
IAH 205 (Section 010)

Africa and the World

“Diffusion and Dilution: Perspectives on Africa in the Global Community”

Spring 2021

Instructor: Dr. Philip Effiong

Days/Times: Tu Th 3:00-4:50 PM (synchronously)

For questions/Information:
Email me/request zoom meeting

Email: effiongp@msu.edu

This class fulfills the Mission and Goals of Integrative Studies in the Arts and Humanities (IAH):

The mission of Integrative Studies in the Arts and Humanities is to empower students to more deeply reflect on, understand, inquire about, and transform the world around them, and to invite all students into lifelong engagement with the arts and humanities. More specifically, IAH enhances students' capabilities to:

- Reflect with intellectual curiosity on their own lives, knowledge, values, needs and desires, experiences, and/or professional or other communities
- Understand and engage with diverse cultures, communities, identities, experiences, interpretive frameworks, and histories
- Explore challenging questions about culture, artistic expression, systems of power, the nature of information and knowledge, or other topics that are essential to understanding what it means to be a human being and a global citizen in the 21st century
- Interact with the wider world in creative, critical, and socially responsible ways

The goals of IAH courses are to assist students to

- Cultivate habits of inquiry and develop investigative strategies from arts and humanities perspectives;
- Explore social, cultural, and artistic expressions and contexts;
- Act as culturally aware and ethically responsible citizens in local and global communities;
- Critically assess, produce, and communicate knowledge in a variety of media for a range of audiences; and
- Recognize and understand the value of diversity and the significance of interconnectedness in the classroom and beyond.

Approach

This course examines Africa's economic, cultural, political and religious impact on the world throughout history, as well as ways in which the continent has transformed and evolved through contact with various global communities. Beginning with sociopolitical developments in the Nile Valley and early interactions with Greeks and Romans from around 300 BCE, we will observe how initial interactions between Africans and other cultures were based more on trade and industrialization, and less on invasion and exploitation. Another important topic, religion, will not only be viewed as a weapon of oppression and colonialism, but as a channel through which ancient African societies interacted with and exchanged ideas with diverse cultures. Other topics to be covered include the spread of Islam, indigenous slave systems in Africa, the transatlantic slave trade, the Indian Ocean slave trade, colonization, Africans in World War II, the African Diaspora, African women as activists, post-colonial rule, foreign aid, terrorism, media depictions of Africans, and the global impact of African art.

Goals & Learning Outcomes

- Have a strong grasp of Africa's social, artistic, and political significance worldwide
- Understand the complexity and richness of Africa's linguistic, ethnic, cultural, and racial diversity
- Reevaluate predominant stereotypes of Africans as savage, ignorant, dependent, and backward by examining vital achievements by Africans typically absent from media and academic discourse
- Show that historical interactions between Africans and non-Africans were initially achieved through trade and religious harmony and not through colonization, slavery, and racial domination

- Recognize that slavery was not only achieved through the transatlantic route, but also through the Indian Ocean and indigenous African slave systems
- Challenge the prevailing perception of African females as subservient, weak, and helpless by reviewing their achievements throughout history
- Acknowledge Africa’s immense contributions to global security and the role of Africans in major global wars
- Acknowledge the importance of Africa’s natural resources to the global market and economic growth worldwide
- Establish the fact that the African diaspora also exists in Asia and the Middle east, and not just Europe and the Americas
- Identify African cultural, artistic, and religious continuities resulting from the dispersal of African descendants worldwide.

Grading Scale

Course assignments and final grades will be based on MSU’s 4.0 grade scale as indicated below.

92.5-100=4.0 87.5-92.4=3.5 82.5-87.4=3.0 77.5-82.4=2.5
72.5-77.4=2.0 67.5-72.4=1.5 59.5-67.4=1.0 00-59.4 = 0.0

Assignments and Tests

Final exam (25 points)
Third test (20 points)
Second test (20 points)
First test (20 points)
Group presentation (15 points)

Reading Materials

Course Pack

- Contains important articles as well as chapters from Toyin Falola’s book, *Key Events in African History: A Reference Guide*, Greenwood, 2002 (for information on accessing the Course Pack, go to “Purchasing your Course Pack” under “Content” on D2L).

Book

- Faith J. H. McDonnell & Grace Akallo, *Girl Soldier: A Story of Hope for Northern Uganda's Children*, Chosen Books, 2007.

Supplementary Texts (available on D2L, go to “Supplementary Readings” under “Content”)

- Olaudah, Equiano, *The Interesting Narrative of the Life of Olaudah Equiano, Or Gustavus Vassa, The African* (Chapters I-III) (autobiography).
- Jacob Gordon, excerpt from “Yoruba Cosmology and Culture in Brazil: A Study of African Survivals in the New World” (article).
- Ngugi wa Thiong’o, “A Mercedes Funeral” (short story).

Other Resources

- Videos to be watched in class (where possible) and recommended for viewing outside class

Reading, Discussion, and Assignment Schedule (*all discussion topics should be read prior to class meetings)

Date	Topics & Required Readings (*from Course Pack except otherwise stated)
Jan. 19	Introduction to course
Jan. 21	Introducing Africa <ul style="list-style-type: none"> ▪ PowerPoint: “African Continent: Basics” ▪ PowerPoint: “Africa’s Island Nations”
Jan. 26	Historical background <ul style="list-style-type: none"> ▪ Discuss “Africa: An Overview,” <i>Key Events in African History</i>, 3-17 ▪ Video: Different but equal presented by Basil Davidson (Part One, 24mins, available on D2L) *Assign presentation topics
Jan. 28	Overview of ancient history <ul style="list-style-type: none"> ▪ Discuss “The Rise of Kush and Aksum, 730 B.C.+” <i>Key Events in African History</i>, 54-61 ▪ Discuss “The Greeks & Romans in North Africa, 332 B.C.+” <i>Key Events in African History</i>, 62-68 ▪ Video: Different but equal presented by Basil Davidson (Part Two, 29mins, available on D2L)

Feb. 02	<p>Pre-colonial Global Contacts</p> <ul style="list-style-type: none"> ▪ Discuss “Ethiopia: The Emergence of a Christian Kingdom, A.D. 1250+” <i>Key Events in African History</i>, 69-78 ▪ Discuss “Ethiopian Jews: Recognition & Relocation” by Philip Effiong ▪ Video: Christianity in Ancient Ethiopia (40mins, available on D2L)
Feb. 04	<p>Impact of Religion – Islam</p> <ul style="list-style-type: none"> ▪ Discuss “The Spread of Islam, A.D. 622 Onward” <i>Key Events in African History</i>, 79-89 ▪ Video: Spread of Islam in North Africa (8mins, available on D2L)
Feb. 09	<p>Trade in Human Beings – Slave Systems in Africa</p> <ul style="list-style-type: none"> ▪ Discuss “Slavery and the Slave Trade in Pre-Colonial Africa,” by Akosua Perbi
Feb. 11	<p>Trade in Human Beings – Transatlantic Routes</p> <ul style="list-style-type: none"> ▪ Discuss “The Atlantic Slave Trade, 1440-1870,” <i>Key Events in African History</i>, 110-118 ▪ Video: The Black Atlantic (1500-1800) narrated by Henry L. Gates (watch first 30mins, available on D2L)
Feb. 16	<p>Trade in Human Beings – Slave Narrative</p> <ul style="list-style-type: none"> ▪ Conclude video: The Black Atlantic (watch last 26mins, available on D2L) ▪ Discuss Olaudah Equiano, <i>The Interesting Narrative of the Life of Olaudah Equiano, Or Gustavus Vassa, The African</i> (Chapters I-III) (available on D2L)
Feb. 18	<p>Trade in Human Beings – East African & Indian Ocean Routes</p> <ul style="list-style-type: none"> ▪ PowerPoint: “Trade in Human Beings: East African & Indian Ocean Routes”
Feb. 23	<ul style="list-style-type: none"> ▪ First test
Feb. 25	<p>Dispersal beyond the Americas – Focus on the Siddi (Siddhi, Sheedi or Habshi) of India</p> <ul style="list-style-type: none"> ▪ PowerPoint: “The Siddi of India” ▪ Begin PowerPoint: “Impact of African Dispersals”
Mar. 02	<p>Break, no class</p>
Mar. 04	<p>African Continuities & Impact of African Dispersals</p> <ul style="list-style-type: none"> ▪ Conclude PowerPoint: “Impact of African Dispersals” ▪ The Example of Vodoun & Santeria (PowerPoint: “Vodoun & Santeria”) ▪ Discuss excerpt from “Yoruba Cosmology and Culture in Brazil: A Study of African Survivals in the New World” by Jacob Gordon” (available on D2L)
Mar. 09	<p>Colonialism</p> <ul style="list-style-type: none"> ▪ Discuss “European Conquest and African Response, 1885-1900,” <i>Key Events in African History</i>, 175-186 ▪ Discuss “The Colonial Experience, 1900-1939,” <i>Key Events in African History</i>, 187-196 ▪ Video: The Magnificent African Cake presented by Basil Davidson (Part One, 28mins, available on D2L)
Mar. 11	<p>Midterm exam</p>
Mar. 16	<p>Africans in WWII</p> <ul style="list-style-type: none"> ▪ Conclude video: The Magnificent African Cake (Part Two, 26mins, available on D2L) ▪ Discuss “Africa Drawn into the Second World War, 1940-45,” <i>Key Events in African History</i>, 205-211
Mar. 18	<p>Spread of Christianity</p> <ul style="list-style-type: none"> ▪ Discuss “The Spread of Christianity, 1804 Onward,” <i>Key Events in African History</i>, 149-158 ▪ Video: The Bible and the Gun presented by Basil Davidson (Part One, 25mins, available on D2L)
Mar. 23	<p>Resisting Colonial Rule – Unsung African Heroines</p> <ul style="list-style-type: none"> ▪ Discuss <i>African women, Pan-Africanism and African renaissance</i>, focus on: “Introduction,” “The Ethiopian symbol,” “Resistance by women before the advent of Pan-Africanism,” “Women battling for independence,” “Women in the armed struggle,” “An artist against apartheid,” “Political activism of certain women’s organizations” ▪ Discuss “Women’s War of 1929” by Lorna Lueker Zukas, <i>The International Encyclopedia of Revolution and Protest</i>
Mar. 25	<p>Unsung African Heroines (continued) – Gender Inequality</p> <ul style="list-style-type: none"> ▪ Discuss <i>African women, Pan-Africanism and African Renaissance</i>, focus on: ▪ “Challenges for the new generation of African women,” “Access to Power,” “The emergence of a new women’s leadership” ▪ Discuss “The Women’s Decade, 1975-85,” <i>Key Events in African History</i>, 289-296 ▪ Recommended: “Ending Child Marriage in Africa” by Human Rights Watch (available on D2L)

	<ul style="list-style-type: none"> Recommended: “Q&A on Female Genital Mutilation” by Human Rights Watch (available on D2L)
Mar. 30	<p>End of Colonial Rule</p> <ul style="list-style-type: none"> Discuss “The End of European Rule, 1951-1990,” <i>Key Events in African History</i>, 212-220 Discuss “Violence to Gain National Liberation, 1952-1962,” <i>Key Events in African History</i>, 221-230 Discuss Ngugi wa Thiong’o, “A Mercedes Funeral” (available on D2L)
Apr. 01	<p>African Rule – Challenges</p> <ul style="list-style-type: none"> Discuss “Coups, Counter Coups, and Military Regimes, 1963 Onward,” <i>Key Events in African History</i>, 246-253 Video: Thomas Sankara: Upright Man (39mins, available on D2L)
Apr. 06	Second test
Apr. 08	<p>African Rule – Challenges (continued)</p> <ul style="list-style-type: none"> Discuss Faith J. H. McDonnell and Grace Akallo, <i>Girl Soldier: A Story of Hope for Northern Uganda's Children</i> PowerPoint: “Child Soldiers in Africa”
Apr. 13	<p>Security & the War Against Terrorism</p> <ul style="list-style-type: none"> Conclude <i>Girl Soldier: A Story of Hope for Northern Uganda's Children</i> PowerPoint: “US Military Presence in Africa”
Apr. 15	<p>Aid to Africa & Stereotypical Images</p> <ul style="list-style-type: none"> Read “They Wanted Journalists to Say ‘Wow’: How NGOs Affect U.S. Media Coverage of Africa” by Karen Rothmyer “Foreign Aid to Africa: A Hollow Hope?” by Kwame Akonor Video: Africa's cheetahs versus hippos (18mins, available on D2L)
Apr. 20	<p>Last day of class, African Visual, Performance, and Expressive Art</p> <ul style="list-style-type: none"> PowerPoint: “African Visual Art” “The African Influence on Picasso’s Art” by Philip Effiong Recommended video: Art of the Benin People (14mins)

Final Exam: Thursday, April 29, 2021, 5:45 - 7:45pm

Attendance Policy

You are required to attend and stay to the end of every online session. Documented proof is required for unavoidable absences, which may be the result of illness, court appearance, job interview, death, religious holiday, birth of a baby, etc. If you encounter technical or other issues that affect your attendance and participation, you need to inform me of these issues in a timely manner so that I can work with you to manage them. Our zoom classes will be locked 20 minutes after the start of each session.

Each unexcused absence will result in a deduction of one point from your final score. If you accumulate a total of five absences, 1.0 will be deducted from your final grade. This means that a grade of 3.0 will drop to 2.0. A total of 6-10 unexcused absences will result in a deduction of 2.0 from your final grade, while 11 or more unexcused absences will result in a deduction of 3.0 from your final grade and the submission of a report on your absences. It is my prerogative to accept or reject excuses given for absences.

Classroom Conduct

Students will interact respectfully with fellow students and the class instructor. The instructor will equally treat all class members with respect. This means that there will be no room for cursing or interruptions, making bigoted statements, being loud, or displaying any other form of rude and disruptive conduct. For personal phone calls, bathroom breaks, etc., there will be a 5-10-minute break during each class.

Resources for Students

- For assistance with writing research and other class papers, students may consult *The Writing Center*. *The Writing Center* is located in 300 Bessey Hall. For further information, go to: [The Writing Center](#).
- International students are encouraged to take advantage of the *ESL Writing Lab*, which assists with course readings, writing assignments, proofreading, and revising papers. For more information on the *Lab*, visit: [English Language Centre](#).
- Located in Room 332, MSU Union, the Neighborhood Student Success Collaborative (NSSC) offers a range of academic support services to students. These include seminars and workshops on skills

enhancement, learning methods, and effective time management. The NSSC also provides one-on-one tutoring on critical reading and related academic concerns. Further details on the NSSC's services can be accessed at the [Neighborhood Student Success Collaborative](#).

Students with Disabilities

Michigan State University does not discriminate against students with documented mental or physical disabilities. If you have a disability that requires accommodations in this or any other course, contact your instructor immediately as well as the *Resource Center for Persons with Disabilities* located in 120 Bessey Hall. To consult with a counselor, call 517-353-9642 (voice) or 517-355-1293 (TTY). Accommodations do not automatically excuse delinquent behavior.

Academic Integrity

MSU prescribes specific guidelines to ensure that students maintain high standards of academic honesty and discipline. These are outlined under its policies on "Protection of Scholarship and Grades" and "Integrity of Scholarship and Grades," which charge students to refrain from any form of academic dishonesty, including cheating on tests or plagiarizing on written assignments. This means that papers submitted by students will not have been copied from the Internet or other source and will not be a replication of the works of other students. This also means that the consultation of external sources for research should be properly acknowledged using an acceptable form of citation. MSU policy cautions that the consequence for academic dishonesty is a failing grade on an assignment or course. In addition, failure resulting from dishonesty will be brought to the attention of the appropriate academic dean. More information on cheating and dishonesty can be accessed at the Office of the University Ombudsperson webpage: [Academic Integrity | Office of the University Ombudsperson](#).

Online SIRS evaluation policy

MSU takes seriously the opinion of students in the evaluation of the effectiveness of instruction and has implemented the Student Instructional Rating System ([SIRS Online](#)) to gather student feedback. This course utilizes the online SIRS system, and you will receive an e-mail during the last two weeks of class asking you to fill out the SIRS web form at your convenience. Participation in the online SIRS system involves grade sequestration, which means that the final grade for this course will not be accessible on STUINFO during the week following the submission of grades for this course unless the SIRS online form has been completed. Alternatively, you have the option on the SIRS website to decline to participate in the evaluation of the course.

Relationship Violence and Sexual Misconduct

Michigan State University is committed to fostering a culture of caring and respect that is free of relationship violence and sexual misconduct, and to ensuring that all affected individuals have access to requisite services. For information on reporting options, confidential advocacy, support resources, university policies and procedures, or how to make a difference on campus, visit the Title IX website at [Office for Civil Rights and Title IX Education and Compliance](#).

Limits to Confidentiality

Assignments submitted for this class are generally considered confidential pursuant to the University's student record policies. However, MSU employees, including instructors, may not be able to maintain confidentiality and are legally obligated to report certain issues that threaten the health and safety of MSU community members and others. As the instructor, I must report the following information to other University offices if you share it with me:

- Suspected child abuse/neglect, even if this maltreatment happened when you were a child,
- Allegations of sexual assault or sexual harassment when they involve MSU students, faculty, or staff, and
- Credible threats of harm to oneself or to others.

These reports may trigger contact from a campus official. In almost all cases, however, it will be your decision whether you wish to speak with that individual. If you would like to talk about such incidents in a more confidential setting, you are encouraged to make an appointment with the MSU Counseling Center.

Possible Course Amendments

Should the need arise, this Course Content may be changed or amended during the semester. Students will be notified of such changes.