

HIS 317L/AFR 317C/WGS301: UNITED STATES AND AFRICA
(Unique # 39205 & 30190) TTH 12:30-2:00 PM UTC 3.112

Instructor: Toyin Falola
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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 These include historical documents, literature and films.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 (all 3 books are mandatory)

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. Course Package (CP)

- * Essays posted on blackboard under course documents
It is a course requirement to have all books
Students can buy books from Coop and other sources.
2244 Guadalupe St., Austin, TX 78705

Phone: (512)476-7211 x8108

Internet Resources

<http://www.utexas.edu/conferences/africa/ads/index.html>

<http://groups.google.com/group/USAAfricaDialogue>

Grading and Assignments

Final Grade Breakdown

Assignment Percentage (100%)	Due Date	Grade
Class Attendance	Daily	10%
Public Lecture Review	Sept. 24	10%
Examination *1	Oct. 10	25%
Book Review*1	Oct. 31	15%
Film Review	Nov. 26	15%
Examination #2	Dec. 05	25%

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: (*The African Diaspora, Part 3, chapters 8 to post-script*) 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. If you are reviewing a book for the first time, speak with your TA.

Public Lecture Review: All students must endeavor to attend the public lecture to hold on September 19, 6 pm (additional information will be announced in class). During the lecture, students will be allowed to ask the speaker questions on issues pertaining to the lecture. For the review, students will be expected to 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 24.

Film Review Guidelines:

Select any film that we have watched in class. A good way to write a film review is as follows.

- Watch the film.
- Give your opinion of the film.
 - What are your overall impressions?
 - Likes and dislikes?

- Make sure to provide impartial details that support your assessments of the film.
- Understand that you are writing to an academic audience. Facts and specifics are mandatory, as is objective prose. Saying something “sucks” or “stinks” is unacceptable unless you can back up your opinions with facts.
- Give an outline of the film without excessive details. Too much detail will result in summarization, which you want to avoid.
- Make sure to analyze the acting performances.
- How is the film’s structure? Does the plot flow? Are there continuity gaps?
- How does the film use music? How does the music add or distract from the story and your connection with the film?
- Remember that this is a history class and that readings go along with the films. How does the film bring to light aspects in the readings, or vice versa?

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. Essay 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 may 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 in class on due dates. **Email submissions will not be accepted.** 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).

Religious Holy Days: By UT Austin policy, you must notify me of your pending absence at least fourteen days prior to the date of observance of a religious holy day. If you must miss a class, an examination, a work assignment, or a project in order to observe a religious holy day, I will give you an opportunity to complete the missed work within a reasonable time after the absence.

Behavior Concerns Advice Line (BCAL): If you are worried about someone who is acting differently, you may use the Behavior Concerns Advice Line to discuss by phone your concerns about another individual's behavior. This service is provided through a partnership among the Office of the Dean of Students, the Counseling and Mental Health Center (CMHC), the Employee Assistance Program (EAP), and The University of Texas Police Department (UTPD). Call 512-232-5050 or visit <http://www.utexas.edu/safety/bcal>

Use of E-Mail for Official Correspondence to Students: E-mail is recognized as an official mode of university correspondence; therefore, you are responsible for reading your e-mail for university and course-related information and announcements. You are responsible to keep the university informed about changes to your e-mail address. You should check your e-mail regularly and frequently—I recommend daily, but at minimum twice a week—to stay current with university-related communications, some of which may be time-critical. You can find UT Austin's policies and instructions for updating your e-mail address at <http://www.utexas.edu/its/help/utmail/1564>

Use of Blackboard in Class: In this class I use Blackboard—a Web-based course management system with password-protected access at <http://courses.utexas.edu>—to distribute course materials, and examination study guides. I will not post grades on Blackboard. You can find support in using Blackboard at the ITS Help Desk at 475-9400, Monday through Friday, 8 a.m. to 6 p.m., so plan accordingly.

Emergency Evacuation Policy

- Occupants of buildings on the UT Austin campus are required to evacuate and assemble outside when a fire alarm is activated or an announcement is made. Please be aware of the following policies regarding evacuation: Familiarize yourself with all exit doors of the classroom and the building. Remember that the nearest exit door may not be the one you used when you entered the building.

- If you require assistance to evacuate, inform me in writing during the first week of class. In the event of an evacuation, follow my instructions or those of class instructors. Do not re-enter a building unless you're given instructions by the Austin Fire Department, the UT Austin Police Department, or the Fire Prevention Services office.

Q drop Policy: Texas law limits the number of course drops for academic reasons to six. Senate Bill 1231 says: "Beginning with the fall 2007 academic term, an institution of higher education may not permit an undergraduate student a total of more than six dropped courses, including any course a transfer student has dropped at another institution of higher education, unless the student shows good cause for dropping more than that number."

LECTURE & READING PLAN

PART A: CONNECTIONS, RELEVANCE, AND PERCEPTIONS			
Date	Main Topics	Readings	Assignments/ Activities
Aug 29	Introduction Africa – the continent and its people/ Information about the course <i>**Teaching Approach:</i> Lectures Class discussions Films (these are integral to the class, and materials can be drawn from them).		
Sep 03	Africa in World History	“Introduction: Africa Role’s in World History” <ul style="list-style-type: none"> Erik Gilbert & Jonathan T. Reynolds, <i>Africa in World History: From Prehistory to the Present</i>. New Jersey: Pearson, 2004. 	
Sep 05	Mandabi: Money Order by Sembene Ousmane		
Sep 10	Africa and the United States: Why is the Connection Important?	<ul style="list-style-type: none"> <i>Mistaking Africa</i>, chapters 1-4 	
Sep 12	Africa in American Images and Perceptions, 1	<ul style="list-style-type: none"> <i>Mistaking Africa</i>, Chapters 5-10 Read the remaining chapters in <i>Mistaking Africa</i> 	
Sep 17	Africa in American Images and Perceptions, 2	<ul style="list-style-type: none"> Read the remaining chapters in <i>Mistaking Africa</i> 	September 19 Public Lecture at 6 PM. 2013Africa Distinguished Lecture “Making African History in the US: The South African Education Program in the 1980s” Lecturer: Professor Thomas McClendon, Southwestern University Venue: GAR 0.102

PART B: ORIGINS AND HISTORICAL PHASES OF CONNECTIONS

Date	Main Topics	Readings	Assignments/ Activities
Sep 24	Africa and the United States: Historical Overview	<i>African Diaspora</i> , Introduction	Public Lecture Report Due in Class
Sep 26	Africa, the USA and the Atlantic World	<ul style="list-style-type: none"> “Slavery and the Creation of the Atlantic World.” (Posted on Blackboard under Course Documents) <i>African Diaspora</i> , chapter 1 <ul style="list-style-type: none"> Douglas R. Egerton <i>et al</i>, <i>The Atlantic World: A History, 1400-1888</i>, Wheelings, IL: Harlan Davidson, 2007. 	
Oct 01	The Atlantic Slave Trade	<ul style="list-style-type: none"> Chapter 6: “The Trans-Atlantic Slave Trade and Slavery in the Americas, 1580-1780.” Chapter 7: “Trade in the Atlantic World, 1580-1780.” Chapter 8: “Racial and Cultural Mixture in the Atlantic World, 1450-1830.” 	
Oct 03	Documentary <i>Africa Buried Past</i>		

PART C: Culture and Africanism in the United States

Date	Main Topics	Readings	Assignments/ Activities
Oct 8	The Impact of the Atlantic Slave Trade	Douglas R. Egerton <i>et al</i> , <i>The Atlantic World: A History, 1400-1888</i> , Wheelings, IL: Harlan Davidson, 2007. Chapter 8, “Racial and Cultural Mixture in the Atlantic World, 1450-1830”. (posted on blackboard)	
Oct 10	FIRST MID-TERM EXAM.	FIRST MID-TERM EXAM	FIRST MID- TERM EXAM

Oct 15	The Basis of Africanisms: Slavery in the United States	<ul style="list-style-type: none"> Holloway, <i>Africanisms</i>, Chapter 1, “The Origins of African American Culture” Holloway, <i>Africanisms</i>, Chapter 4, “Gullah Attitudes” 	Students to volunteer for discussion on Holloway, <i>Africanisms</i>
Oct 17	Voodoo in New Orleans	<ul style="list-style-type: none"> Holloway, <i>Africanisms</i>, Chapter 3, “The case of Voodoo.” 	
Oct 22	Documentary <i>African and African-American religions. Wynnewood, PA.# 1998 VIDCASS 7789</i>		
Oct 24			

PART D: Politics and Modern Relations

Date	Main Topics	Readings	Assignments/Activities
Oct 29	Seminar on Africanisms (to be coordinated by the TA)		Class presentation on various issues and topics drawn from Holloway, <i>Africanisms</i> , Chapters 1-14. Prepare to write the first book review on <i>The African Diaspora, Part 3, chapters 8 to post-script.</i>
Oct. 31	Documentary Back to Africa Movements <i>Marcus Garvey: Black-nationalist leader. Vidcass 6648.</i>		Book Review Submission
Nov 05	Pan Africanism	<i>The African Diaspora</i> , chapter 4	
Nov 07	Documentary <i>Legacy of Spirits</i> by Kramer Karen (Karen Susan)		
Nov 12	Contemporary African Migrants, 1	<ul style="list-style-type: none"> John A. Arthur, <i>Invisible Sojourners: African Immigrant Diaspora in United States</i>. Westport, CT: Praeger Publishers, 2000. Chapters 1. Introduction: African Immigrants in the New Global Migration 	

		<ul style="list-style-type: none"> • Chapter 2. Causes of African Migrations to the United States and the Dynamics of the Post-Arrival Adjustment Process. (posted on blackboard) • Bridget Teboh, “Reproducing African Communities in US: Settlement Patterns and Social Organizations,” (eds.) Emmanuel Yewah & Dimeji Togunde, <i>Across the Atlantic: African Immigrants in the United States Diaspora</i>, Champaign, IL: Common Ground Publishing, 2010. (posted on blackboard) 	
Nov 14	Contemporary African Migrants, 2		
Nov 19	Contemporary Economy and Politics	<i>The African Diaspora, Postscript: United States Foreign Policy in the 21st century</i>	
Nov 21	Film <i>Black Hawk Down</i>		
Nov 26	Comparative Food Cultures Commodities and Connections: Spices		Submit Film Review
Nov 28	No Class Thanksgiving		
Dec 3	Globalization		
Dec 5	FINAL EXAM	FINAL EXAM	FINAL EXAM

Appendix: Information on Movies/Documentaries

1. Mandabi: Money Order

This French-Senegal co-production is based on a story by [L.S. Senghor](#). An out of work Senegalese man, Ibrahim ([Makhouredia Gueye](#)), receives a money order by his nephew. Unfortunately, the uncle has no identity card which will enable him to cash the check. He tries to obtain a card, but is stymied because he lacks a birth certificate. In order to get this valuable document, he must have a photograph taken...and on and on and on it goes. Thus begins Ibrahim's nightmarish foray into the honeycomb-like world of African bureaucracy.

http://www.fandango.com/mandabi_v101511/plotsummary

2. Africa Buried Past/Slavery's Buried Past

In 1991, New York City construction workers were digging a foundation for a skyscraper when they unearthed an 18th century slave graveyard containing the remains of 427 bodies. It was a major news story - and a political fight - as African-Americans in New York sought to preserve a sacred place. After months of negotiation, the skeletons were sent to Washington, D.C.'s Howard University for study.

3. African and African-American religions

Discusses the cultural diversity of Africa through its many religions. Shows how shared elements of various customs serve as unifying threads across tribes, centuries, and continents.

<http://library.anderson.edu/uhtbin/cgiirsi/x/0/0/5?searchdata1=1572252014>

4. Marcus Garvey : Black-nationalist leader

In this documentary, black historians discuss the life of Marcus Garvey from his birth in Jamaica to his young years of trying to organize Black workers in Jamaica, Latin America and London, to his role as a Black-nationalist leader in the United States and the failure of the Universal Negro Improvement Association, of which he was the founder.

<http://www.worldcat.org/title/marcus-garvey-black-nationalist-leader/oclc/29862009>

5. Legacy of the Spirits

For centuries, the religion of Vodou (commonly called "voodoo" by outsiders) has been thought of as sticking pins in dolls or witchcraft. It has been kept underground and practiced in secret, giving way to much misunderstanding and sensationalism. This documentary - the first of its kind - shows how Vodou is a valid and serious belief system. The film interweaves exciting Vodou ceremonies, important scholarly information, compelling music, and images of colorful ritual objects, to show the beauty behind what has been one of the world's most misunderstood religions.

Legacy of the Spirits traces the religion from Africa to Haiti to New York City. It explains the theology of the religion, the meaning of the rituals, the pantheon of spirits, possession, the sacred drawings (called ve-ve), the Catholic influence, the history of persecution and more. This is all explained by

priests and priestesses who practice Vodou and who give the film the quality of being both informative, yet personal.

Filmed entirely in the Caribbean communities in New York City, participants speak of what the religion means to them and their families, how the spirits have helped them, and why they continue to practice these ancient traditions today. Since the religion has always been kept underground (the reasons why are explained in the film), this is the first time the practitioners have spoken about it openly on camera.

<http://www.der.org/films/legacy-of-the-spirits.html>

http://www.karenkramerfilms.com/content/legacy_of_spirits/index.htm

6. Black Hawk Down

From acclaimed director Ridley Scott (Gladiator, Hannibal) and renowned producer Jerry Bruckheimer (Pearl Harbor, Armageddon) comes a gripping true story about bravery, camaraderie and the complex reality of war. Black Hawk Down stars an exceptional cast including Josh Hartnett (Pearl Harbor), Ewan McGregor (Moulin Rouge!), Tom Sizemore (Saving Private Ryan), Eric Bana (Chopper), William Fichtner (The Perfect Storm), Ewen Bremner (Snatch) and Sam Shepard (All The Pretty Horses). In 1993, an elite group of American Rangers and Delta Force soldiers are sent to Somalia on a critical mission to capture a violent warlord whose corrupt regime has led to the starvation of hundreds of thousands of Somalis. When the mission goes terribly wrong, the men find themselves outnumbered and literally fighting for their lives.

<http://www.sonypictures.com/movies/blackhawkdown/>