Please note this is a draft syllabus. Assignments and materials may change.

History 386 (Section 001)  
Fall 2018  
Tuesdays and Thursdays 11:00am to 12:15 pm (HLT G90)  

Instructor: Dr. Marcus Filippello (filippem@uwm.edu)  
Office: Holton 346  
Office Hours: TBD

Africans in World History: Communities, Cultures, and Ideas  

This course constitutes a broad sweep of themes in the history of Africa prior to the onset of what many view as the wider-spread establishment of “formal” colonial rule from the middle part of 19th through the 20th centuries. The class is designed to provide students with samples of how to approach understanding methodology and the study of complex historical processes. As such, we will examine debates concerning method, approach, and interpretation. Topics covered in the class include oral traditions; African empires; statecraft; decentralized communities; slavery; Indian and Atlantic worlds; indigenous political history; gender; Jihadic traditions; law and culture; and economic models and their relation to social and political organization. In particular, we will consider interdisciplinary approaches as a means to enhance our understanding of complex African social and political organization. We will also devote attention to developing a more refined sense of how Africans engaged in cross cultural change and exchange on a broader global historical landscape by taking class time to discuss oral traditions and other primary accounts as historical evidence for examining the nature of changes that took place in African communities, cultures, and ideas before the middle of the 19th century. Class participation and writing assignments will determine a significant portion of the grade. Please finish assigned readings each week. In addition to writing one in-class assignment, students will take quizzes on selected assigned readings, complete a progressive paper in three stages, and write a final exam.

Required books (available at UWM.ecampus.com):

2.) Randy Sparks, The Two Princes of Calabar: An Eighteenth-Century Atlantic Odyssey (Harvard University Press, 2009): ISBN -- 978-0674032057 ($19.00 new or $5.00 used)  

In addition to the readings above, there will be selected articles and chapters posted on the course Canvas site, which you will be required to read for the historiographical section of the progressive paper assignment. We will discuss these separately in class and office hours.
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**Course Prerequisites:**

Prereq: Jr st; satisfaction of GER English Composition competency req.

**Course Requirements and Grading:**

1.) In-Class Writing Assignment on October 4\(^{th}\) — (5%)
2.) Five in-class quizzes on selected assigned readings. Each quiz constitutes 3% of your grade — (15%)
3.) Participation and attendance — (20%)
4.) First draft of the progressive paper due October 9\(^{th}\) — (10%)
5.) Second draft of the progressive paper due November 13\(^{th}\) — (15%)
6.) Final draft of the progressive paper due December 6\(^{th}\) — (25%)
7.) Take home final exam date and time TBD (submitted via dropbox on the course Canvas site) — (10%)

**EXTRA CREDIT:** Please refer to the guidelines for the progressive paper to see how you can earn extra credit on the final paper.

**Learning Outcomes:**

-- Synthesize information from assigned readings, lectures, and discussions to understand better the complexities of African social and political organization and the roles Africans have played in initiating global historical change prior to 1850

-- Examine important written and visual primary sources on a variety of themes, including garnering a better understanding of various forms and institutions of slavery.

-- Gain familiarity with diverse cultural, political, environmental, and geographical components relevant to African history, with a special emphasis on understanding how Africans have acted as agents in initiating historical change on a global scale.

-- Analyze primary and secondary sources to write an intellectually engaged, well-organized, clear, and accurate progressive paper in three stages. It is “progressive” because with each successive stage you will revise, edit, and expand the same piece of writing. The intent of a progressive paper is to teach you how to improve your writing. It also encourages you to rethink how you approach writing from historiographical and historical perspectives. A progressive paper does not need to be a research paper, but this assignment will ask you combine historiographical writing and research with the intent of having you develop an argument based on your interpretation of primary sources. Ideally, your argument will allow you to make a meaningful contribution to the scholarly discourse you will investigate by reading assigned secondary source book chapters and articles posted on the course Canvas site.
Course Expectations:

1. Attendance at all classes is mandatory. Likewise, participation constitutes a key component. Please remain attentive and turn off your cell phones. I ask you to be respectful to your classmates and me.

2. Reading is a necessary element of this course. Comprehension and writing cannot flow without reading the material. You must read all the assigned readings for each week. You should read carefully, placing emphasis on themes and historical change. The assessments in this class will feature names, places and dates, but the emphasis will be on your understanding of historical change. If you have any difficulty completing or understanding the readings, please tell me. It is your responsibility to ensure you have all readings for the class.

3. Writing is also an important component of this course. Clear, original, intelligent, and coherent writing is a useful skill. This means that academic honesty is essential. Plagiarism is unacceptable. Citations are required for all written assignments. Page lengths indicated exclude title page and bibliography and are based on standard 12-point, double-spaced, Times New Roman font with one-inch margins on all sides.

4. Office hours are provided for you to raise questions and discuss course materials. They also provide me with an opportunity to assess your progress in the class and suggest improvement.

5. In general, I do not grant extensions on assignments and exams. Exceptions may be made for those on official university business, sporting engagements, or a medical condition, provided I am informed before the event and/or in written form from the relevant authority. All assignments must be turned in on time. I WILL NOT ACCEPT LATE ASSIGNMENTS.

6. The course will be available online on Canvas. Please visit the site regularly for updates to the syllabus, lecture slides, and information about assignments.

7. This is a three-credit course. As such, I expect students to devote an average of nine hours per week (130.5 hours over the course of what amounts to 14.5 weeks of the semester) attending class, completing assigned readings, and working on assignments.

8. For university policies concerning students with disabilities, religious observances, students called to military duty, incompletes, discriminatory conduct, academic misconduct, complaint procedures, grade appeal procedures, and final exams, go to http://www4.uwm.edu/secu/news_events/upload/Syllabus-Links.pdf.

9. If you will need accommodations in order to meet any of the requirements of this course, please see me privately or contact me by email.
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**Week One (9/4 and 9/6): Introduction**

**Week Two (9/11 and 9/13): Early Trade Networks and Religions**


-- 9/11: QUIZ ONE ON “THE IDEA OF AFRICA”

**Week Three (9/18 and 9/20): Environment, the Swahili Coast, and State Formation**


-- 9/20: QUIZ TWO ON IBN BATTUTA SELECTIONS

**Week Four (9/25 and 9/27): West African Empires and Imperial Expansion**

-- 9/27: READING - *Sundiata*

**Week Five (10/2 and 10/4): Shifting Trade Patterns From Sahara to Sea**

-- 10/2: IN CLASS WRITING ASSIGNMENT ON SUNDIATA (Please bring your own blue book or paper)

-- 10/4: READINGS (for progressive paper assignment) – Selections from:

- *Exchanging Our Country Marks* by Michael Gomez: “Vesey’s Challenge,” pp.1-16 (on course Canvas site)
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**Week Six (10/9 and 10/11): Political Centralization and Decentralization**

-- 10/9: FIRST DRAFT OF PROGRESSIVE PAPER DUE (on Canvas by 11:00 am)

**READING** – None for purposes of class discussion, but I strongly recommend you start *The Two Princes of Calabar* by Randy Sparks

**Week Seven (10/16 and 10/18): Slavery and Slave Trades**

-- 10/18: READING (for the progressive paper assignment) – Finish *The Two Princes of Calabar* by Randy Sparks

-- 10/18: QUIZ THREE ON THE TWO PRINCES OF CALABAR

**Week Eight (10/22 and 10/25): Statecraft and Religion in an Era of Transatlantic Slave Trades**


**Week Nine (10/30 and 11/1): Defining the Atlantic World**

**READING** – None for purposes of class discussion, but I strongly recommend you start *Domingos Álvares* by James Sweet

**Week Ten (11/6 and 11/8): Africans and the Atlantic World**

-- 11/8: READING (for the progressive paper assignment) – Finish *Domingos Álvares* by James Sweet

-- 11/8: QUIZ FOUR ON DOMINGOS ÁLVARES

**Week Eleven (11/13 and 11/15): Jihadic Traditions, An Introduction**

-- 11/13: SECOND DRAFT OF PROGRESSIVE PAPER DUE (on Canvas by 11:00 am)
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**Week Twelve (11/20): Rethinking an Age of Revolutions**


**Week Thirteen (11/27 and 11/29): Transformations in Indian Ocean Social and Economic Exchange**


**Week Fourteen (12/4 and 12/6): Abolition and Early Colonizing Processes**

-- 12/6: FINAL DRAFT OF PROGRESSIVE PAPER DUE (submit on Canvas by 11:00 am)

**Week Fifteen (12/11 and 12/13): New Directions in African History**

-- 12/13: We will devote class time to discussing the final exam

**TAKE HOME FINAL EXAM:**

-- Date and time TBD