

### UNDERGRADUATE CURRICULUM PROPOSAL COVER SHEET

Title of Proposal – Must begin with Department Abbreviation:

HIST New Course Proposal: HIST 3560, Africa in the Atlantic World

Check One:  Full Proposal or  Information Item

Effective Date for Curricular Offering: 2010-2011 Catalog

FROM: Sara Jorgensen, History, Brock 408, x 5622, sara-jorgensen@utc.edu  
(proposal originator: include spokesperson's name, department, office number, telephone, e-mail)

Does this require new resources from the originating department or other department? No  
Please include an explanation if yes.

Faculty of the originating department approved this proposal on 10.14.2009 (date),  
by a vote of 9 aye votes; 0 nay votes; 0 abstentions; 0 eligible voting members absent.

The following have examined this proposal:

Dept Head/Director: Rit Rustie Rustie 10/15/09 Yes!                                   
Printed name                      Signature, date                      Approve    Neutral    Disapprove\*

College Curriculum Committee Date:            Vote:            Signature of Chair:           

Spokespersons for Affected Departments:

Printed Name, Department	Signature, Date	Approve	Neutral	Disapprove*

Dean/Director: H. Buchanan H. Buchanan                                 

University Registrar: Linda Orth Linda Orth 10/12/09                                   
Printed name                      Signature, date                      Comments

Provost/Representative: J. Sanders J. Sanders 11/2/09                                   
Printed name                      Signature, date                      Approve    Neutral    Disapprove\*

Lab/studio fee requested:

Provost: Phil Oldham                                              
Printed name                      Signature, date                      Approve    Disapprove\*

\*Those who disapprove may attach an explanation

ACTIONS on this proposal:	Curriculum Committee	Faculty Senate
Date the proposal was considered		
Vote of the body:		
Accepted as information item (indicate date)		
Approved as submitted (indicate date)		
Approved with amendments (amendments indicated and transmitted to all signatories above, date):		
Signature of Chair:		

## New Course Proposal: HIST 3560, Africa in the Atlantic World

The Department of History requests approval to add a new offering, Africa in the Atlantic World, to the course catalog.

### **A. Catalog Description:**

History 3560, Africa in the Atlantic World (3). The history of African peoples and cultures from the perspective of their interactions with the Europeans and Americans with whom they shared the Atlantic World, covering the period from its beginnings in the fifteenth-century until the early twentieth century. Topics will include contact between Africa and Europe and its impact on African societies; the Transatlantic slave trade and its impacts in Africa and the West; the development of African diasporas in the Americas; revolutions and abolitionism; European colonization in Africa; development of Western understandings of Africa; and “back to Africa” movements.

### **B. Rationale/Economic and Pedagogical Consequences:**

This course is part of a plan to expand the History Department’s offerings in African history from the current two courses (two-part general survey) to a group of courses that can be taught in a two or three year cycle in which the survey alternates with topical classes. More broadly, it will enhance the department’s offerings in the history of the non-Western world. The specific topic of this course is designed to combine the area-studies approach common to upper-level History Department offerings with an emphasis on long-term cultural and economic exchange across regions that will also situate it in a world-historical context.

This course will have no economic or pedagogical consequences for the University, as it will be taught by the History Department’s existing African history specialist. It will have no immediate impact on other departments or programs, although it would be a suitable addition to the Africana Studies minor’s list of approved courses on African topics should that program choose to include it.

### **C. Pedagogical Objectives:**

This course is designed to:

- Engage upper-level history students with the transregional and transcultural perspective offered by the disciplinary philosophy of world history, illustrating its utility by applying it to the history of Africa, the African diaspora, and the West;
- Specifically illustrate the relationship between African history and that of the West, in addition to consideration of the roles African cultures, technologies and ideas have played in the broader global development of those spheres;
- Develop students’ analytical and writing skills through discussion, source analysis and production of critical essays.

**D. Model Syllabus:** Attached to the end of this proposal.

**E. Evaluation methods:** See model syllabus (attached).

**F. Laboratory/Studio Fee:** Not applicable.

**SAMPLE SYLLABUS—AFRICA IN THE ATLANTIC WORLD**

**HIST3560 DATE/TIME**

Instructor: Sara Jorgensen, Department of History  
Office: Brock 408A  
Phone: 423-425-5622  
E-mail: [sara-jorgensen@utc.edu](mailto:sara-jorgensen@utc.edu)  
Office Hours: [whatever they are]

Course Description:

Beginning in the middle of the fifteenth century, the Americas, Africa and Europe—the continents bounded by the Atlantic Ocean—began to develop social, political, and commercial ties based on European colonialism, the migration of peoples, trade, and the exchange of ideas. The system of connections that emerged from these processes is known as the Atlantic World. This course explores Africa's participation in the Atlantic World, how the Atlantic World affected Africa, and how African people, technologies and ideas influenced and were influenced by interactions with other parts of the region from its beginnings until the early twentieth century.

Sample of required materials:

Examples of possible texts for this course:

- John Thornton, *Africa and Africans in the Making of the Atlantic World, 1400-1800*, 2<sup>nd</sup> ed. (Cambridge, 1998)
- Donald R. Wright, *The World and a Very Small Place in Africa: A History of Globalization in Niimi, The Gambia*, 2<sup>nd</sup> ed. (M.E. Sharpe, 2004)
- Thomas Benjamin, *The Atlantic World: Europeans, Africans, Indians and their Shared History, 1400-1900* (Cambridge, 2009)
- David Northrup, *Africa's Discovery of Europe, 1450-1850* (Oxford, 2008)
- *The Interesting Narrative of the Life of Olaudah Equiano, written by himself with related documents*, ed. Robert J. Allison (Bedford-St. Martin's, 2007)

In addition to the selected textbooks, the course will make use of other secondary readings (articles, chapters from other books) and of primary documents, all of which will be available to students on UTC Online, on e-reserve at Lupton Library, and/or online, and of films shown in class.

Sample rubric for Evaluation and Grading:

Exams and Quizzes:		45%
Map Quiz	5%	
Midterm Exam	15%	
Final Exam	25%	
Short papers (2):		20%
Comparative Essay:		20%
Class Participation:		15%

Grades in this course are determined by a combination of formal evaluation (exams and quizzes), written work, and class participation. You will receive an A in the course if the weighted average of these elements is 90 or above, a B if it is 80-89, a C if it is 70-79, a D if it is 60-69, and an F if your weighted average is below 60.

**Quizzes and exams** will be given on the days indicated in the class schedule, at the beginning of the hour. If I need to change a test date, you will be notified well in advance, verbally in class and by e-mail. If you miss a quiz or exam, it is your responsibility to inform me of your absence, provide a reasonable excuse (i.e., University-sanctioned activity, illness), and arrange a make-up time. You will have up to one week from the test date to make up missed quizzes and exams, after which you will receive a grade of 0 (exception: documented major medical problems). The map quizzes will test material included on a study guide distributed beforehand—if you miss class when the study guide is distributed, it is your responsibility to get one from me.

**Written work** for this class has two components, two short papers asking you to respond to course readings, and a longer comparative essay based on independent research. All written assignments will be made available on UTC Online; if you miss class when an assignment is initially discussed, you are still responsible for knowing about it and turning it in on time. Papers are due at the start of class on the due dates. I will accept late papers for up to a week after the due date; however, there is a significant penalty for late work—five points (out of 100) will be deducted from your grade if it is submitted between the due date and the next class meeting, ten points for between one and two class meetings after the due date, and fifteen points for between two and three class meetings. Written work will not be accepted more than a week after it is due. Please do not convince yourself that the “real” deadline for papers is the deadline for acceptance of work—if you do so, you will lose many points and shoot yourself in the foot. **Plagiarism and other forms of academic dishonesty will not be tolerated.** First offenses will receive an F (0 points) on the assignment in question; additional offenses will receive additional penalties up to an F in the course and/or sanction under the UTC honor code.

**Class participation** evaluates your performance in terms of your general attendance and behavior in class. The “default grade” for this component of the course is a B (c. 85%). If you come to class regularly, aren’t disruptive or tardy, and appear to be paying attention, you will receive this grade. You can move it up to an A by actively engaging with the course—answering my questions, asking your own, participating in discussions and making relevant comments, &c. You can drop it to a C or lower through sporadic attendance and disruptive behaviors including (but not limited to) eating in class, sleeping, carrying on conversations with your neighbors, texting or other use of communications devices for non-class purposes, regular tardiness, etc.

Absences, Excused and Otherwise:

You will need to attend class regularly in order to get a good grade in this course. There is not a set number of allowed absences, but keep the following in mind: if you miss class regularly, you will a) miss lectures including information that you will be responsible for on the exams, and b) miss the chance to participate in class discussions, as well as being noticed as a regular non-attende.

Absences will be considered excused (not penalized for b, above) if you are missing class to participate in a University-sanctioned activity (note to athletes—please let me know about each absence even if you have informed me of your participation on a team at the beginning of the term). They may also be excused if you have a medical emergency or illness (in which case I may ask to see a doctor’s note), or in other unusual circumstances of which I may also ask for proof. In these cases, I retain discretion over whether an absence will be excused. **If you know you will be missing class as an excused absence when a written assignment is due, you must turn it in before leaving in order to receive full credit.** Talk to me if you have questions about this. If you miss class under any circumstances, you are advised to get notes from a reliable classmate.

Statement on Students with Disabilities:

If you have a disability—for example, an attention disorder such as ADD or ADHD, a learning disability, a vision or hearing problem, another physical disability or a psychiatric condition—and you

think that you may need special assistance or a special accommodation for this or any other course, please contact the Office for Students with Disabilities (110 Frist Hall, ph. 425-4006).

Sample Schedule of Topics:

- Week 1: Nature of the Atlantic World; early contact between Africa and the West; Western ideas about Africa and Africans
- Week 2: Atlantic African societies and structures; impact of early Atlantic contacts
- Week 3: African kingdoms in the early Atlantic world: trade, religion, intellectual exchange
- Week 4: African and European ideas about slavery; slavery in African societies; the growth of the Atlantic slave trade from an African perspective
- Week 5: The Middle Passage; Africans in New World colonial systems
- Week 6: Slave life; transformations and contributions of African culture
- Week 7: Making syncretic societies; emphasis on interaction of Xnity and African religious traditions in Americas
- Week 8: Resistance and rebellion—revolts, marronage, communities of fugitives, &c.
- Week 9: The late-eighteenth century/early nineteenth century turning point—early abolitionism, Haitian revolution, early back-to-Africa movements
- Week 10: The colonization movement—Sierra Leone and Liberia and their impacts in Africa
- Week 11: Changing Western ideas about Africa and Africans in the nineteenth century; Xn missionary movement, social Darwinism, &c.
- Week 12: African responses to European pressure in an Atlantic context; remaking of African economies in a core-periphery model
- Week 13: “Africa for the Africans”—African and diasporic resistance to colonial rule in the late 19<sup>th</sup> and early 20<sup>th</sup> centuries
- Week 14: The idealization of Africa in the early 20<sup>th</sup> century