**Course Number & Name:** HST 135 Survey of African History II  
**Credit Hours:** 3.0  
**Contact Hours:** 3.0  
**Lecture:** 3.0  
**Lab:** N/A  
**Other:** N/A  
**Prerequisites:** Grade 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, HST 135, is a continuation of HST 134. The course begins with an assessment of the late 19th century European impact on Africa. It will consider the socioeconomic, political, and ideological reactions of African peoples to colonial rule. There will be an in depth examination of the nature of colonialism and neo-colonialism, as well as the national movements of independence. The course will conclude with an examination of the contemporary challenges faced by Africans and the modern African state today.

**General Education Goals:** The aggregate of the core courses required for any major at ECC have the following goals:

1. **Written and Oral Communication:** Students will communicate effectively in both speech and writing.

2. **Quantitative Knowledge and Skills:** Students will use appropriate mathematical and statistical concepts and operations to interpret data and to solve problems.

3. **Scientific Knowledge and Reasoning:** Students will use the scientific method of inquiry through the acquisition of scientific knowledge.

4. **Technological Competency/Information Literacy:** Students will use computer systems or other appropriate forms of technology to achieve educational and personal goals.

5. **Society and Human Behavior:** Students will use social science theories and concepts to analyze human behavior and social and political institutions and to act as responsible citizens.

6. **Humanistic Perspective:** Students will analyze works in the field of art, music, or theater; literature; and philosophy and/or religious studies; and will gain competence in the use of a foreign language.

7. **Historical Perspective:** Students will understand historical events and movements in World, Western, non-Western, or American societies and assess their subsequent significance.

8. **Global and Cultural Awareness of Diversity:** Students will understand the importance of global perspective and culturally diverse peoples.

9. **Ethics:** Students will understand ethical issues and situations.
**Course Goals:** Upon successful completion of this course, students should be able to do the following:

1. describe the origin, motives and impact of European colonization of the African continent; (GEG 5, GEG 7, GEG 8)
2. identify and describe the successes and failures of selected African and African Diasporan resistance and independence movements of the 20th century; (GEG 5, GEG 7, GEG 8, GEG 9)
3. describe the historical roots to the modern problem of economic and technological under development and civil conflict within and between states in contemporary Africa; (GEG 5, GEG 7)
4. assess and describe, in a comparative sense, the strength of post-colonial African relations with Asian, Arab, and European states; (GEG 7, GEG 8, GEG 9) and
5. identify and assess the ideas of leading African and African Diasporan scholars on the nature of the anti-colonial struggle of the modern Africa state. (GEG 5, GEG 7, GEG 8)

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

1. Describe the origin, motives, and impact of European colonization of the African continent:
   1.1 recognize and describe the growing European influence and presence in Africa and the spread of colonial rule;
   1.2 identify the European countries that took part in the Berlin Conference, which led to Africa’s colonization;
   1.3 identify and describe the events that lead to the European Scramble for African territories; and
   1.4 identify and assess the rationale behind European colonialism and the African response to it
2. Identify and describe the successes and failures of selected African and African Diasporan resistance and independence movements of the 20th century:
   2.1 recognize and evaluate struggles for independence in selected African countries;
   2.2 recognize and evaluate the thoughts and activism of key figures such as Kwame Nkrumah, Jomo Kenyatta, Nelson Mandela, Patrice Lumumba, W E B Du Bois and others;
   2.3 identify the pioneering and leading voices in the Pan-Africanist Movement and discuss their ideas;
   2.4 evaluate the interpretations of leading Pan-Africanist thinkers;
   2.5 identify and describe the connectedness of the various Black consciousness movements that took form in Africa, Europe the Caribbean, South America and the United States;
   2.6 recognize and assess Africa’s Triple Heritage of Indigenous, Islamic and Western influences; and
   2.7 recognize and discuss the impact of globalization on Africa’s economic and political development
3. Describe the historical roots to the modern problem of economic and technological under development and civil conflict within and between states in contemporary Africa:
   3.1 identify and describe the challenges that faced the Organization of African Unity and its efforts at conflict resolution;
   3.2 identify and discuss the root causes of the health crises in contemporary Africa;
Measurable Course Performance Objectives (MPOs) (continued):

3.3 *identify and discuss the root causes of the educational crisis in contemporary Africa*;
3.4 *Identify and discuss the root causes of the food crisis in many parts of contemporary Africa*; and
3.5 *determine and discuss what natural resources might independent Africa exploit more profitably*

4. Assess and describe, in a comparative sense, the strength of post-colonial African relations with Asian, Arab, and European states:

4.1 *describe the relationship between the historical role of trade with foreigners and the formation of new opportunities for trade in the post-colonial era*;
4.2 *describe the relationship between Arab and European missionary activity, the exploitation of African natural and human resources, and the economic underdevelopment of Africa*;
4.3 *Identify and describe the impact of Christianity and Islam on African identity, politics and resistance, or lack thereof, to foreign aggression*; and
4.4 *identify the obstacles that are in the way of Africans being able to define and forge a viable Pan-Africanist vision for the continent of Africa*

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

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 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:

<table>
<thead>
<tr>
<th>Grading Components</th>
<th>% of final course grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class Participation / Quizzes / Assignments</td>
<td>5 – 15%</td>
</tr>
<tr>
<td>Research Paper</td>
<td>15 – 20%</td>
</tr>
<tr>
<td>Midterm Exam</td>
<td>20 – 25%</td>
</tr>
<tr>
<td>Oral/Multimedia Presentation</td>
<td>5 – 15%</td>
</tr>
<tr>
<td>Final Exam</td>
<td>25 – 30%</td>
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</tbody>
</table>

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 challenges facing contemporary African society.

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.

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.

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.

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.
**Academic Integrity (continued):**

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.

Recommended supplemental textbooks:


<table>
<thead>
<tr>
<th>Week</th>
<th>Topics Covered</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Course Introduction/Review of Class Syllabus</td>
</tr>
<tr>
<td>2</td>
<td>Legacies of Colonialism</td>
</tr>
<tr>
<td>3</td>
<td><strong>Information Literacy Workshop</strong> (must be scheduled by the instructor)</td>
</tr>
</tbody>
</table>
| 4    | The Struggle of Education  
   QUIZ #1 |
| 5    | The Health Crisis in Africa |
| 6    | The Problem with Corruption |
| 7    | **MIDTERM EXAM** |
| 9    | **Research Proposals due** |
| 10   | Ethnic Conflict and African Politics |
| 11   | Democratization Movements in Africa |
| 12   | Organization of African Unity and Conflict Resolution |
| 13   | **Oral/Multimedia Presentations begin**  
   Research Paper due |
| 14   | **Oral/Multimedia Presentations** (continued) |
| 15   | **FINAL EXAM** |