

UNITED STATES AND AFRICA

HIS 317L (39035)/AFR 317C (30365)/WGS 301(301)

T & TH 12:30-2:00 PM UTC 3.112

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Course Description and Objectives

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. The course aims; (1) to develop a base of African and US history and increase the level of awareness of the African Diaspora in the US; (2) to obtain a well-rounded approach to the political, economic, and cultural connections between the United States and Africa; (3) 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; (4) 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; and (5) 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 These include historical documents, literature, and films.

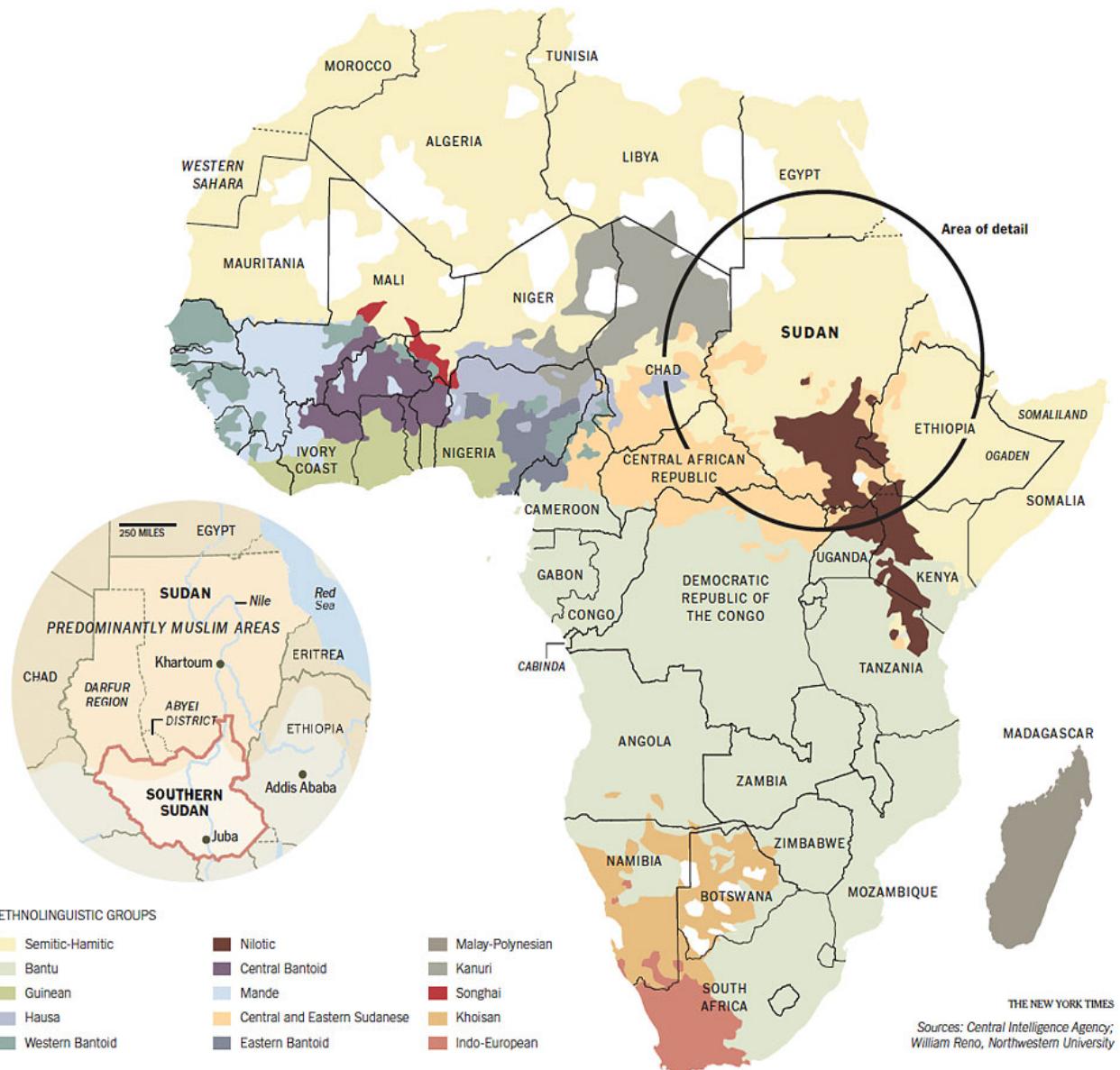
Course Policies

1. 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.
2. There are three **mandatory** books. They can be purchased at the University Co-op.
 - a. Joseph E. Holloway, ed., *Africanisms in American Culture* (Bloomington: Indiana University Press, 2005 second edition).
 - b. Curtis A. Keim, *Mistaking Africa: Curiosities and Inventions of the American Mind* (Westview Press, Fourth Edition, 2018).
 - c. Toyin Falola, *The African Diaspora: Slavery, Modernity, and Globalization* (Rochester, NY: University of Rochester Press, 2013)
3. Essay prompts will be posted on blackboard under course documents.
4. 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****
5. **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>.

- 6. 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.
- 7. 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.
- 8. 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).
- 9. 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.
- 10. 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>
- 11. 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>
- 12. Use of Canvas in Class:** In this class I use Canvas—a Web-based course management system with password-protected access at <https://canvas.utexas.edu/>—to distribute course materials, and examination study guides. I will not post grades on Canvas. You can find support in using Canvas at the ITS Help Desk at 475-9400, Monday through Friday, 8 a.m. to 6 p.m., so plan accordingly.
- 13. Emergency Evacuation Policy**
 - a. 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.

- b. 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.

14. Q drop Policy: Texas law limits the number of course drops for academic reasons to six. Per Section 51.907 of the Texas Education Code, students enrolled on or after 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.



Grading and Assignments

Final Grade Breakdown

Assignment Percentage (100%)	Due Date	Grade
Class Attendance		10%
Geographical Literacy Test		10%
Mid-term Examination	Oct. 23	30%
Book Review	Nov. 8	20%
Final Examination	Dec. 6	30%

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 about structure and style.

Public Lecture Review: All students must endeavor to attend the public lecture to hold on (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 .

Attendance Policy:

The class attendance will be counted from the 4th of September. It will be counted based on the total of 26 classes. So for each absence, students will lose approximately 0.38 points from the final grade. Absences will be excused if a student provides documentation of emergency health situation, death in family, job interviews, etc. However, without documentation no excuses will be granted.

Book Review Guidelines:

1. What is the book about?
2. Give your opinion on the book.
 - a. What are your overall impressions?
 - b. Likes and dislikes?
 - c. Make sure to provide impartial details that support your assessments of the book.

3. 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.
4. Give an outline of the book without excessive details. Too much detail will result in summarization, which you want to avoid.
5. Analyze the narrative structure of the book. Are there continuity gaps?

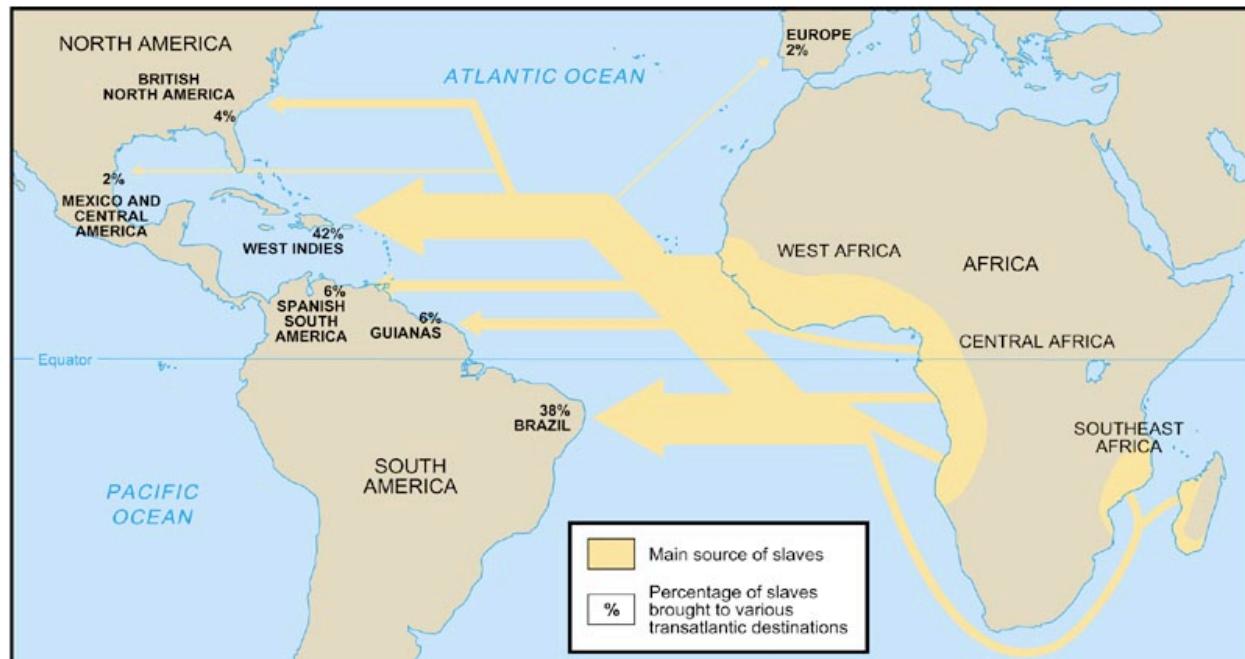
Examinations: The course is divided into five parts, each covering a major thematic issue. The mid-term examination consists of two essay questions. Students are expected to answer both questions, writing at least three pages on each. Essay questions will be drawn from a pool submitted by the TA. Students who integrate materials from class text, public issues, lecture notes, films, and discussions on key issues will be rewarded. The final 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.

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.

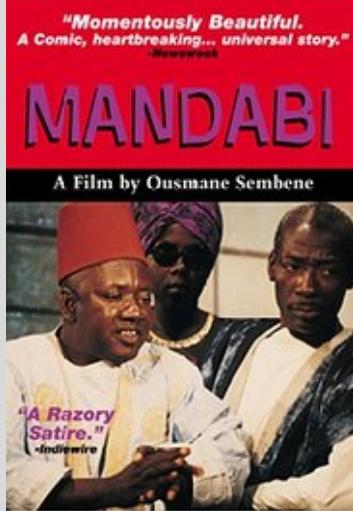
Overall semester averages will earn the following letter grades:

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



THE AFRICAN SLAVE TRADE

Lectures and Reading

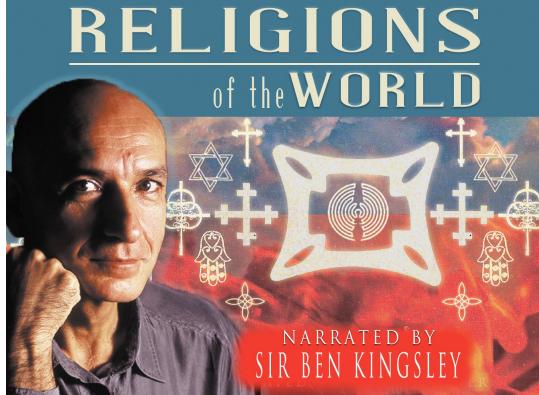
PART A: Connections, Relevance, and Perceptions			
Date	Main Topics	Readings	Assignments/ Activities
Aug 30	Introduction Africa – the continent and its people Information about the course <i>**Teaching Approach:</i> Lectures Class discussions Films (these are integral to the class, and materials can be drawn from them).		
Sep 4	Africa in World History	"Introduction: Africa Role's in World History" Erik Gilbert & Jonathan T. Reynolds, <i>Africa in World History: From Prehistory to the Present</i> . New Jersey: Pearson, 2004.	
Sep 6	Africa and the United States: Why is the Connection Important?	- <i>Mistaking Africa</i> , chapters 1-4	
Sep 11	Film Screening: Mandabi: Money Order by Sembene Ousmane	 <p>"Momentously Beautiful. A Comic, heartbreakin... universal story." <i>Newsweek</i></p> <p>MANDABI</p> <p>A Film by Ousmane Sembene</p> <p>"A Razory Satire." <i>Indiewire</i></p>	
Sep 13	Documentary Screening: Legacy of Spirits by Kramer Karen https://utexas.kanopystreaming.com/ video/legacy-spirits		



PART B: Origins and Historical Phases of Connections

Date	Main Topics	Readings	Assignments/Activities
Sept 18	Africa in American Images and Perceptions	- <i>Mistaking Africa</i> , Chapters 5-10	
Sept 20	Class discussion: Perceptions and Stereotypes	- Remaining chapters of <i>Mistaking Africa</i>	
Sep 25	The Peering and Politics of Interrelations	- <i>African Diaspora</i> , Introduction	
Sept 27	Africa and the United States: Historical Overview 1	- <i>African Diaspora chapter 1 & 2.</i>	
Oct 2	Africa and the United States: Historical Overview 2	Douglas R. Egerton <i>et al</i> , <i>The Atlantic World: A History, 1400-1888</i> , Wheeling, 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.”	

PART C: Slavery, Culture, and Africanism in the United States

Date	Main Topics	Readings	Assignments/ Activities
Oct 4	Africa, the United States, and the Atlantic World	<i>The Atlantic World</i> -- Chapter 8, “Racial and Cultural Mixture in the Atlantic World, 1450-1830”	
Oct 9	Documentary <i>Slavery's Buried Past</i>		
Oct 11	Documentary: <i>Religions of the World: African and African-American religions.</i> (1998) Wynnewood, PA. VIDCASS 7789		
Oct 16	The Basis of Africanisms: Slavery in the United States	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 18	Afro Atlantic Religion: Film Screening: Voodoo https://www.youtube.com/watch?v=gtKpkm7xYi8	Holloway, <i>Africanisms</i> , Chapter 5, “The case of Voodoo.”	***Mid-term examination questions will be circulated in class.
Oct 23	Afro Atlantic Religion: Lecture	FIRST MID-TERM EXAM DUE	(Submission in class)

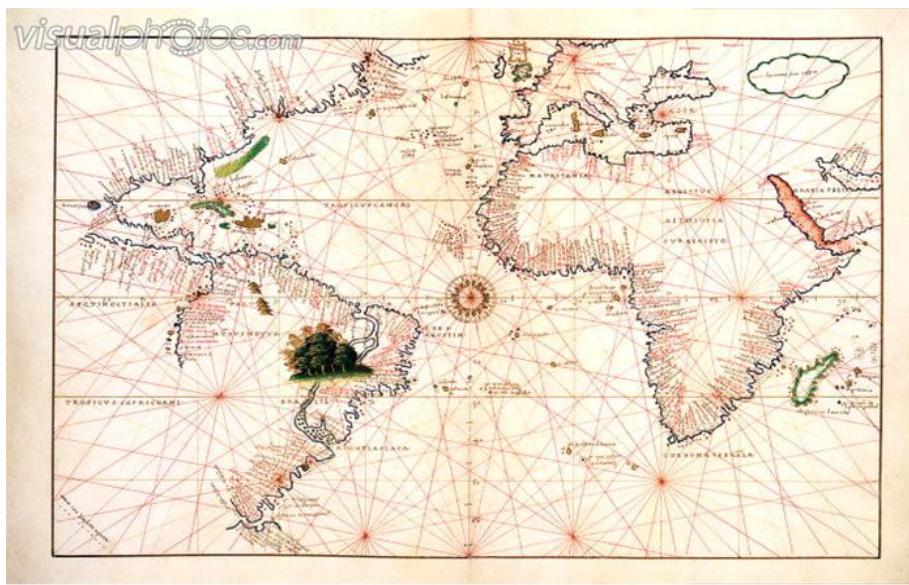
PART D: Africanism and Pan-Africanism

Date	Main Topics	Readings	Readings
Oct 25	Africanisms 1	Holloway, <i>Africanisms</i> , Chapter 8.	
Oct. 30	Africanism 2	Holloway, <i>Africanisms</i> , Chapter 10.	
Nov 1	Pan-Africanism	- <i>The African Diaspora</i> , Chapter 4.	
Nov 6	Back to Africa Movement	- <i>The African Diaspora</i> , Chapter 10	

SECTION E: Contemporary Culture and Politics

Nov 8	Tourism *** Book Review Due		*** Book Review submission in class.
Nov 13	Guest speaker: Prof. Olajumoke Yacob-Haliso Department of Political Science and Public Administration, Babcock University		
Nov 15	African Popular Culture	<i>The African Diaspora</i> , Chapter 12.	
Nov 20	Documentary, Back to Africa Movements <i>Marcus Garvey: Black-nationalist leader. DVD 12394</i>	Geoffrey Philip, “Marcus Garvey and President Obama’s Missed Opportunity” Journal of Pan African Studies, vol. 10, no. 1, 2017.	(TF Absent)
Nov 22-24	No Class: Thanksgiving		
Nov 27	Contemporary Immigrants 1	John A. Arthur, <i>Invisible Sojourners: African Immigrant Diaspora in United States</i> . Westport, CT: Praeger Publishers, 2000. --Chapter 1. Introduction: African Immigrants in the New Global Migration --Chapter 2. Causes of African Migrations to the United States and the Dynamics of the Post-Arrival Adjustment Process. (posted on canvas)	

Nov 29	Contemporary Immigrants 2	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 canvas)	**Take Home Final examination question will be circulated.
Dec 4	Globalization	- <i>African Diaspora</i> , Chapter 12.	
Dec 6	FINAL-EXAM	**Submission of the final examination answers in class.	



Appendix: Information on Movies/Documentaries

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

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.

<http://www.worldcat.org/title/slaverys-buried-past/oclc/70853795>

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/cgisirsi/x/0/0/5?searchdata1=1572252014>

[http://catalog.lib.utexas.edu/search~S29?X\(VIDCASS+7789\)&searchscope=29&SORT=D/X\(VIDCASS+7789\)&searchscope=29&SORT=D&SUBKEY=\(VIDCASS+7789\)/1%2C13%2C13%2CB/frameset&FF=X\(VIDCASS+7789\)&searchscope=29&SORT=D&13%2C13%2C](http://catalog.lib.utexas.edu/search~S29?X(VIDCASS+7789)&searchscope=29&SORT=D/X(VIDCASS+7789)&searchscope=29&SORT=D&SUBKEY=(VIDCASS+7789)/1%2C13%2C13%2CB/frameset&FF=X(VIDCASS+7789)&searchscope=29&SORT=D&13%2C13%2C)

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>

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

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/>

Internet Resources

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

USA Africa Dialogue Series: <http://groups.google.com/group/USAAfricaDialogue>

Historical Progression of African Cartography:

<http://www.theguardian.com/news/datablog/gallery/2012/oct/02/africa-maps-history>