

General Education Course Proposal Form

- 1 Demonstrate effective oral and written communication skills;
- 2 Demonstrate an understanding of cultural diversity and interrelatedness as well as human and environment interaction;
- 3 Demonstrate creative and critical thinking, analytical reasoning, and problem solving skills;
- 4 Apply the basic vocabularies, questions, and methods of the humanities, social sciences, and natural sciences to the process of inquiry;
- 5 Demonstrate an understanding of and engagement with the social dimensions of civic life;
- 6 Demonstrate an understanding of the interaction between science and technology, society, and the environment.

I. General Education outcomes that the proposed course will meet:

- 1) ___x___ 2) ___x___ 3) ___x___ 4) ___x___
5) ___ ___ 6) ___

II. Explain how the general education outcome(s) identified above will be assessed (attach copy of assessment instrument(s) and the grading rubric to be used):

The six outcomes are inter-related. All the assignments are also inter-related activities that are designed to cultivate and constantly consolidate the method of thinking historically, critical examination of the perspectives embedded in historical texts, and the development of skills for self-expression, in oral and written forms. Those assignments are:

1) Debates, Role play, and group discussions (See Study Guide for Active Learning and historical text analysis). Class attendance is therefore required. (20% of the final grade)

2) Production of three review sheets, based on the study of three to four chapters each. These review sheets are concerned with the typed notes that include the main themes, facts, ideas and concepts of the previous lectures and class discussions. The review sheets are not only corrected and graded; a critical review of the review sheets is also used to give valuable feedback to students.

3) Group presentations, based on the initiatives of the students. They consist of chapters or topics in which students are interested, as objects of collective research and class debates, at the end of the term. Group presentations and review sheets make 20% of the final grade.

4) Writing of three reaction papers and one integrated paper. The papers are each three to five pages long. To write the reaction papers, students choose their topics from the readings, movies, documentaries, lectures or class discussions. They are required to critically construct their argument and use appropriate evidence to support it. To do so, they are encouraged to use not only the available resources, given for the courses (books, photocopies of documents, movies, and handouts about historical methodology); they can also find their own alternative sources to support their own claims.

Focusing on the similarities and differences among the key elements (objectives, theses, arguments, types of sources, organization of the papers) that structure their reaction papers, the integrated paper creatively reorganizes the three writing assignments into one, emphasizing the students' ability to think both historically and critically. It also reflects any remaining questions and concerns and indicates how those questions might be addressed.

As intellectual exercise, the writing of the reaction papers and the integrated paper participates in critical self-study, creative self-expression, and critical self-evaluation. It cultivates self-awareness, tolerance, and cultural sensibility. Besides the mastery of the methods of analysis (deconstruction of the whole into its parts) and synthesis (reconstruction of the whole from the parts), a successful written integrated paper demonstrates also the student's ability to use the analytical method of induction (going from the particular to the general, condition for finding similarities) and deduction (going from the general to the particular, condition for finding differences)

Because it requires much time and repeated exercises to achieve my projected outcomes about knowledge production and building of reading, speaking and writing skills, I allow the students to write and rewrite their papers as many times as it is necessary. The feedbacks that students receive facilitate the revisions of the drafts. The reaction papers and the integrated paper make 60% of the final grade

Assessment Rubric for History General Education Courses: Written Assignments & Class Participation/Oral Presentations General Education Outcomes Assessed:

Grade of A: Students who perform at the A level demonstrate outstanding understanding of the inter-relatedness of culture, race class, gender, and human identity and personality. Their papers demonstrate outstanding knowledge and appreciation of philosophical, religious, ethical, political and scientific ideas of diverse cultures. They also exhibit outstanding creativity in problem solving and in addressing issues and concerns. The A paper states and develops its themes in logical fashion; the writing is clear and in error-free English prose.

Grade of B: Students who perform at the B level demonstrate excellent understanding of the inter-relatedness of culture, race class, gender, and human identity and personality. Their papers demonstrate excellent knowledge and appreciation of philosophical, religious, ethical, political and scientific ideas of diverse cultures. They also exhibit excellent creativity in problem solving and in addressing issues and concerns. The B paper states and develops its themes in logical fashion; the writing is clear and in error-free English prose.

Grade of C: Students who perform at the C level demonstrate good understanding of the inter-relatedness of culture, race class, gender, and human identity and personality. Their papers demonstrate good knowledge and appreciation of philosophical, religious, ethical, political and scientific ideas of diverse cultures. They exhibit good creativity in problem solving and in addressing issues and concerns. The C paper states and develops its themes in logical fashion; the

writing is clear and in error-free English prose.

Rubric for HIST 2850

Applied to the Integrated Paper Assignment for Assessment Purposes

Grade of A: Students who perform at the A level demonstrate outstanding understanding of the inter-relatedness of culture, race class, gender, and human identity and personality. Their papers demonstrate outstanding knowledge and appreciation of philosophical, religious, ethical, political and scientific ideas of diverse cultures. They also exhibit outstanding creativity in problem solving and in addressing issues and concerns. The A paper states and develops its themes in logical fashion; the writing is clear and in error-free English prose.

Grade of B: Students who perform at the B level demonstrate excellent understanding of the inter-relatedness of culture, race class, gender, and human identity and personality. Their papers demonstrate excellent knowledge and appreciation of philosophical, religious, ethical, political and scientific ideas of diverse cultures. They also exhibit excellent creativity in problem solving and in addressing issues and concerns. The B paper states and develops its themes in logical fashion; the writing is clear and in error-free English prose.

Grade of C: Students who perform at the C level demonstrate good understanding of the inter-relatedness of culture, race, class, gender, and human identity and personality. Their papers demonstrate good knowledge and appreciation of philosophical, religious, ethical, political and scientific ideas of diverse cultures. They exhibit good creativity in problem solving and in addressing issues and concerns. The C paper states and develops its themes in logical fashion; the writing is clear and in error-free English prose.

Grades D /F

Students who perform at the D or F levels, fail to question data and are not able to recognize bias and context; they cannot identify arguments and construct their own; they also cannot write and draw conclusions; these poor qualities are also reflected in their oral presentations. Such students lack an understanding of the inter-relatedness of culture, race, class, gender, and human identity and personality. They do not even demonstrate having an acceptable knowledge and appreciation of philosophical, religious, ethical, political, and scientific ideas of diverse cultures in Africa. The writing is not clear and has unacceptable errors. These students may also exhibit poor creativity in problem solving and in addressing issues and concerns.

III. Please supply evidence of IAI course equivalencies from other public institutions of higher education in Illinois:

[please use the following website for help in this regard: <http://www.itransfer.org/IAI/GenEd/>]

Evidence of IAI course equivalencies: History 2840-01 Africa to 1800 fulfills the requirements of IAI S2906N *History of the Non-Western World* (3 semester credit hours). History of Africa since 1800 fulfills the requirements of IAI S 2907 N *History of the Non-Western World* (3 semester credit hours) Political, Social and Economic History of the Non-Western World)

IV. Please add any additional information relevant to the committees' review process:

Based on a working definition of history as not facts to be memorized, but argument to be debated on, the course starts with a presentation of the majors concepts and related theoretical and methodological issues, demonstrating the necessity of finding the author's perspective and examining the quality of the evidence s/he uses to support his/her argument. This general introduction is concerned with teaching the students

how to use analytical and critical methods in reading, writing and speaking. A prior identification of the ideas that form the author's perspective helps to effectively show that his/her selections and interpretation of his/her supporting materials are determined by his/her theoretical framework. This humanizes the author and inevitably builds students' confidence in dealing with cultural biases, be they their own or those of others. This pedagogy is also a fertile ground for cultivating mutual respect, informed tolerance and inter-cultural relations.

V. **General Education Course Proposal Form**
Diversity Course Proposal Addendum: Core Competencies

1. Multiculturalism:

By recognizing the determining role of the writer's perspective in the production of historical knowledge, students commit themselves to the principle of freedom of expression for not only the individual, social group, and nation within their society; but also for other individuals, social groups, and nations outside of their society. The classroom can no longer be dominated by one perspective, one voice, be it that of the writer or the teacher's. The writer's perspective consists of thirteen ideas. Those are: evolutionary principle, social change, economic determination, political, social, and cultural ideas and institutions are secondary, competition over scarce resources, class division, African initiative, lack of class resistance, external forces are always positive, small scale movement, History as written, one center of origin and diffusion from the center to the periphery. These ideas are key elements of the general culture that students in the Western schools share. The constant identification of these ideas in the reading reinforces the students' core beliefs, before the active reading challenges them to find the voices of the non-western peoples, by constantly asking critical W questions and finding silent issues on their own. The critical and creative writing demands the use of alternative sources and the critical examination of the writer's interpretation and selected facts, in order to bring to the center the non-Western people and their cultures. Each chapter requires the same active reading and creative writing.

2. Cultural Diversity:. In the classroom, every student is valued and trained as a producer of knowledge and consequently s/he is encouraged to not only master the content of the readings; but also to use his/her creativity, in the production of historical texts. The exercises in critical thinking, active reading and creative writing, based on the evolving histories of Africa, will offer students an opportunity to explore the similarities and differences not only between Western and Non-Western societies; but also among Non-Western African societies.

3. Personal and Public Dimension:

Because the reading book is no longer perceived as a master narrative to be just memorized and passively imitated, students are given an opportunity to both construct their own stories about the past and critically appreciate the value of multiple historical stories that showcase personal and public initiatives and related actions. Using the basic historical concepts and critical methods of inquiry and interpretation, of evidence, the course explores the roles that individuals, social groups (racial, ethnic, gender divisions), social classes, and nations played in the key events that defined their personal and collective identities. The intellectual exercises in question participate not only in the production of knowledge about Africa; but also help develop the students' perceptions of themselves and their social groups, classes and nation.

4. Global Dimension:

The uit of the approach used in class is also a transnational belief that works for peace, international collaboration, and mutual respect between nations. Students learn to cross cultural bridges, in order to know other peoples, understand and appreciate their cultures, social institutions and value their human aspirations. See Multiculturalism and cultural diversity. Students learn to be empathetic enough, to imagine the Other, using his/her acquired knowledge and sensitivity about the histories and cultures of the Non-Western peoples. Here, the African will not be just a negative projection of the Western person,; students will learn how the West and Africa mutually influenced each other.

5. Ancestor Culture:

Students become producers of their own usable past that allows them to honor their memories of their ancestors and ancestral past. Through the ancestors and the related family histories of Non-Western peoples, students find a valuable reservoir of memories that help them to better personalize history, even if it were through producing historical metaphors. The exposure to African history will certainly allow students to learn the uniqueness of ancestral cultures in Africa and their gradual evolution into the modern cultures of Africa. They will also be stimulated to compare and contrast their acquired knowledge with their familiar family traditions. This in return will encourage them to value and critically use oral traditions as a source of history.

6. Respect for Difference:

Multiculturalism and cultural diversity cultivate tolerance and mutual respect. Students understand that everyone is culturally biased. The fruit of this self study is a mental disposition for mutual understanding, collaboration and empathy. Here, a cultural difference is simply a difference in individual self-realization. Students will be exposed not just to the writer's interpretation of selected key events of African history; they will break out of the conceptual limitation imposed upon them to imaginarily enter the African worldviews of the historical actors in order to understand them and emotionally connect with them. The exercises in critical thinking and creative writing and their training in cultural sensitivity will develop the valuable skill of judgment suspension, necessary for the study of the Other's point of view. I usually reinforce the acquired cultural sensitivity by inviting students to Africa and allowing them to learn on their own in context, freely interacting with people, eating with them and living with them in their homes, during one month.

7. Interracial and Intercultural Aspects:

Race and culture are social constructs. Interracial phenomena are determined by people's beliefs about racial relations. These beliefs are also determined by the political, social and economic conditions. A critical analysis of these cultural and socio-political and economic conditions contributes to the creation of an analytical space for social change. Multiculturalism and cultural diversity contribute to this social change, by de-centering the public discourse, through the building of students' skills in critical thinking, creative writing and the development of their cultural sensitivity. The course examines the interracial and intercultural aspects of the historical encounter between the European colonizers and the African peoples that they colonized. Placed in the evolving historical contexts, the study focuses on the complexity of the dynamic inter-actions between these outside and inside social forces, paying equal attention to the initiatives of both.

8. Explain how the course is designed to articulate the goal of cultural diversity at an entry level:

The course is based on the definitions of both the basic concepts and the theoretical and methodological issues that allow students to not only critically and creatively construct their arguments; but also critically select and analytically interpret evidences, drawn from English written primary and secondary sources, to orally and in writing defend a point of view on an idea, people and event of the past. In other words, history is used to teach students how to independently think, critically read primary and secondary sources, creatively write, coherently speak and rationally plan and execute a research project. Multiculturalism and cultural diversity are the analytical space that is provided for the development of this critical thinker, creative producer of knowledge, and socially engaged young scholar.

9. Explain how the course will enable students to identify historical biases and contemporary challenges with living in a multicultural society:

See the teaching on the place and role of perspective and method of thinking and problem solving in historical writing in points 1, 2, 3 4, 5, 6, and 7. Whatever skills, emotional capacity for empathy, and knowledge that students will have acquired during their study of and exposure to Non-Western peoples and their societies will serve them in their own societies, to identify historical biases and contemporary challenges with living in a multicultural society.

10. Please add any additional information relevant to the committee's review process:

To help students learn the ideas of multiculturalism and cultural diversity, I start the class by visually representing history as facts, ideas, which make sense of facts, and feelings, which are evoked by the

combination of the facts and the ideas into a text, a story. Next, I engage students in a debate on the relationship among facts, ideas and feelings, with the aim of finding out which one of the three elements is the most determining factor in defining history. Of course all of the three elements are important but our ideas about history, our philosophy of history, i. e., our definitions of social, natural and transcendental phenomena are necessary for our interpretation of facts and feelings. Until we make sense of facts and feelings, we cannot appropriate them and construct our own stories. I complete this exercise with a list of the thirteen ideas that make up the writer's perspective. The reading will allow the students to constantly rediscover these thirteen ideas as those that all of the selected facts illustrate.

On the next step, students learn how to actively read historical texts, constantly checking on the feelings that are evoked in them and both asking critical questions about facts and ideas that are selected and organized by the writer and exercising in finding silent issues or omitted issues in which they are interested. On the final step of the active reading, students create a balance sheet, based on what they have learned from the assigned chapter and what they have learned from the class activities (See Study Guide for active reading) They notice that the facts illustrate the thirteen ideas and the thirteen ideas are always used to interpret and organize the facts into a coherent system of facts or text. To break out of this coherent system of ideas and its related system of facts, students learn to critical ask their own W questions and critically think, by learning to use their creative imagination. These active reading skills will positively impact the students' writing skills. They will gradually value creativity in historical writing.

Based on the same meaning of history as not facts to be memorized but argument to be debated on, students learn how to think and write historically, using critically selected and organized ideas and supporting materials to defend their own constructed arguments. They learn the importance of: 1)- Presenting their project in the introduction, focusing on the objective, thesis, argument, sources (announced only, not a bibliography, to establish credibility) and outline (announced only, not detailed, to present the main parts of the paper); 2)-Selecting and organizing the evidence to back up their argument, respecting the promise of the announced outline; 3)-Restating the argument and summarizing the supporting materials, used to make their point. The writing exercises implement the same ideas and technique of writing that the historians use to produce knowledge and present it to the reader. These writings are supposed to demonstrate the importance of history as a means of self expression. The active reading exercises demonstrate how writers defend their arguments, while the writing exercises cultivate the students' writing abilities. All of these exercises, combined with the classroom debates, role-plays and visual and audio representations of historical events constantly make this one basic point: to actively read an historical text is like debating with its author, another human being. It is this lesson that a cultural diversity course instills into students and gradually transforms them into critical, creative, confident and socially engaged young scholars.

**General Education Committee (GEC) and General Education Assessment Committee (GEAC)
General Education Course Proposal Form**

Arthur Redman

DEPARTMENT CHAIRPERSON PROPOSAL DATE

1. Course: _____ Course Prefix & Number

2. Credit Hours: 3 _____

3. Prerequisites:
4. Please check one: New Course Existing Course

5. Area of General Education: Core Humanities Social Science Physical and Life Science
 Critical Thinking Diversity Fine Arts
(Please note that fine arts, critical thinking, and diversity requirements are embedded requirements.)

6. Nature of Request: Addition Deletion Substitution Change

7. Catalog description:
 History 2840-01: Africa to 1800. The course is a survey of African history from the origin of human societies in Africa to the impact of the slave trade, ca 1800. It focuses on the state and empire formation, the spread of Islam, the impact of long distance trade and the material and cultural bases of African societies.
 History 2850-01: Africa since 1800. The course is a survey of African history from late pre-colonial period to the present. It focuses on the effects of the slave trade, state formation and Islamic revolution, European colonialism, independence and nationalism, and contemporary Africa.
8. Course characteristics (check the appropriate boxes and fill in the blanks):
- How often will it be offered? each term once a year other one section each semester_
 - How many students will it serve each term? (total all sections) _25_ each section Recommended class size: _25_
 - Check all planned delivery methods: Classroom Hybrid On-line Video-conferencing
 Extension Contract Other
9. Name(s) of Presenter(s) at Proposal Hearing: _Saidou Mohamed N'Daou
10. Name(s) of Instructors who will teach course (required): Saidou Mohamed N'Daou
11. Effective term for proposed course (if approved): Fall 2013 [Course must be offered every r thereafter]

Approvals:

Dept. Curriculum Committee Chair/Program Director	Date Date	Dept.
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Date Received by GEC:

Submission: Complete? Y N

Approved by Chair GEC Date:

Approved by Chair GEAC Date

SYLLABI: History 2840 and 2850

Dr. Mohamed Saidou N'Daou ***HWH 204***
Office Hours: M WF (2:00PM-3:00 PM); W: 5-6:00PM
 W. Science Bldg: 278
 Tel: # 2973
 Email: Sndaou@csu.edu

Objectives: We will begin with a critical examination of how we view Africa and its past and the ways in which scholars- African, European and American- have contested the very meaning of "Africa". Meanings and worldview are the dominant themes in this course. We hope that this opening debate over meaning will help to create students' own path toward the African past.

Building on this foundation, through lectures, discussions, films and role-play, we will explore Africa's rich and diverse pre-colonial realities. Focusing on both the internal and external dynamics of the African societies, we will pay particular attention to material and

social changes and the ways in which the Africans, elite and subordinates, women and men, have shaped and reshaped their identities overtime, to maximize opportunities.

Upon completion of the course, students will:

- 1) have a working command of the standard dialect of American English in speaking, reading and writing
- 2) Be able to find information, evaluate it critically in terms of reliability, and use it in their thinking and writing.
- 3) Understand and be able to apply the basic methods, questions and vocabulary of the humanities and/or social sciences
- 4) Understand the role of creativity in problem solving, addressing issues and concerns, and generating new knowledge
- 5) Understand the inter-relatedness of culture, race, class, gender, and human identity and personality
- 6) Have an exposure to and appreciation of philosophical, religious, ethical, political and scientific ideas of diverse cultures

Required Book

Kevin, Shillington. 2005. *History of Africa*. New York: Palgrave Macmillan.

Class Schedule

Week

8/20 General Introduction: Definition of history, key terms and major issues.

Methodology for a Critical Approach to History
Definition of Major Issues

8/27 General Introduction (Continued)

Film: The Great Debaters

9/3 Early prehistory of Africa (chap.1)

Later Prehistory: The development and spread of farming and pastoralism (Chap.2)

9/10 Film: "Daughters of Isis" (Parts I and II)

The impact of iron in northeast and West Africa (chap.3)

9/17 The Early Iron Age and Bantu migrations (chap.4)

Review sheet due.

9/24 North and northeastern Africa to 1000 AD (chap.5)

First paper due

10/1 Trans-Saharan trade and the kingdom of ancient Ghana (chap.6)

Take Home Exam

10/8 Film: "Caravans of Gold"

Islam and the Sudanic states of West Africa (chap.7)

Take Home Exam due

10/15 Eastern Africa to the sixteenth century (chap.8)

- Review sheet due
- 10/22 Trading States of the east African coast to the sixteenth century (chap. 9)
Second Reaction Paper due
- 10/29 Later Iron Age states and societies of central and southern Africa to 1600 AD (chap. 10)
- 11/5 North and Northeast Africa to the eighteenth century (chap. 11)
- 11/12 The Atlantic slave trade, sixteenth to eighteenth centuries (chap.12)
Review sheet due
- 11/19 West African states and societies, to the eighteenth century (chap.13)
- 11/26 Third Reaction paper due; Definition and writing of the integrated paper
Student Presentation: Central and Eastern Africa to the eighteenth c. (chap. 14)
Student Presentation: Southern Africa to the eighteenth century (chap. 15)
- 12/3-8 Final integrated paper due
- 12/15 Final grades due

Course Requirements

1 On time class attendance and keeping up-to-date with the assignments are very important and are therefore required. Active participation in class and small group discussions are also required. 20% of the final grade

2 There are three required review sheet assignments. These review sheets are concerned with the main themes, ideas and concepts of the previous lectures and class discussions. Student presentations and the review sheets make 20% of the final grade.

3 There are three reaction papers and one integrated paper; all papers should be two to three single-spaced pages long. To write the reaction papers, students choose their topic from the readings, lectures or class discussions. They are required to critically construct their argument and find evidence to support it. The integrated Paper creatively reorganizes the three reaction papers into one, emphasizing students' ability to think critically. It also reflects any remaining questions and indicates how those questions might be addressed. 40% of the final grade.

4 There is one take home exam, which will consist of definitions and/or essay questions, stemming from the review sessions (20% of the final grade).

5 Statement from Abilities Office: Students with a disability who require reasonable accommodations to fully participate in this course should notify the instructor within the first two weeks of the

semester. Such students must be registered with the Abilities Office which is located in the Cordell Reed Student Union Building, Room 198. The telephone number is 773.995.4401. Accommodations may be requested at any time, but they are not retroactive.

6 Emergency Procedure Request: In order to maximize preparedness in the case of an emergency, students who may need assistance should an evacuation be necessary are asked to inform their instructors at the beginning of each semester. This request is made to improve the safety of all members of the CSU Community.

7 Plagiarism and Academic Misconduct : 'Academic misconduct includes but is not limited to cheating, encouraging academic dishonesty, fabrication, plagiarism, bribes, favors, threats, grade tampering, non-original work, and examination by proxy. Procedures regarding academic misconduct are delineated in "Student Policies and Procedures" article X, section 2. If an incident of academic misconduct occurs, the instructor has the option to notify the student and adjust grades downward, award a failing grade for the semester, or seek further sanctions against the student.'

8 Academic Warnings: Student progress is monitored throughout each semester, and progress indicators are posted to Moodle / CSU X-Press during the 5th, 9th, and 13th weeks of the semester, as listed in the Academic Calendar. Instructors and academic advisors usually communicate with students if problems arise, but it is the responsibility of the student to check, and to take immediate action when necessary to improve the grade. If you receive "SP" (satisfactory progress), you are on track to successfully complete the course. Otherwise, if there are issues related to attendance, missing assignments, and exams, and/or limited progress, please contact the instructor and your academic advisor as soon as possible.

9 CSU Credit Hour Definition: For every credit hour of direct instruction in any format (face-to-face, hybrid, online), it is expected that the student will spend a minimum of two additional hours on out-of-class student work assignments; this is in addition to studying.

History 2850-01

Spring 2013

MWF: 1:00-1:50

Dr. Mohamed Saidou N'Daou HWH 303
Office Hours: MWF: 12:00 PM- 1:00 PM; W: 5:00- 6:00 PM.
by appointment: MWF 2:00 -3:00PM
W. Science Bldg: 278
Tel: # 2973
Email: SNdaou@csu.edu

Objectives: We will begin with a critical examination of how we view Africa and its past and the ways in which scholars - African, European and American- have contested the very meaning of "Africa". Meanings and worldviews are the dominant themes in this course. We hope that this opening debate over meaning will help to create students' own path

toward the African past.

Building on this foundation, through lectures, discussions, films and role-play, we will explore Africa's rich and diverse pre-colonial, colonial and postcolonial realities. Focusing on both the internal and external dynamics of the African societies, we will pay particular attention to material and social changes and the ways in which the Africans, elite and subordinates, women and men, have shaped and reshaped their identities overtime, to maximize opportunities.

Upon completion of the course, students will:

- 7) have a working command of the standard dialect of American English in speaking, reading and writing
- 8) Be able to find information, evaluate it critically in terms of reliability, and use it in their thinking and writing.
- 9) Understand and be able to apply the basic methods, questions and vocabulary of the humanities and/or social sciences
- 10) Understand the role of creativity in problem solving, addressing issues and concerns, and generating new knowledge
- 11) Understand the inter-relatedness of culture, race, class, gender, and human identity and personality
- 12) Have an exposure to and appreciation of philosophical, religious, ethical, political and scientific ideas of diverse cultures

Required Book

Kevin, Shillington, *History of Africa*. New York: MacMillan Education. 2005

Second Edition

Handouts: Historical methodology

Class Schedule

Week

1/14 General Introduction: Definition of history, key terms and major issues.

Methodology: How to study Historical Events? How to write History?

1/21 General Introduction (continued): Critical Review of Chapter one (Definition of the writer's perspective)

1/28 Definition of the writer's perspective (Continued): Critical Review of Chapter 2 (Definition of the writer's perspective)

2/4 Film: "The Great Debaters"

2/11 West Africa (chapter 16)

2/18 Central and East Africa in the nineteenth century (Chapter 17)
First Review sheet;

2/25 Pre-industrial Southern Africa in the nineteenth century
(Chapter 18)
First paper due

- 3/1 North and Northern Africa in the nineteenth century (Chapter 19)
Take Home Exam
- 3/4 Chapter 19 (Continued)
Prelude to empire in tropical Africa (chapter 20)
- 3/18 Chapter 20 (Continued)
The European "Scramble", colonial conquest and African resistance
in East, North-Central and West Africa (Chapter.21)
Take Home Exam due
- 3/25 Chapter21 (Continued)
Film: "Tools of Exploitation", by Ali Mazrui
Second Review sheet; Second Reaction Paper due
- 4/1 Industrialization, colonial conquest and African resistance in
South-Central and Southern Africa (chapter 22)
- 4/8 Consolidation of empire: the early period of colonial rule
(Chapter 23)
- 4/15 Africa between the wars: the high tide of colonial rule (Chapter
24)
- 4/22 The Second World War and Africa (Chapter 25)
Third Review sheet; Film: "Tirailleurs Senegalais in the French
Battlefields"
- 4/29 The winning of independence (Chap. 26)
Third Reaction paper due
- 5/1 General Conclusion
Student Presentations: Final exam
The winning of independence (Chap. 27)
- 5/ 6-11 Student presentations: Final exam (Continued)
Africa since independence (Chapter 28)
Integrated Paper due
- 5/14 Final grades due

Course Requirements

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- 2 There are three required review sheet assignments. These review sheets are concerned with the main themes, ideas and concepts of the previous lectures and class discussions. Student presentations and the review sheets make 20% of the final grade.
- 3 There are three reaction papers and one integrated paper; all

papers should be two to three single spaced pages long. To write the reaction papers, students choose their topics from the readings, lectures or class discussions. They are required to critically construct their argument and find evidence to support it. The integrated Paper creatively reorganizes the three reaction papers into one, emphasizing students' ability to think critically. It also reflects any remaining questions and indicates how those questions might be addressed. The integrated paper must be five double spaced pages long. 60% of the final grade

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Reading Assignment: History of Africa by Kevin Shillington

Africa to 1800: First 15 chapters
Africa Since 1800: Remaining 15 chapters

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Crop cultivation, domestication and the origins of farming 13

The impact of agriculture 14

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STUDY GUIDE FOR CRITICAL THINKING

(How to own the process of learning history?)

IMPRESSIONS

This exercise deals with the feelings that reading evokes in the students. The main question is:
How did you feel after you finished doing the reading assignment?
A reading may evoke some of the following feelings: enthusiasm, confidence, self-esteem, love, pride, hope, challenge, acceptance, satisfaction, anger, sadness, frustration, doubt, shame, hatred, self-depreciation, guilt, self-hatred, disgust and confusion.

Remember: "our emotions themselves represent nothing less than the acceptance of, the assent to live according to, a certain sort of story. Stories, in short, contain and teach forms of feeling, forms of life" (A. Parry and E. Doan 1994 *Story Re-Visions (Narrative Therapy in the Postmodern World)* New York: The Guilford Press.

QUESTIONS

Learn to ask the questions: where? When? Who? Why? How?; and What?. The goal of this exercise is to help students develop valuable skills in formulating and asking their own questions in order to appreciate, critically evaluate, own and control the ideas, sources and techniques of thinking /knowing of the author. The questions generally concern the following: 1)-sources 2) evidence and its validity as supporting material for the chosen argument; 3) the writer's ideas, perspective/philosophy 4) organization of ideas/supports; 5) comparison of the writer's perspective with that of another with whom the students are familiar; 6) social forces and their inter-relationships and 7) means and outcome of particular events.

SILENT ISSUES

Learn to discover and formulate the issues/ questions that the author has decided not to ask and discuss about. Assess the importance of these omitted issues to broaden your understanding of the historical period or event under study. These questions concern at least three points: the place /role of social forces (elite subordinates); aspects of the issues deliberately omitted and missing data students consider important. Through this exercise, students learn to transcend the limitation imposed upon them by the author's selection and structuring of ideas, sources and data. By repeating constantly this exercise, they also learn the importance of selecting and structuring, in the process of constructing their own images as individual, men and women, and/or

the images of their ethnic groups, society and their nation. This leads to the discovery of one's own biases and moral responsibility.

DATA

Learn to evaluate the volume and quality of the data given to you as well as the ideas and facts needed to answer your own critical questions and address the feelings that the readings have evoked in you.

Here, students make a balance sheet, defining and assessing what they have learned and what they need to know to complete the study of a particular historical period or event.

Clearly, through the sections "Impressions", "Questions", "Silent Issues" and "Data", students participate in both the reconstruction of the assigned readings and the production of a new book, a new story. They do not just internalize the feelings evoked in them by the

authors. They check those feelings by talking about them, filtering them through the "critical questions", "silent issues" and "data" exercises. This selection and structuring of ideas and data is also a definition, confirmation or revision of one's own beliefs.

To allow students to read and do all the proposed exercises, I assign one chapter per week, a third of the chapter discussed each class, on Monday, Wednesday and Friday. For the evening class meeting once a week, I assign a chapter per week. The readings are supplemented by audio-visual presentations, usually one an alternative perspective. Students learn to ask their own critical questions as well as finding silent issues in the assigned readings. One of these questions and silent issues may well be the topic of the reaction papers that students write. They are encouraged to find their own alternative primary and secondary sources from which to critically select the supporting materials for their constructed arguments.

