

9-2014

AAS 208H.50: Discovering Africa

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AAS 208H**Discovering Africa****Fall 2014****Instructor's contact information:**[Professor Gillian Glaes](#)

History Department

University of Montana-Missoula

Email: gillian.glaes@mso.umt.edu

- *Please maintain a professional demeanor in all interactions, including on email.*
- *Please remember to include the course number and title in your email subject line.*
- *Per UM-Missoula, students are required to communicate with professors via their UM email accounts. Please use your official UM email account in all correspondence.*

Virtual office hours via email or web conference on Moodle:

Tuesdays and Thursdays, 2:30-4:30 p.m. mountain standard time (MST)

(or by appointment)

- *If you cannot make my scheduled electronic office hours, please arrange an alternate time to communicate with me. I am happy to work with your schedule to set up a meeting.*

Methods of communicating with students:

Moodle, email, web conferences, and phone

Course overview:

Welcome to AAS 208. This is an online course designed to introduce you to the history of pre-colonial Africa, focusing on social, economic, political, and cultural institutions and traditions including the wealth, diversity, and complexity of ancient and early modern African civilizations and cultures.

Each week, you will be expected to complete the assigned reading, view the online materials, participate in the discussion forums, and complete other assignments as outlined in the course plan. See page 5 for a more detailed discussion of all course assignments.

Throughout the semester, we will examine the history and peoples of Africa from approximately 800 until the nineteenth century and the beginning of formal European colonization. Much of the focus in African history is on the colonial and post-colonial era: essentially, the nineteenth and twentieth centuries. This course takes a different approach by concentrating on African societies and cultures as they developed *before* the colonial era. We will examine the rise of various groups and civilizations, explore important issues such as commerce, religion, and gender roles, and investigate the impact of European discovery and the Trans-Atlantic Slave Trade across the centuries.

The course is divided into two parts. In the first part, we will look at African societies prior to colonial contact. Throughout the second part, we will evaluate the interaction between African

groups and European explorers while also looking at the development and growth of the slave trade. Finally, we will look at the dynamics that made formal conquest and colonization possible.

Course objectives and learning outcomes:

This online course will assist you in understanding:

- the growth and development of various African groups, societies, and civilizations
- the role of trade and commerce throughout pre-colonial Africa
- the place of religion throughout the continent
- gender constructions, roles, and relations within various groups
- European arrival and exploration
- the origins, growth, and impact of the Trans-Atlantic Slave Trade
- the shift to formal colonization by the end of the nineteenth century

Online Learning/Learning Online:

You might be someone who has taken many online courses or this might be your first online class. Regardless of your background in online learning, I am excited that you are taking AAS 208H. That said, while this is an online course, it will not necessarily be an “easy” class. It should challenge you intellectually and academically, just as a traditional class would.

Please be aware that you are responsible for reading and understanding the course syllabus and knowing the due dates for all assignments. Because things happen over the course of the semester, changes to the syllabus could occur. Remember to look for announcements concerning the class on the course Moodle page and through the news forum. Make sure that you check your *UM email account* regularly for announcements, notices, etc.

To stay current with the class, I expect you to log onto the course Moodle page several times per week to access readings, videos, discussion forums, assignments, and other information. This will enable you to remain engaged in the course materials and corresponding forums and assignments each week and throughout the semester. Remember to communicate regularly with me as the instructor, especially if you are experiencing challenges with the course material or with the technology that we are using (Moodle and various features in Moodle). Technology should assist you in completing and succeeding in this course – it should not be a barrier, nor should it be used as an excuse for incomplete coursework.

Expectations for student conduct: “netiquette” in an online class

There are rules and etiquette that apply to the online realm, just as there are in the rest of society. As such, it is important for you to maintain a friendly, open, and professional demeanor. The other students in the course and I are your colleagues and will serve as tremendous resources for you as we work through the course material together. To nurture your rapport with others in the class, remember to maintain a collegial and a professional demeanor throughout the semester. Here is a link to UM’s [Student Code of Conduct](#)– please see especially the section on “General Misconduct.”

The following are good practices and expectations for student conduct in this online class. To quote [onlinecollege.net](#): “Like all professional endeavors, successful performance in an online

course depends on following certain standardized rules to achieve clear communication.” Please follow the Student Code of Conduct and these rules and expectations throughout the semester:

- Participate frequently. Studies show that the more students participate in an online class, the better they do. Put your ideas out there so that others may read them, understand them, and respond to them.
- Complete your work on time and make sure that you’re staying current with the syllabus each week.
- Conduct yourself on Moodle and in this online class as you would in real life. Respect others and remember that your fellow students are people. Be ethical, punctual, courteous, professional, compassionate, intellectually engaged, respectful, and enthusiastic.
- Remember that outside of a conference call, you cannot see facial expressions, gestures, and other mannerisms that are important in communication while on Moodle. Tread lightly – avoid all caps, exclamation points, and/or purposely provoking your fellow students (or the instructor). If you would not say it in person, please do not say it on Moodle, via email, or through other means of online, electronic communication.
- Represent yourself well online: make sure that your writing is grammatically correct and supported by sources offered through the class. Use clear, concise, academic, and professional language. Test for clarity – your paragraph might be clear to you, but it might not necessarily be clear to others. Stay focused on the topic at hand.
- Be collaborative and show a willingness to work with others. To quote onlinecollege.net: “To be truly collaborative, it is important to share information, reveal tips you may have discovered, and respect the ideas of others.”

Failure to abide by UM’s Student Conduct Code and these rules of “Netiquette” will result in the appropriate penalties.

For further resources on online etiquette, which inspired the above list, see the following links:

[Albion netiquette rules](#)

[Online Colleges netiquette rules](#)

[UWC technology rules](#)

[UW-Madison online etiquette guide](#)

Technical Support

UMOnline contact information for technological issues:

Having trouble with Moodle? Unable to post or log in? Can’t submit assignments?

Avoid waiting until the last minute to [contact UM Online’s Help Desk](#) or me. If you are experiencing technical difficulties and need immediate assistance, contact [UMOnline](#):

Email: umonline-help@umontana.edu

Phone: 406.243.4999 or 866.225.1641 (toll-free)

Web: [UM Online Technical Support](#)

Note: Firefox is the preferred internet browser for Moodle. For more information go to UMLonline.

Academic honesty & academic integrity:

Issues with academic integrity, plagiarism, and/or cheating will be addressed according to the University of Montana-Missoula's [Student Conduct Code](#) and, specifically, its policies regarding academic misconduct.

The Academic Misconduct policy within the [Student Conduct Code](#) defines misconduct as plagiarism, misconduct during an academic exercise, unauthorized possession or examination of course material, tampering with course materials, submitting false information, submitting work previously presented in another course, improperly influencing conduct, submitting or arranging substitution for a student during an examination or other academic exercise, facilitating academic misconduct, or altering academic documentation (transcripts, etc.).

I assume that you have read and understand these policies. I also assume that you will abide by them and conduct yourself in an ethical manner throughout the semester. Instances of academic misconduct will be dealt with swiftly and in accordance with UM's policies. If you have any questions, please contact me.

Accessibility and accommodations:

The course materials, interactions, and policies are intended to accommodate all students. The University of Montana assures equal access to instruction by supporting collaboration between students with disabilities, instructors, and Disability Services for Students. If you have a disability that requires an accommodation, please contact me during the first week of the semester so that proper accommodations can be provided. For further information or if you feel that you have a disability for which you need accommodation, please contact:

Disability Services for Students (DSS)

Lommasson Center, 154
The University of Montana
Missoula, MT 59812

Voice/text: (406) 243-2243
Fax: (406) 243-5330
Email: dss@umontana.edu
[Disability Services for Students](#)

Required texts:

(available for purchase at [The Bookstore at UM](#))

Shillington, Kevin, *History Africa* (3rd edition) (Palgrave MacMillan, 2012)
ISBN: 0230308473

Worger, Clark, Alpers, eds., *Africa & the West: A Documentary History, Vol. 1*
(Oxford University Press, 2011)
ISBN: 195373480

DT Niane, *Sundiata: An Epic of Old Mali* (revised) (Longman African Writers, 2006)
ISBN: 9781405849425

Maryse Condé, *Segu* (Penguin Books, 1996)
ISBN: 014025949X

(Other readings, YouTube clips, discussion questions, forums, assignments, and other course materials can be found on the course Moodle page.)

Assignments:

Moodle tutorial: 5% (due Wed., August 27 by 11:59 p.m.)

Please complete the Moodle tutorial available on the course Moodle page under week 1 and under assignments by Wednesday, August 27 by 11:59 p.m. This will familiarize you with Moodle and online learning on Moodle. If you have used Moodle before, please use this as a refresher course – it is a required assignment.

Video conference meeting with instructor: 10% (1st, 2nd, and 3rd weeks of the semester)

You are required to meet with me, the instructor, via web conferencing once for 15-30 minutes during the first three weeks of the semester. This will help to connect you to the course. This will also allow me to get to you know a bit better as a student.

Please contact me individually and propose a time to meet, keeping in mind I have classes and class preparation Tuesdays and Thursdays from 8:00 a.m. until 2:15 p.m.

I am happy to meet with you via Skype, Facetime, Google Hangout, videoconferencing in Moodle, or over the phone – whatever works best for you. Please email at gillian.glaes@mso.umt.edu to schedule a time to meet. Remember that I am on Mountain Standard Time (MST) and that I am unavailable Tuesdays and Thursdays from 8:00 a.m. until 2:15 p.m. due to class preparation and in-class time for on campus classes.

Weekly discussion forum posts: 25% (weekly)

The weekly discussion forums/threads are intended to give you the opportunity to discuss the course material with your fellow students. Each week, we will focus on the readings and online resources. Unless otherwise directed (and week 1 is different), the discussion thread will start with a series of questions posted to the forum. Please answer at least 2 of the questions posted to that week's forum with substantive posts utilizing the assigned reading and online materials. Then, respond to at least 1 of your fellow students posts for a total of 3 posts minimum. Remember to respond with a substantive post – one of more than just a few sentences – and use the readings and online resources as the foundation for your responses. Write with an academic tone and the goal of engaging your fellow students in an academic discussion. For example, writing that “you agree” is not a substantive response to another student's post. Draw on the course materials and discuss the readings and other materials specifically in your posts. See assessment criteria on pg. 6.

Some weeks, we may take a different approach to the forums. Please follow the instructions for each week's discussion forum.

The weekly discussion forums will open by Monday morning. Please complete your first few posts by **Friday** and all of your responses to other students' posts by **the Sunday** of that week by 11:59 p.m. **NOTE:** *Late forum posts will not be accepted.*

Assessment of the weekly forums:

Your forum posts will be graded each week on the following 20 point grading scale:

18-20: A

Student's forum posts express critical thinking about the assigned readings for the week. The forum posts directly reference many of the readings and online course materials, bringing them together in a thoughtful, thorough, and exceptional manner.

16-17: B

Student's forum posts express critical thinking about the assigned readings for the week with direct references to some of the readings and other course materials, bringing the together in an above average manner.

14-15: C

Student's forum posts express critical thinking about topics from the week, but with few reference to the assigned readings and other course materials while adequately connecting course concepts.

12-13: D

Student's forum posts contain speculative comments without support from the content of the course (e.g., assigned readings, lectures, etc.) or comments are not relevant to the week's readings.

0-11: F

The forum posts have no bearing on the course, are without relevance to that week's topic, or are completed after the due date(s).

Essays:

Essay 1:	20%	(due to Moodle Monday, Sept. 29 by 9 a.m.)
Essay 2:	20%	(due to Moodle Monday, Nov. 3 by 9 a.m.)
Essay 3:	20%	(due to Moodle Friday, Dec. 12 by 5 p.m.)

- Please see the individual paper writing assignments on Moodle for the specific essay assignment.
- Please cite your sources using the [Turabian/Chicago style citation method \(endnotes\)](#).
- The Mansfield Library has [resources on Chicago-style citations](#).
- [UM's writing center](#) is a great resource when writing historical essays. So is Purdue University's [Online Writing Lab](#).
- See other resources for writing historical essays under the "resources" tab on the course Moodle page.
- Late papers will be docked at a letter grade per day. Please plan accordingly.

Your essays will be graded on the following criteria:

- The student demonstrates an awareness of context, audience and purpose (15%)
- The student demonstrates critical and creative thinking (30%)
- The student develops ideas, claims, and arguments with specific information and detail (25%)
- The student finds, evaluates, integrates, and correctly cites information from appropriate in-class primary and secondary sources (10%)
- The student creates an effective organization, in accord with the expectations of particular disciplines (10%)
- The student creates clear, fluent, correct prose (10%)

NOTE: I will be using methods to check your essays for originality. Please make sure that your content is original and that all sources are cited using the Chicago/Turabian style citation method (endnotes). Resources to help you with this citation format are available above and on Moodle.

Grade scale:

Based on your performance in this course, you will be evaluated on the following grade scale:

A	94-100
A-	90-93
B+	87-89
B	84-86
B-	80-83
C+	77-79
C	74-76
C-	70-73
D+	67-69
D	64-66
D-	60-63
F	59 and below

For students taking the course “credit/no credit”:

From the UM catalogue: “Courses taken to satisfy General Education Requirements must be taken for traditional letter grade. Courses required for the student's major or minor must be taken for traditional letter grade, except at the discretion of the department concerned.

A grade of CR is assigned for work deserving credit (A through D-) and a grade of NCR is assigned for work of failing quality (F). CR and NCR grades do not affect grade point averages. The grades of CR and NCR are not defined in terms of their relationship to traditional grades for graduate course work.

Election of the credit/no credit option must be indicated at registration time or within the first 15 class days on CyberBear. Between the 16th day and the last day of instruction before finals week, a student may request a change from credit/no credit enrollment to an enrollment under the

A-F grade system, or the reverse, by means of a Course Add/Change Form; note that not all such requests are approved.”

To pass this class on the credit/no credit grade scale at UM, you need a “D” average (a minimum of a 60% overall). From my perspective, that means that *you need to pass all elements of the class – forums, essays, and other assignments*. Please contact me if you have any questions.

COURSE PLAN, READINGS, FORUMS, AND ASSIGNMENTS:

PART 1:

THE PEOPLES, SOCIETIES, AND LANDSCAPES OF PRE-COLONIAL AFRICA

Week 1: Introduction, history, geography, and oral traditions (M 8/25-Sun 8/31)

First assignment: complete the Moodle tutorial on the course Moodle page

- Please complete the Moodle tutorial on the course Moodle page by Wednesday, August 27 at 11:59 p.m. If you are new to Moodle, this will help you learn how to use it. If you're a Moodle pro, this will be a good refresher course.

Reading assignment:

Shillington:

- Ch. 1: Early Prehistory of Africa

Moodle:

- Thomas Spear, “Oral Traditions: Whose History?” *History in Africa*, Vol. 8 (1981): 165-181.

Online resources to consult: Moodle

Required:

- Video: [Geographical overview of Sub-Saharan Africa](#)
- Video: [Niger river and ancient cities](#)
- Website: [African proverbs](#)
- Video: [African griots \(storytellers\) live](#)

Suggested:

- Website: [Daily African Proverbs on Twitter](#)
- Video: [African proverbs \(YouTube\)](#)
- Video: [African proverbs \(YouTube\)](#)

To do:

- Complete the Moodle tutorial by Wednesday, August 27 by 11:59 p.m.
- Complete your discussion forum posts – see the week 1 forum for instructions.
- Schedule the required meeting with your instructor during the first three weeks of the semester. (Please email me at gillian.glaes@mso.umt.edu with a proposed time and let

me know which format you would prefer: Skype, Google+, Facetime, video conferencing via Moodle, or the phone.)

**Week 2: Ancient Egypt and the Nile River Valley
(M 9/1-Sun 9/7)**

Reading assignment:

Shillington

- Ch. 2: Later Prehistory: farming and pastoralism in tropical Africa and ancient Egypt
- Ch. 5: North and north-eastern Africa to 1000CE

Moodle:

- [Old Kingdom: Hymn to the Nile \(2100 BCE\)](#)
- [New Kingdom: Tales of Ancient Egypt – Princess Ahura – The Magic Book – 1000 BCE](#)
- [Hymn to Ra](#)

Online resources to consult: Moodle

Required:

- Video: [documentary](#) on ancient Egypt (please watch for 45 minutes-1 hour)
- Website: [The British Museum online exhibit on ancient Egypt](#)

Suggested:

- Website: [“Echoes of Egypt”: online exhibit on Egypt through Yale University](#)

To do:

- Complete your discussion forum posts – see the week 2 forum for instructions.
- Schedule the required meeting with your instructor during the first three weeks of the semester. (Please email me at gillian.glaes@mso.umt.edu with a proposed time and let me know which format you would prefer: Skype, Google+, Facetime, video conferencing via Moodle, or the phone.)

**Week 3: North and West Central Africa to 1300: Kingdoms and Stateless Societies
(M 9/8-Sun 9/14)**

Reading assignment:

Shillington

- Ch. 3: The impact of iron in north and west Africa

Moodle:

- Rachel MacLean and Timothy Insoll, “The Social Context of Food Technology in Iron Age Gao, Mali” in *World Archeology*, Vol. 31, No. 1: Food Technology in its Social Context: Production, Processing, and Storage (Jun., 1999): 78-92.
- [Glimpses of the Kingdom of Ghana in 1067 C.E.](#)
- [Al Bakri’s description of Ghana](#)

Online resources to consult: Moodle

Suggested:

- [Iron smelting](#)

To do:

- Complete your discussion forum posts – see the week 3 forum for instructions.
- Schedule the required meeting with your instructor during the first three weeks of the semester. (Please email me at gillian.glaes@mso.umt.edu with a proposed time and let me know which format you would prefer: Skype, Google+, Facetime, video conferencing via Moodle, or the phone.)
- deadline for the required meeting: Sunday, September 14 at 5:00 p.m.
- Start working on essay #1.

**Week 4: Central, Eastern, and Southern Africa to 1500
(M 9/15-Sun 9/21)**

Reading assignment:

Shillington

- Ch. 4: The Early Iron Age in central, eastern, and southern Africa
- Ch. 8: Eastern Africa to the sixteenth century

Begin DT Niane, *Sundiata: An Epic of Old Mali* (Introduction, Oral Tradition, Background Information, Preface, and pgs. 1-43; use the Who's Who of Characters and the Glossary of Places as needed)

Online resources to consult: Moodle

Suggested:

- Video: [Bantu migrations](#)

To do:

Complete your discussion forum posts – see the week 4 forum for instructions.
Start working on essay #1.

**Week 5: West African Empires: Ghana, Mali, Songhay, and Segou
(M 9/22-Sun 9/28)**

Reading assignment:

Shillington

- Ch. 6: Trans-Saharan trade and the kingdom of ancient Ghana
- Ch. 7: Islam and the Sudanic states of West Africa

Finish DT Niane, *Sundiata: An Epic of Old Mali* (pgs. 43-84)

Online resources to consult: Moodle

Required:

- Video: [Kingdoms of West Africa](#)

Suggested:

- Video: [West Africa: Mali](#)
- Video: [Basil Davidson on trading and gold in West Africa](#)

To do:

Complete your discussion forum posts – see the week 5 forum for instructions.
Essay #1 is due to Moodle Monday, Sept. 29 by 9 a.m.

**Week 6: Trading Routes, Later Iron Age Societies, and Early European Contact
(M 9/29-Sun 10/5)**

Reading assignment:

Shillington:

- Ch. 9: Trading towns of the east African coast to the sixteenth century
- Ch. 10: Later Iron Age states and societies of central and southern Africa to 1600

Moodle:

- “Rituals of Consumption and the Politics of Feasting on the East African Coast”
- [Vasco de Gama: Round Africa to India, 1497-1498](#)
- Letter from Father Baltasar, Santiago, 22 July 1604

Online resources to consult: Moodle

Required:

- Video: [Vasco de Gama: a short biography](#)

To do:

Complete your discussion forum posts – see the week 6 forum for instructions.

**Week 7: Gender and Religion in Pre-Colonial Africa
(M 10/6-Sun 10/12)**

Reading assignment:

(No Shillington reading this week. Complete the reading listed below on Moodle.)

Moodle:

- “Women, Slaves, and Foreigners: African Cultural Influences and Group Processes”
- “Islam, Gender, and Slavery in West Africa circa 1500”
- “Family Concerns: Gender and Ethnicity in Pre-Colonial West Africa”

Online resources to consult: Moodle

Required:

- Video: [Edo state cultural dance-Wayere](#)
- Video: [Nnwonkoro: A female song tradition of the Akan of Ghana, Part 1](#)

To do:

Complete your discussion forum posts – see the week 7 forum for instructions.

**PART II:
EUROPEAN DISCOVERY, THE TRANS-ATLANTIC SLAVE TRADE, AND THE
SHIFT TO COLONIALISM**

**Week 8: Western, central, and eastern Africa to the eighteenth century
(M 10/13-Sun 10/19)**

Reading assignment:

Shillington

- Ch. 13: West African states and societies to the eighteenth century
- Ch. 14: Central and eastern Africa to the east

Moodle:

- “A Neglected Account of the Dahomian Conquest of Whydah”

Online resources to consult: Moodle

Required:

- Video: [West African empires](#)
- Video: [traditional Hausa music](#)

Suggested

- Video: [documentary on Asante kingdom](#)

To do:

Complete your discussion forum posts – see the week 8 forum for instructions.
Start working on essay #2.

**Week 9: Southern Africa to the eighteenth century
(M 10/20-Sun 10/26)**

Reading assignment:

Shillington:

- Chapter 15: Southern Africa to the eighteenth century

Online resources to consult: Moodle

Required:

- Video: [documentary on Zulu kingdom](#)

To do:

Complete your discussion forum posts – see the week 9 forum for instructions.
Start working on essay #2.

**Week 10: From Exploration to Enslavement
(M 10/27-Sun 11/2)**

Reading assignment:

Shillington

- Ch. 12: The Atlantic Slave Trade, sixteenth to eighteenth centuries

Worger, et al., *Africa and the West*, Vol. 1:

- Part I: Africa in the Era of the Slave Trade (1441-1899) (pgs. 1-3)
- Ch. 1: “European Discovery and the Beginnings of the Slave Trade”
- Ch. 2: “The Business of the Slave Trade”

Online resources to consult: Moodle

Required:

- Video: [Overview of the Trans-Atlantic Slave Trade](#)
- Website: [slave voyages](#)

Suggested:

- Video: [The Middle Passage](#)
- Website with video: [Development of race-based slavery in the Americas](#)

To do:

Complete your discussion forum posts – see the week 10 forum for instructions.

Essay #2 is due to Moodle Monday, November 3 by 9:00 a.m.

Week 11: Slavery and the Slave Trade through the 18th Century to Abolition (M 11/3-Sun 11/9)

Reading assignment:

Shillington

- Ch. 16: West Africa in the nineteenth century & the ending of the slave trade

Worger, et al., *Africa and the West*, Vol. 1:

- Ch. 3: “The Slave Experience”
- Ch. 4: “The Impact of Abolition” (1807-99)

Online resources to consult: Moodle

Required:

- Video: [excerpt from Olaudah Equiano’s Autobiography](#)
- Video: [African slavery in the Caribbean](#)
- Video: [African slavery in the Caribbean](#)
- Video: [slave revolts in the Caribbean](#)
- Video: [Overview of abolition in Britain](#) (part 1)

Suggested:

- Video: [abolitionism in Britain](#) (part 2)
- Video: [abolitionism in Britain](#) (part 3)

To do:

Complete your discussion forum posts – see the week 11 forum for instructions.

Week 12: Islamic Revolutions in West Africa
(M 11/10-Sun 11/16)

Reading assignment:

Shillington:

- Review Ch. 16, pgs. 230-236

Begin Maryse Condé, *Segu* (parts 1 & 2)

Moodle:

- “Jihad in West Africa: Early Phases and Inter-relations in Mauritania and Senegal”

Online resources to consult: Moodle

- Website: [Jihad in West Africa](#) (from Stanford University):

To do:

Complete your discussion forum posts – see the week 12 forum for instructions.

Week 13: Africa on the Eve of Formal Colonization
(M 11/17-Sun 11/23)

Reading assignment:

Shillington:

- Ch. 17: Central and east Africa in the nineteenth century
- Ch. 19: North and north-east Africa in the nineteenth century

Worger, et al., *Africa and the West, Vol. 1*

- Part II: The Conquest of Africa (1809-1905) (pgs. 131-133)
- Ch. 5: “Assessing the Costs and Benefits of European Engagement on the African Continent” (1809-1838)

Continue Maryse Conde, *Segu* (parts 3 & 4)

Online resources to consult: Moodle

(No videos or websites this week—please focus on the readings listed above.)

To do:

Complete your discussion forum posts – see the week 13 forum for instructions.
 Begin working on essay #3.

Week 14: Technology and Other 19th-century Developments
(M 11/24-Sun 11/30)

Reading assignment:

Shillington

- Ch. 18: Pre-industrial southern Africa in the nineteenth century
- Ch. 20: Christianity and pre-colonial “nationalism”

Worger, et al., *Africa and the West, Vol. 1*

- Ch. 6: “Technology Increases the Ease of Conquest” (1840-64)
- Ch. 7: “Africa for the Africans?” (1854-81)

Finish Maryse Conde, *Segu* (part 5)

Online resources to consult: Moodle

Required:

- Video: [A brief history of European colonialism in Africa](#)
- Video: [Overview of imperialism in Africa](#)

To do:

Complete your discussion forum posts – see the week 14 forum for instructions.
Continue working on essay #3.

Week 15: Formal Colonization Comes to Africa (M 12/1-Sun 12/7)

Reading assignment:

Shillington

- Ch. 21: The European ‘Scramble,’ colonial conquest and African resistance in east, north-central and west Africa

Worger, et al., *Africa and the West, Vol. 1*

- Ch. 8: “A New River of Gold Increases the Motivation for Conquest” (1874-1905)

Online resources to consult: Moodle

Required:

- Video: [overview of colonialism](#)
- Video: [Can traditional art survive in the modern world?](#)

Suggested:

- Video: [European colonization](#)

To do:

Complete your discussion forum posts – see the week 15 forum for instructions.
Essay #3 is due to Moodle Friday, December 12, during finals week.

Finals week:

ESSAY #3: due to Moodle by 5 p.m. on Friday, December 12 (finals week)