**ESSEX COUNTY COLLEGE**

**Humanities Division**

**HST 134 *–* Survey of African History I**

**Course Outline**

**Course Number & Name:**  HST 134 Survey of African History I

**Credit Hours:**  3 .0 **Contact Hours:**  3.0 **Lecture:** 3.0 **Lab:**  N/A **Other:**  N/A

**Prerequisites**:  Grades of “C” or better in ENG 096 and RDG 096

**Co-requisites:** None **Concurrent Courses:** None

**Course Outline Revision Date:**  Fall 2010

**Course Description**: This course studies the growth and development of the African continent from prehistoric times to the post-colonial era. Considered are human origins and the first human civilizations. The course will also examine the geographic divisions of the continent, ancient empires of Africa, as well as the structure, nature, and significance of African tribal/ethnic life. It will conclude with the development of African resistance to European colonization during the 19th and 20th centuries.

**General Education Goals**: HST 134 is affirmed in the following General Education Foundation Category: **Historical Perspective**. The corresponding General Education Goal is as follows: Students will understand historical events and movements in World, Western, non-Western, or American societies and assess their subsequent significance.

**Course Goals:** Upon successful completion of this course, students should be able to do the following:

1. identify and discuss the archeological and Traditional African arguments related to the study of human origins;

2. identify and describe the characteristics of the ancient Nile Valley civilization on the African continent and its subsequent influence on later civilizations of antiquity;

3. describe the impact of the environment on the African continent and the cultures of African peoples, as well as their long history of innovation and adaptability to their environment;

4. critically examine African relations with Asians, Arabs and Europeans and, in a comparative sense, the three major systems of servitude and slavery that involved Africans; and

5. identify and assess the ideas of leading African and African Diasporan scholars on the nature of the anti-colonial struggle of modern Africa.

**Measurable Course Performance Objectives (MPOs)**: Upon successful completion of this course, students should specifically be able to do the following:

1.Identify and discuss the archeological and traditional African arguments related to the study of human origins:

1.1 *explain the nature and value of material and religious evidence and sources in attempts to understand human origins;*

1.2 *identify how the worldview of people in African antiquity was shaped by their interactions with nature;*

1.3 *recognize and discuss the role of religion in the African conception of human origins;* and

1.4 *explain how the African approach to explaining human origins is oft-times inconsistent with the modern “scientific” approach to explaining them*

2. Identify and describe the characteristics of the ancient Nile Valley civilization on the African continent and its subsequent influence on later civilizations of antiquity:

2.1 *identify and describe the specific characteristics of the Nile Valley civilization in Ancient Egypt*;

2.2 *explain theories on how the Egyptian civilization acquired a level of sophistication unmatched in the ancient world*;

2.3 *identify and discuss ways in which some scholars claim that the ancient Egyptians influenced other groups such as the Hebrews and the Greeks*; and

2.4 *identify and describe scholarly arguments related to the foundation of ancient Egyptian success in nation-building*

3. Describe the impact of the environment on the African continent and the cultures of African peoples, as well as their long history of innovation and adaptability to their environment:

3.1 *describe how the geological history of the African continent’s formation has shaped life in Africa;*

3.2 *explain why Africa is less densely populated than Europe and the United States;*

3.3 *explain what geographical conditions promoted or discouraged the development of early civilizations;*

3.4 *discuss how ethnicity related to geography and to economic methods such as hunting, herding, and farming*; and

3.5 *determine and discuss what natural resources might independent Africa exploit more profitably*

4. Critically examine African relations with Asians, Arabs and Europeans and, in a comparative sense, the three major systems of servitude and slavery that involved Africans:

4.1 *assess the relationship between the role of trade and the shaping of cultures in Africa;*

4.2 *assess the relationship between Arab and European missionary activity, the exploitation of African natural and human resources, and the underdevelopment of Africa;*

4.3 *recognize and discuss how indigenous slave-systems in Africa tended to be uniracial or mono-racial where masters were of the same race and color as the slaves;*

4.4 *recognize and discuss how the Western trans-Atlantic slave trade was biracial, targeted at producing a plantation civilization which had White masters and Black slaves;* and

4.5 *recognize and discuss how slavery as practiced in the Muslim world was multiracial in the sense that masters and slaves could be almost any race*

**Measurable Course Performance Objectives (MPOs)** (continued):

5. Identify and assess the ideas of leading African and African Diasporan scholars on the nature of the anti-colonial struggle of modern Africa:

5.1 *explain the positions of the various Afrocentric scholars on the nature of the anti-colonialist struggle;* and

5.2 *compare and contrast the Afrocentric Ideal with the African Triple Heritage*

**Methods of Instruction**: Instruction will consist of a combination of lectures, class discussions, individual work, group work, and a research paper.

**Outcomes Assessment:** Test and exam questions are blueprinted to course objectives. A checklist rubric is used to evaluate the research paper and the oral/multimedia presentation for the presence of course objectives. Data is collected and analyzed to determine the level of student performance on these assessment instruments in regards to meeting objectives. The results of this data analysis are used to guide necessary pedagogical and/or curricular revisions.

**Course Requirements:** All students are required to:

1. Take a minimum of two objective and essay exams (a midterm exam and a final exam).

2. Complete a research proposal consisting of a summary, a research question, an outline and sources to be used, within the first six weeks of the semester. This research proposal will be used to guide the completion of one documented research paper using the Chicago Manual of Style or MLA parenthetical form of citation.

3. Prepare and execute the delivery of an oral presentation in front of peers and the instructor on the research conducted.

4. Complete the reading of all assigned material and demonstrate having done so by taking part in class discussions.

**Methods of Evaluation:** Final course grades will be computed as follows:

 **% of**

**Grading Components final course grade**

* **Class Participation / Quizzes / Assignments 5 – 15%**

Class participation, quizzes and assignments will show evidence of the student’s active engagement in the course, and serve as a means to measure the extent to which students recognize the importance of Africa in the evolution of human civilization.

* **Research Paper 15 – 20%**

The research paper will show evidence of the extent to which students meet course objectives, and will involve formulating a research proposal consisting of a research question, summary, outline, and bibliography. In addition, students will utilize primary and secondary research sources in order to develop and support their history thesis, while clearly maintaining their own voice in the dialogue.

* **Midterm Exam 20 – 25%**

The midterm exam will show evidence of the extent to which students have mastered course objectives relating to the material covered in the first seven weeks of class.

* **Oral/Multimedia Presentation 5 – 15%**

The oral/multimedia presentation will show evidence of the mastery of course objectives, as well as the student’s ability to publicly affirm, effectively convey ideas related to research conducted, and defend a history thesis.

* **Final Exam 25 – 30%**

The final exam will show evidence that the students have mastered and synthesized material covered in the entire course with more emphasis on material covered in the final eight weeks.

Note: The instructor will provide specific weights for each of the grading components at the beginning of the semester. Students must average 70% or above to obtain a grade of “C” or higher in the course.

**Academic Integrity:** Dishonesty disrupts the search for truth that is inherent in the learning process and so devalues the purpose and the mission of the College.  Academic dishonesty includes, but is not limited to, the following:

* plagiarism – the failure to acknowledge another writer’s words or ideas or to give proper credit to sources of information;
* cheating – knowingly obtaining or giving unauthorized information on any test/exam or any other academic assignment;
* interference – any interruption of the academic process that prevents others from the proper engagement in learning or teaching; and
* fraud – any act or instance of willful deceit or trickery.

Violations of academic integrity will be dealt with by imposing appropriate sanctions.  Sanctions for acts of academic dishonesty could include the resubmission of an assignment, failure of the test/exam, failure in the course, probation, suspension from the College, and even expulsion from the College.

**Student Code of Conduct:** All students are expected to conduct themselves as responsible and considerate adults who respect the rights of others. Disruptive behavior will not be tolerated. All students are also expected to attend and be on time all class meetings. No cell phones or similar electronic devices are permitted in class. Please refer to the Essex County College student handbook, *Lifeline*, for more specific information about the College’s Code of Conduct and attendance requirements.

**Course Content Outline:** based on the text **Africa: African History before 1885**, volume 1, by Falola Toyin; published by Carolina Academic Press, Durham, NC, 2003.

Recommended supplemental textbooks:

**Africanity Redefined, Collected Essays of Ali A Mazrui**, volume 1, by Ali Mazrui; published by Africa World Press, Trenton, NJ, 2002; ISBN #: 0-86543-994-X

**Afrocentricity**, by Molefi K Asante; published by Africa World Press, Trenton, NJ, 1998; ISBN #: 0-86543-067-5

**WeekTopics Covered**

1 Course Introduction/Review of Class Syllabus

2 **The Study of Africa in Historical Perspective**

 **Introduction to Afrocentricity and the Triple Heritage**

**3 Information Literacy Workshop (must be scheduled by the instructor)**

**4 The Geography of Africa**

 **QUIZ #1**

5 Traditions of Origins and Archeological Interpretations

6 Upper Nile Civilizations: Egypt, Nubia, Phoenicia and North Africa

7 **MIDTERM EXAM**

8 They Came Before Columbus

9 **Research Proposals due**

10 Bantu Expansions and Migration: Causes and Implications/Chapter Summaries

11 Who Are the Africans?

12 Redefining Africa: Islam, Afrocentricity and African Identity

13 **Oral/Multimedia Presentations begin**

 **Research Paper due**

14 **Oral/Multimedia Presentations** (continued)

15 **FINAL EXAM**