing, as well as direct quotations, require citations to the original source. Plagiarism may be intentional or unintentional. Lack of dishonest intent does not necessarily absolve a student of responsibility for plagiarism. Students who are unsure how and when to provide documentation are advised to consult with their instructors. The library has guides designed to help students to appropriately identify a cited work. The full policy can be found on BMCC's Web site, www.bmcc.cuny.edu. For further information on integrity and behavior, please consult the college bulletin (also available online).

Course transition resources

BMCC Students Resources for online training: <https://www.bmcc.cuny.edu/academics/elearning/digital-tools-for-students/preparing-for-distance-learning/>

Openlab - Use your BMCC email to create an account and send me a friend request or accept the request from the library. check you junk mail asap: <https://openlab.bmcc.cuny.edu/>

Here is our course profile page for the openlab: <https://openlab.bmcc.cuny.edu/african-history/>

CIS Training

https://bbhosted.cuny.edu/webapps/portal/execute/tabs/tabAction?tab_tab_group_id=483_1

Resource on how to Cite in both MLA and APA

<https://sun.iwu.edu/~jhaefner/WC200XSP17/mla&apa.html>

BMCC Library Resources: <https://bmcc.libguides.com/librarylinks>

Smart Thinking

Online tutoring, writing services, and homework help is available at <http://www.smarthinking.com>

Stay Healthy, you are encouraged to visit DOHMH's website

<https://www1.nyc.gov/site/doh/health/health-topics/coronavirus.page>

POLITICAL MAP OF AFRICA










Resource: Nations Online <https://www.nationsonline.org/oneworld/map/africa-political-map.htm>

REGIONS OF AFRICA

The African continent is commonly divided into five subregions: North or Northern Africa, West Africa, Central or Middle Africa, East Africa, and Southern Africa.

North Africa

North Africa refers to the northern part of the African continent. According to the United Nations classification of geographical regions, these countries belong to **Northern Africa**:

 [Algeria](#)  [Egypt](#)  [Libya](#)  [Morocco](#)  [South Sudan](#)  [Sudan](#)  [Tunisia](#)

 [Western Sahara](#)

Map of North Africa

Sub-Saharan Africa

Sub-Saharan Africa is a term to describe the area of Africa that lies south of the Sahara; it encompasses all African countries that are fully or partially located south of the world's largest hot desert.





West Africa

West Africa or Western Africa is the westernmost portion of Africa.

According to the United Nations classification of geographical regions, these countries are **West African Countries**:

 [Benin](#)  [Burkina Faso](#)  [Cape Verde](#)  [Ivory Coast](#)  [The Gambia](#)  [Ghana](#)

 [Guinea](#)  [Guinea-Bissau](#)  [Liberia](#)  [Mali](#)  [Mauritania](#)  [Niger](#)  [Nigeria](#)

 [Saint Helena](#)  [Senegal](#)  [Sierra Leone](#)  [Togo](#)

Map of West Africa

Central Africa

Central Africa is a region in the center of Africa that stretches across the equator and partly along the Atlantic Ocean.

According to the United Nations classification of geographical regions, Central African or Middle African countries are:

 [Angola](#)  [Cameroon](#)  [Central African Republic](#)  [Chad](#)  [Republic of the Congo](#)




 [Democratic Republic of the Congo](#)  [Equatorial Guinea](#)  [Gabon](#)  [São Tomé and Príncipe](#)

East Africa

East Africa is the term used to describe the eastern part of the continent, including the islands in the Indian Ocean. According to the United Nations classification of geographical regions, East African Countries are:

 [Burundi](#)  [Comoros](#)  [Djibouti](#)  [Eritrea](#)  [Ethiopia](#)  [Kenya](#)  [Madagascar](#)  [Malawi](#)






 [Mauritius](#)  [Mozambique](#)  [Réunion](#)  [Rwanda](#)  [Seychelles](#)  [Somalia](#)  [Tanzania](#)

 [Uganda](#)  [Zambia](#)  [Zimbabwe](#)

Southern Africa

The southern part of the African continent is called Southern Africa, also to distinguish the region from the state of South Africa, the southernmost country on the continent.

According to the United Nations classification of geographical regions, Southern African countries are:

 [Botswana](#)  [Lesotho](#)  [Namibia](#)  [South Africa](#)  [Swaziland](#)