HIS 317L7/AFR 317C: UNITED STATES AND AFRICA

Unique # 30155 &39210
T&TH 12.30 – 2PM.

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Note: In matters relating to grade, you must first meet with your TA before scheduling an appointment to meet with your Instructor. Also, your TA will not provide lecture notes under any circumstances.

Course Description

This class will examine the history of the political, economic and cultural relations between the United States and Africa from the early origins of the slave trade to the present. It explores the role of the US in historical global contexts. The class is intended to elucidate historical developments both in the US and on the African continent, and should satisfy students with a strong interest in US history as well as those interested in the place of the US in the African Diaspora. The semester is divided into four parts, each covering a major theme.

Course Objectives

- To develop a base of African and US history and increase the level of awareness of the African Diaspora in the US.
- To obtain a well-rounded approach to the political, economic, and cultural connections between the United States and Africa.
- To reevaluate perceptions of Africa, to recognize the vibrant nature of African culture, and to apply new knowledge to the different cultural agents active in US popular culture, such as music, dance, literature, business and science.
- To help students understand present-day politics in Africa at a deeper level and to obtain a better understanding of racial conditions in the US.
- To learn how to assess historical materials -- their relevance to a given interpretative problem, their reliability and their importance -- and to determine the biases present within particular scholarship. These include historical documents, literature and films.

Required Materials

1. Joseph E. Holloway, ed., *Africanisms in American Culture* (Bloomington: Indiana University Press, 2005 second edition).

2. Curtis A. Keim, *Mistaking Africa: Curiosities and Inventions of the American Mind* (Westview Press, 1999).

3. Materials posted to Blackboard

4. Fauziya Kassindja, *Do They Hear You When You Cry* (New York: Delta, 1998).

Internet Resources

http://www.utexas.edu/conferences/africa/ads/index.html
http://groups.google.com/group/USAAfricaDialogue

Grading and Assignments

Assignment	Due Date	Grade Percentage (100%)
Public Lecture Review	Sep.	10%
Examination *1	Oct.	25%
Book Review*1	Oct.	20%
Memoir Review*2	Nov.	20%
Examination #2	Dec	25%

Grade Breakdown

- **Evaluation and Points: (No extra credit will be awarded, and the course is not graded on curve)** The weight is distributed to ensure success for all students, balancing the various needs to participate, interact, engage, think critically, and write well. Not all students seek an A or B grade, but those who do should expect to do the maximum required. Always read before the class so that you can understand the lectures and ask questions.

- **Book Reviews:** Reviews should be no less than 3 pp. and no more than 5 pp., typed and double spaced. Book reviews should be analytical, and not just a retelling of the narrative. The best way to do this is by synthesizing the narrative in your own mind and then critically examining such things as the historical content, style and the overall impression the book made on you. You will probably want to assess how the book fits in with particular topics or themes we are developing in the course. Feel free to express your own opinion, but do so clearly. Organize and develop the main points you wish to make and re-emphasize them in a conclusion. Proofread your review before submitting it.

Turn your review in on time (that means at the beginning of class on the assigned day), because late submission will be penalized. A book review guide will be posted on blackboard.

- **Public Lecture Review:** All students must endeavor to attend the public lecture to hold on September 22, 7pm (additional information will be announced in class)**.** During the lecture, students will be allowed to ask the speaker questions in issues pertaining to the lecture. For the review, students will be expected the fulfill a two-fold task: first, summarize the lecture in no more than 1 page (roughly 300 words); second, give your opinion of the lecture in no less than 1 page (roughly 300 words). Report will be due in class on September 27th. No Email submission will be accepted.

- **Examinations:** The course is divided into four parts, each covering a major thematic issue**.** The first examination consists of two essay questions. Students are expected to answer both questions, writing at least three pages on each. Essays Questions will be drawn from a pool submitted by the TA. Students who integrate materials from class text, public issues, lecture notes, films, and discussions on key issues will be rewarded. The second examination consists of two essays. Students will be expected to answer both questions, writing at least three pages on each.
- **Volunteers for Class Discussion:** During the course of the semester, students will be asked to volunteer to lead discussion groups. All students are encouraged to participate so as to develop public speaking skills and learn how to work effectively in a group. Students who participate in discussion groups will be given 2 points.

- **Make-up policy:** Make-ups will be granted only in the case of medical illness or university-related conflict. Such conflicts will require signed documentation from the Dean's Office explaining the reason for absence.

- **Overall semester averages** will earn the following letter grades:

93-100: A	90-92: A-		
87-89: B+	83-86: B	80-82: B-	
77-79: C+	73-76: C	70-72: C-	
67-69: D+	63-66: D	60-62: D-	0-59: F

Class Policies

- **Assignments:** All assignments must be submitted on due dates. 5 points per day are deducted thereafter. Failure to read the assigned materials will incur **negative grading** and treated as an evidence of **cheating**. Answers to questions will be used to reveal the failure to read. ****A part of writing history includes clearly communicating your ideas. As such, written assignments must conform to standard rules of written English including the organization of essays and grammar****

- **University of Texas Honor Code:** The core values of The University of Texas at Austin are learning, discovery, freedom, leadership, individual opportunity, and responsibility. Each member of the university is expected to uphold these values through integrity, honesty, trust, fairness, and respect toward peers and community. Any student found guilty of scholastic dishonesty may receive an "F" in the course and be remanded to the appropriate University of Texas authorities for disciplinary action. For more information, view Student Judicial Services at http://deanofstudents.utexas.edu/sjs.

- **Use of Class Materials:** No material presented in lecture may be directly or indirectly published, posted to the Internet, or rewritten for publication or distribution in any medium. Neither these materials nor any portion thereof may be stored in a computer except for personal and non-commercial use. All information derived from the internet must be adequately cited.

- **Student Privacy:** The Family Educational Rights and Privacy Act (FERPA) require that student privacy be preserved. Thus the posting of grades, even by the last four digits of the social security number, is forbidden. All communication will remain between the instructor and the student, and the instructor will not be able to share details of the student's performance with parents, spouses, or any others.

- **Documented Disability Statement:** The University of Texas at Austin provides upon request appropriate academic accommodations for qualified students with disabilities. For more information, contact Services for Students with Disabilities at 471-6259 (voice) or 232-2937 (video phone).

LECTURE & READING PLAN

PART A: CONNECTIONS, RELEVANCE, AND PERCEPTIONNS

Aug 25 **Introduction**

Africa – the continent and its people/ Information about the course

***Teaching Approach:*

Lectures

Class discussions

Films (these are integral to the class, and materials can be drawn from them).

Aug 30 **Africa in World History**
Essay posted on Blackboard: "Introduction: Africa Role's in World History"

Sep 1 **Africa and the United States: Why is the Connection Important?**
Reading: The United States and West Africa, chapter 1.
**Students to volunteer to lead the discussion next week
Reading: Mistaking Africa, chapters 1 2, 3, and 4.

Sep 6 **Africa in American Images and Perceptions, 1**
Class seminar on *Mistaking Africa*, chapters 1-4.
Reading, Mistaking Africa, chapters 7,8,9,& 10
Students to volunteer to lead the discussion next week*

Sep 8 **Africa in American Images and Perceptions, 2**

Chapters 7, 8, 9, & 10
Read the remaining chapters in Mistaking Africa

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Sep 13 **Documentary**
Black Studies in the United States
Read the remaining chapters in Mistaking Africa.
students to volunteer to lead discussions

PART B: ORIGINS AND HISTORICAL PHASES OF CONNECTIONS

Sep 15 **Africa and the United States: Historical Overview, 1**
Reading: The United States and West Africa, chapter 1.

Sep 20 **Africa and the United States: Historical Overview, 2**
Reading: The United States and West Africa, chapter 1.

Sep 22 **Africa, the USA and the Atlantic World**

Reading: Erik Gilbert & Jonathan T. Reynolds, *Africa in World History: From Prehistory to the Present.* New Jersey: Pearson, 2004. Chapter 8.

*****Mandatory Public Lecture in the evening.***

2011Africa Distinguished Lecture
Lecturer: Professor Augustine Agwuele, Dept. of Anthropology, Texas State University, San Marcos.
Note: First class assignment: Report on lecture to be submitted on **September 27th**

Sep 27 **The Atlantic Slave Trade**
Reading:
Douglas R. Egerton et al, *The Atlantic World: A History, 1400-1888*, Wheelings, IL: Harlan Davidson, 2007. Chapter 6, "The Trans-Atlantic Slave Trade and Slavery in the Americas, 1580-1780"; Chapter 7, "Trade in the Atlantic World, 1580-1780"; and Chapter 8, "Racial and Cultural Mixture in the Atlantic World, 1450-1830".

Report Submission

Sep 29 **Documentary**
Africa Buried Past

PART C: Culture and Africanism in the United States

Oct 4 **The Impact of the Atlantic Slave Trade**
Reading: The United States and West Africa, chapter 3.

Essay on Blackboard. Douglas R. Egerton et al, *The Atlantic World: A History, 1400-1888*, Wheelings, IL: Harlan Davidson, 2007. Chapter 8, "Racial and Cultural Mixture in the Atlantic World, 1450-1830".

Oct 6 **First Mid-Term Examination**

Oct 11 **The Basis of Africanisms: Slavery in the United States**
Reading: Holloway, *Africanisms,* Chapter 1, "The Origins of African American Culture"
Holloway, *Africanisms*, Chapter 4, "Gullah Attitudes"

Oct 13 **Voodoo in New Orleans**
Reading: Holloway, *Africanisms*, Chapter 3, "The case of Voodoo."

Oct 18 **Documentary**

African and African-American religions. / Wynnewood, PA.# 1998
VIDCASS 7789
****students to volunteer for discussion for next week***

Oct 20 **Seminar on Africanisms (to be coordinated by the TA)**
Various issues and topics drawn from Holloway, *Africanisms*
Prepare to write the first book review on *United States and West Africa* (Part IV of the book).

PART D: Politics and Modern Relations

Oct 25 **Back to Africa Movements**
Reading:
Book Review (1) Submission

Oct 27 **Pan Africanism**
Reading: The United States and West Africa, Chapter 4.

Nov 1 **Documentary**
Marcus Garvey: Black-nationalist leader. Vidcass 6648.
Begin to read *Do They Hear You When You Cry*

Nov 3 **Contemporary African Migrants, 1**
Memoir: *Do They Hear You When You Cry*

Essays posted on blackboard: John A. Arthur, *Invisible Sojourners: African Immigrant Diaspora in United States.* Westport, CT: Praeger Publishers, 2000. Chapters 1. Introduction: African Immigrants in the New Global Migration & 2. Causes of African Migrations to the United States and the Dynamics of the Post-Arrival Adjustment Process.

Bridget Teboh, "Reproducing African Communities in US: Settlement Patterns and Social Organizations" (eds.) Emmanuel Yewah & Dimeji Togunde, *Across the Atlantic: African Immigrants in the United States Diaspora,* Champaign, IL: Common Ground Publishing, 2010.

Nov 8 **Contemporary African Migrants, 2**
Memoir: *Do They Hear You When You Cry*

Essays posted on blackboard: John A. Arthur, *Invisible Sojourners: African Immigrant Diaspora in United States.* Westport, CT: Praeger Publishers, 2000. Chapters 1. Introduction: African Immigrants in the New Global Migration & 2. Causes of African Migrations to the United States and the Dynamics of the Post-Arrival Adjustment Process.

Bridget Teboh, "Reproducing African Communities in US: Settlement Patterns and Social Organizations" (eds.) Emmanuel Yewah & Dimeji Togunde, *Across the Atlantic: African Immigrants in the United States Diaspora,* Champaign, IL: Common Ground Publishing, 2010.

Nov 10 **Commodities and Connections: Spices**

Reading: USA and West Africa, Chapter 16.

Nov 15 **Comparative Food Cultures, 1**

Film# United Tastes of America." VIDCASS 9980

Memoir: *Do They Hear You When You Cry*

Nov 17 **Comparative Food Cultures,2**

Memoir: *Do They Hear You When You Cry*

Nov 22 **Contemporary Economy and Politics**

Reading

Reading: The United States and West Africa, Chapter 13.

Erik Gilbert & Jonathan T. Reynolds, *Africa in World History: From Prehistory to the Present.* New Jersey: Pearson, 2004. Chapter. 18.

Memoir Review Submission

Nov 29 **Globalization, 1**

Reading: The United States and West Africa, chapter 13 & 22.

Dec 1 **FINAL EXAMINATIONS/ RESEARCH PAPER SUBMISSION**