

Topics in World History: Global Africa  
26:510:543  
Class Time/Location: T 5:30 pm-8:10 pm, Hill 216  
Spring 2017

Dr. Habtamu Tegegne  
Office: Conklin 329  
Office Hours: Thursdays 1:00 pm-2:00 pm, 4:00 pm-5:00 pm  
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### **Office Hours**

I am present, during office hours which are scheduled for you, to talk about any questions, or concerns regarding the course. Take advantage of these opportunities.

### **Course Description**

This graduate seminar encourages students to (re)conceptualize and (re)think world history as global. It is a course organized around themes, topics, and processes that transcend national and cultural specificity and boundary and lend themselves to global history method. As such, going beyond a focus on discrete nations/regions, its main concerns is with human interconnections from the 1400 through the present, focusing on vast networks and system(s) that bound different regions and distant peoples together. In particular we will concern ourselves with how to think about large scale historical and global phenomena and transformations on a grand, macro scale, and make sense their impact on local processes and events. This will be done through examining the conceptual literature on global history/world history, as well as studies in the comparative and connected history of different regions.

The course's geographic focus is Africa; It requires students to engage global history in its interaction with Africa. The continent lies within the locus of global historical processes: Africa has always been closely linked to the wider world and participated, sometime directly, other time indirectly, in broader historical developments and changes affecting the global world. The transformative political, economic, and social institutions, ideas, and processes underlying global history were shaped through Africa's various encounter with the rest of the world. The literature that will be explored places African historical developments in global and transnational context and traces the broader implications of Africa's history on global history. Topics that the course will cover include travel, migration and cross-cultural encounters, global capitalism and trade flows, empire, expansion and transnationalism, and globalization, among others.

### **Learning Goals:**

Upon completion of this course, my expectation is that students will be able to:

- develop a broad overview of the contours of global history since 1400 from the perspective of African history
- develop skills and knowledge required to understand and critically think about transnational socioeconomic, political and cultural interactions in the world.

- reflect a familiarity with the basic conceptual literature in the field and ways of thinking related to globalization and large-scale historical changes.
- formulate research question and arguments in writing and make critical use of material assigned throughout the semester.

### Evaluation

Attendance & Participation: 35%. Response papers: 25 %. Book Review: 10%. Final essay: 30%.

### Grading Scale

In the final determination of the letter grades, I will use “+”. Grading for the course will be as follows:

- A grades (90-100);
- B grades (80-89);
- C grades (70-79);
- D grades (60-69); and
- F grade (below 60).

<b>EVALUATION DETAILS</b>
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- 1. Preparation and Participation:** Since this is a participation-intense seminar which meets once per week, your grade will be based substantially on the regularity of your attendance at and the quality of active participation in the weekly seminars. Seminar sessions will proceed on the basis of assigned readings and each participant is expected to do the readings in advance of each meeting and to contribute their insights and thoughts. I will expect and assume your regular class attendance and full engagement with all the material. You need to have valid and documented reason if and when you miss class. You will lose 1% of your participation grade every time you miss class without a valid reason.
- 2. Serve as a discussant:** Participants will serve as a seminar discussant twice during the semester. As part of your responsibilities as discussant, you are to bring to class a set of discussion questions to distribute to the seminar, or circulate the questions via e-mail the week before you are to lead discussion. The questions should help us guide our reading as well as serve as the basis of session discussion the following week. In formulating questions, try at best you can to make them at once succinct, specific, and significant. To ensure full participation, no participant can contribute thrice, before all participants have contributed twice.

### Writing Assignments

**Response/Reflection papers:** Your evaluation is also based on writing brief response or reflection papers. Each student is required to **write** a one-to two-page, double-spaced, response paper based on each week’s readings, due in the beginning of our meeting. Responses should be well thought-out and demonstrate your understanding of the assigned reading.

**Final Paper:** All participants are required a research paper of roughly 15 pages in length, due at the end of the term. The main requirement of your paper is that it be analytical rather than descriptive. In addition, your research paper must (1) identify an important research topic in African history; (2) place it in a world history context; (3) survey the relevant literature; and (4) identify relevant sources and methodology to reach a deeper understanding of the topic and the broader themes it raises. The paper is due on April 25. Late papers will not be accepted for full credit without a valid reason. Five points will be deducted for each unexcused day the paper is late. Turning in the final paper is a course requirement. Failure to submit it, regardless of total points accrued, will result in an “I” grade for the course.

**Paper Due Dates:**

Book Review: Tuesday, March 14

Final Research: Tuesday, April 25

Response Papers: Weekly

**COURSE WEBSITE**

Blackboard is our best means of communication. You will need access to the website in order to complete some of the readings, to download assignments, lectures, and other relevant files.

**Decorum**

I value and welcome all kinds of comments and opinions in discussion and lecture sessions. Feel free to express your opinion in a way which is professional and does not offend anyone. My important and simple course rule is that we respect each other. Avoid any rude, or inappropriate comments and disruptive activity. Arrive promptly and remain in classroom for the ENTIRE lecture or discussion. Turn off all noisy devices including cell phones during class sessions. Texting and leaving class during discussion and lecture is not only plain rude, disrespectful and unacceptable, but also very disruptive.

Rutgers adheres to the Americans with Disabilities Act of 1990. The university will provide academic accommodations to students with documented disabilities. If you have a disability that affects your academic performance be sure to register with the Office of Disability Services and contact me early in the semester. In order to receive consideration for reasonable accommodations, a student with a disability must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentation: <<https://ods.rutgers.edu/students/documentation-guidelines>> <https://ods.rutgers.edu/students/documentation-guidelines>. If the documentation supports your request for reasonable accommodations, your campus's disability services office will provide you with a Letter of Accommodations. Please share this letter with your instructors and discuss the accommodations with them as early in your courses as possible. To begin this process, please complete the Registration form on the ODS web site at: <<https://ods.rutgers.edu/students/registration-form>> <https://ods.rutgers.edu/students/registration-form>. For more information please contact Kate Torres at (973)353-5375 <tel:(973)353-5375> or in the Office of Disability Services in the Paul Robeson Campus Center, in suite 219 or by contacting [odsnewark@rutgers.edu](mailto:odsnewark@rutgers.edu) <<mailto:odsnewark@rutgers.edu>>.

## Plagiarism

You are expected to follow the student guideline concerning academic honesty and conduct. All work must be your own. If you have questions about plagiarism, you can see me. Plagiarism is a serious offence and is punishable, under the university code of conduct. Any instance of plagiarism will result in failure in this course. There is a very good statement on plagiarism on the American Historical Association's webpage. The American Historical Association's definition of plagiarism can be found at:

[http://historians.org/governance/pd/Curriculum/plagiarism\\_defining.htm](http://historians.org/governance/pd/Curriculum/plagiarism_defining.htm). Be sure to read it carefully and closely. For a full discussion of Rutgers University's policies regarding academic integrity consult the following website: <http://www.ncas.rutgers.edu/oas/ai>. According to the RU Academic integrity policy:

‘Plagiarism is the use of another person’s words, ideas, or results without giving that person appropriate credit. To avoid plagiarism, every direct quotation must be identified by quotation marks or appropriate indentation and both direct quotation and paraphrasing must be cited properly according to the accepted format for the particular discipline or as required by the instructor in a course.’

As stated in the academic integrity policy, some common instances of plagiarism are:

- Copying word for word (i.e. quoting directly) from an oral, printed, or electronic source without proper attribution.
- Paraphrasing without proper attribution, i.e., presenting in one’s own words another person’s written words or ideas as if they were one’s own.
- Submitting a purchased or downloaded term paper or other materials to satisfy a course requirement.
- Incorporating into one’s work graphs, drawings, photographs, diagrams, tables, spreadsheets, computer programs, or other non-textual material from other sources without proper attribution.

All assigned books are on reserve in the Library, and are available for purchase in the bookstore.

Frantz Fanon, *The Wretched of the Earth*.

Judith Carney and Richard Rosomoff, *In the Shadow of Slavery*.

F. Cooper and Ann Stoler, *Tensions of Empire*.

John Hawley, *India in Africa, Africa in India*.

John Mugane, *The Story of Swahili*

David Northrup, *Africa's Discovery of Europe: 1450-1850*.

James Sweet, *Domingos Alvares, African Healing, and the Intellectual History of the Atlantic World*.

Immanuel Wallerstein, *World Systems Analysis, An Introduction*.

Donald Wright, *The World and a Very Small Place in Africa*.

Additional articles and chapters will be placed on course reserve. All of the required reading for the course is contained in the above books, and the readings on course reserve.

The journal articles are available via the Rutgers library website (JSTOR).

## SCHEDULE

Below is the course schedule that we will follow in the course of the semester. The schedule is subject to revision. We might drop, add, or exchange readings according to our specific interests.

### **Tuesday, January 17:** Introductory Meeting

Reading: Syllabus.

### **Tuesday, January 24:** Conceptualizing Global/World history

*What is global history? What is the global system? What is that historians do when they “do” global history? What is the purpose of global history?*

Required reading: [e-reserve]:

Mazlish, Bruce, "Comparing Global History to World History", *Journal of Interdisciplinary History*, 28, 3 (1998): 385-95; Pamela Crossley, "Introduction" and "What Global History is", in her *What is Global History*, 1-10 and 102-121; Jerry Bentley, "The Task of World History," in *The Oxford History of World History*, Chapter 1 (p.1-16); Jurgen Osterhammel, "Globalizations," in *The Oxford History of World History*, Chapter 5; Patrick Manning, "Epistemology," *The Oxford Handbook of World History*, Chapter 6;

#### **Recommended:**

Dominic Sachsenmaier, "World History as Ecumenical History?" *Journal of World History*, 18, 4 (2007), 465-489.

Discussant-----

### **Tuesday, January 31:** Global Africa, African History/Diaspora Studies and World History Why take an Africanist perspective on World/Global history/"globalization"?

Readings: [e-reserve]:

Forum on "Africa and World History," *Historically Speaking*, 7-30; Focus Issue & Teaching Forum on "Africa in World History," *World History Bulletin*, 22, 1 (2006), 3-26;

Frederick Cooper, "What is the Concept of Globalization Good for? An African Historian's Perspective," *African Affairs*, 100, 399 (2001): 189-213; Patrick Manning, "African and World Historiography," *Journal of African History*, 54 (2013): 319-330.

Discussant-----

### **Tuesday, February 7:** Global Capitalism/trade and The Modern World System

Reading:

Immanuel Wallerstein, *World Systems Analysis, An Introduction*

**[e-reserve article]:**

I. Wallerstein, "The Rise and Future Demise of the World Capitalist system: Concepts for Comparative Analysis," *Comparative Studies in Society and History* (1974): 387-415.

Discussant-----

**Tuesday, February 14:** Diaspora/Migration: The Atlantic Economy & African Agency

Reading:

Judith Carney and Richard Rosomoff, *In the Shadow of Slavery*.

Discussant-----

**Tuesday, February 21:** The Black Atlantic/African Identities in the Global Atlantic

Reading:

James Sweet, *Domingos Alvares, African Healing, and the Intellectual History of the Atlantic World*.

Discussant-----

**Tuesday, February 28:** Africa's' Encounter with Europe

Reading:

David Northrup, *Africa's Discovery of Europe: 1450-1850*.

Discussant-----

**Tuesday, March 07:** Maritime Swahili and World Trade

Readings:

John Mugane, *The Story of Swahili*

Discussant-----

Book Review due **March 07**

**Tuesday, March 14: No class**

**Spring Break**

**Tuesday, March 21:** Migration & Diaspora: Cross-Cultural Encounters and Indian Ocean Cosmopolitanism

Reading:

John Hawley, *India in Africa, Africa in India*.

Discussant-----

**Tuesday, March 28:** Africa and the Global Order of Colonialism: Empire, Colonial Modernity and cultural encounter

Reading:

Frederick Cooper and Ann Laura Stoler, *Tensions of Empire: Colonial Cultures in a Bourgeois World*, Introduction (pp.1-58) + Chaps 4, 7-8, 10, and 13.

Discussant-----

**Tuesday, April 04:** The Interaction between the Universal and the Local

Reading:

Donald Wright, *The World and a very small place in Africa*

Discussant-----

**Tuesday, April 11:** Decolonization and Neocolonialism

**Reading:**

Frantz Fanon, *The Wretched of the Earth*.

**Tuesday, April 18: Research Week**

**Tuesday, April 25:** Last day of class

Evaluations, conclusions and valedictions

**FINAL ESSAY DUE BY TUESDAY, 25 APRIL**