

AFRICAN

Civilization (Hist. 215)



Instructor: Dr. Isaac Kanu

HISTORY 215: AFRICAN CIVILIZATION

COURSE OBJECTIVE: The student will describe the environmental, historical and socio-cultural factors that have shaped and continue to shape the course of human affairs in Africa. In addition, the relationship of the continent with the African Diaspora and the place of Africa in world civilization will be discussed and evaluated.

COURSE OUTLINE:

UNIT I: EARLY AFRICAN CIVILIZATION

- Objective 1: Continental Profiles
- Objective 2: African Traditional Institutions
- Objective 3: Civilizations of the Nile Valley
- Objective 4: Kingdoms and Empires of the Western Sudan
- Objective 5: City-States and Societies of East Africa, Southern Africa and Central Africa

UNIT II: THE EUROPEAN INCURSION

- Objective 6: The Atlantic Slave Trade
- Objective 7: The New Imperialism
- Objective 8: Colonial Rule
- Objective 9: The Colonial Legacy

UNIT III: AFRICAN INDEPENDENCE

- Objective 10: Nationalist Movements
- Objective 11: Pan-Africanism and Non-Alignment
- Objective 12: Contemporary African Problems
- Objective 13: Special Issues

TEXTS:

- REQUIRED:**
1. History of Africa, Kevin Shillington, St. Martin's Press
 2. Things Fall Apart, Chinua Achebe, Anchor Books
 3. The Soul of Black Folk, W.E.B. Du Bois

- OPTIONAL:**
4. African Perspectives in Colonialism, Adu Boahen, Johns Hopkins University Press
 5. Africa and Africans, fourth edition, Paul Bohannan and Philip Curtin, Waveland Press
 6. Introduction to the History of African Civilization, Vols. I and II, C. Magbaily Fyle, University Press of America

- VIDEOS: 1. "Kings and Cities"
2. "Triple Heritage"
3. "The Magnificent Cake"
4. "The Gods Must Be Crazy"
5. "Portrait of the Caribbean: I. Iron in the Soul"
II. Out of Africa"

CORE COMPETENCIES

Students in this course will master the following Core Competencies at the primary level:

- 1.1 Communicate information and ideas clearly and effectively in written form.
- 1.5 Demonstrate effective listening skills.
- 1.6 Demonstrate effective reading skills.
- 2.1 Identify a problem and analyze it.
- 3.1 Recognize the historical and political development of civilization.
- 3.2 Understand the influence and impact of historical and political events, ideas and cultures.
- 6.3 Understand the workings of government.
- 6.4 Think critically about controversial societal issues.
- 6.5 Understand the relationship between the individual and society.
- 7.1 Recognize a need for information.
- 10.1 Develop a global perspective concerning regional and political differences.
- 10.2 Appreciate diverse cultures and their languages.
- 10.3 Link geography and regions of the world with various cultures.
- 10.5 Analyze the causes and consequences of their own and others' prejudicial attitudes and discriminatory actions.

DISABILITY STATEMENT

If you have a documented disability and would like to request accommodations and/or academic adjustments, contact the Disability Services Office (formerly Adaptive Services) at 732-224-2730 or TTY 732-842-4211.

COURSE REQUIREMENTS

I. ATTENDANCE

Attend all class sessions.

College regulations require that inactive students be dropped from the course.

Attendance will be taken at each session and will be a component of the grading system.

Irregular attendance will affect your final grade.

II. EVALUATION CRITERIA

3 Exams	150 points
Book Review	50 points
Special Issues Project	50 points
Attendance and Participation	30 points
Additional	20 points

III.	A = 255 or higher
	B+ = 245-254
	B = 225-244
	C+ = 215-224
	C = 195-214
	D = 165-194
	F = 164 or below

IV. Tests cannot be retaken in this course. Students who do not score well and therefore do not earn many points should plan to compensate by earning points in other ways.

V. Students must take all of the tests to receive any grade in the course.

VI. Students taking the course on a Pass/Fail basis must achieve 195 points to pass the course.

VII. INCOMPLETE: An Incomplete designation is available to students who are unable to complete the requirements for a D grade by the end of the semester. In order to qualify for Incomplete, the student must:

1. have already completed 140 points in the course
2. be able to achieve D in the course, and
3. have the professor's approval and complete an application for Incomplete before the end of the semester

UNIT I: EARLY AFRICAN CIVILIZATIONS

UNIT OBJECTIVE: An understanding of the development and interrelationships of the early African civilizations

OBJECTIVE 1: CONTINENTAL PROFILE

LEARNING OBJECTIVE: The student will identify and evaluate the myths and stereotypes about Africa; describe the major vegetation and climatic regions that characterize Africa; locate the continent's agricultural and mineral resources, and explain how these influence the manner in which the people live.

READINGS: Shillington, pvi, pp. 1-16
Bohannon and Curtin, pp. 17-45
Fyle, vol. I, pp. 1-20

TOPIC OUTLINE:

- I. Myths and Stereotypes about Africa
- II. Geography and Environment
 - A. Major Regions
 - B. Vegetation
 - C. Climate
- III. Resources
 - A. Agricultural Resources
 - B. Mineral Resources
- IV. Stone-Age Technology
 - A. The Early Stone Age/Paleolithic Era
 - B. The Middle Stone Age/ Mesolithic Era
 - C. The Later Stone Age/Neolithic Era
- V. Patterns of Subsistence
 - A. Hunting and Gathering
 - B. Fishing
 - C. Horticulture/Farming/Agriculture
 - D. Pastoralism/Nomadism/Herding

Key Ideas: Homo sapiens sapiens, myth, subsistence, sedentary, shifting cultivation, slash-and-burn, transhumance, ethnocentrism, agricultural/neolithic revolution

OBJECTIVE 2: AFRICAN TRADITIONAL INSTITUTIONS

LEARNING OBJECTIVE: The student will identify and describe the basic social values and institutions observable in African traditional society and explain how they differ from the modern ones.

READINGS: Things Fall Apart, Chinua Achebe
Bohannon and Curtin, pp. 46-125

TOPIC OUTLINE:

- I. African Families
 - A. The extended family
 - B. Kinship
 - C. Descent
- II. Marriage
 - A. Polygyny
 - B. Levirate
 - C. Sororate
 - D. Ghost marriage
 - E. Bride-wealth
 - F. Bride-service
- III. African Religion
 - A. Polytheism/Monotheism
 - B. Divination
 - C. Ritual and Prayer
 - D. Witchcraft
- IV. Education
 - A. Family life
 - B. Peers
 - C. The Community
 - D. Rites of Passage
- V. African Arts
 - A. Music
 - B. Dance
 - C. Literature
 - D. Painting
 - E. Sculpture
- VI. The Economy
 - A. Agriculture
 - B. Land
 - C. Labor
 - D. Capital
 - E. Work Cooperatives
 - F. Marketing and Trade
- VII. Politics and Government
 - A. State societies
 - B. Stateless societies
 - C. Age-grades
 - D. Secret societies
 - E. Law and Order
 - F. Moots

Key Ideas: Culture, sanctions, values, norms, beliefs, heritage, socialization/enculturation, community cooperation, order and disorder, cultural relativity, inheritance

OBJECTIVE 3: CIVILIZATIONS OF THE NILE VALLEY

LEARNING OBJECTIVE: The student will identify and explain the factors that led to the origins and development of the Nile Valley civilizations. Emphasis will be placed on their implications for the African continent.

READINGS: Shillington, pp. 14-45
Fyle, vol. I, pp. 22-28

TOPIC OUTLINE:

- I. Ancient Egypt
 - A. The Agricultural Revolution
 - B. King Menes
 - C. The Old Kingdom
 - D. The Middle Kingdom
 - E. The New Kingdom

- II. Kush and Meroe
 - A. Origins and Rise of Kush
 - B. The Move to Meroe
 - C. Meroitic Culture
 - D. Decline of Meroe

- III. Axum
 - A. The Invasion of the Island of Meroe
 - B. Origins and Rise of Axum
 - C. Decline of Axum

Key Ideas: Gift of the Nile, unification, Pharaoh, civilization, Meroitic filter theory, hieroglyphics, the hyksos, nubia, Geez, Napata, Kingdom of Prester John, mummification, papyrus

**OBJECTIVE 4: KINGDOMS AND EMPIRES OF THE
WESTERN SUDAN**

LEARNING OBJECTIVE: The student will identify and explain the factors that led to the development and decline of the Western Sudanese kingdoms and empires. Emphasis will be placed on the impact and heritage of Islam; personality interaction; the contributions of the leaders to their societies.

READINGS: Shillington, pp. 78-92, 94-106
Fyle, vol. I, pp. 29-37, 61-70

TOPIC OUTLINE:

- I. The Trans-Saharan Trade
- II. The Kingdom of Ghana
- III. The Empire of Mali
 - A. Sundiata Keita
 - B. Mansa Kankan Musa
 - C. Decline of Mali
- IV. The Empire of Songhai
 - A. Sunni Ali
 - B. Askia Muhammad
 - C. The Moroccan Invasion
 - D. Sunni Ali vs. Askia Muhammad

Key Ideas: Bilal-al-Sudan, "ghana," salt mines, pilgrimage, jihad, camel, Almoravids, Trans-Saharan Trade, Sumanguru Kante

**OBJECTIVE 5: THE CITY-STATES AND SOCIETIES OF
EAST AFRICA, SOUTHERN AFRICA AND CENTRAL AFRICA**

LEARNING OBJECTIVE: The student will explain Arab influence on, and the contribution of the Indian Ocean trade to, the growth and development of the City-States

and Societies of Eastern, Southern and Central Africa. Emphasis will be placed on African initiatives.

READINGS: Shillington, pp. 122-131, 148-152, 197-201

TOPIC OUTLINE:

- I. Land of the Zang
 - A. The Azanians
 - B. Indian Ocean Trade
 - C. The Swahili City-States

- II. Great Zimbabwe
 - A. Leopard's Kopje Culture
 - B. Decline of Mapungubwe
 - C. Rise of Great Zimbabwe

- III. The Kingdom of Kongo
 - A. The Zaire River Basin
 - B. Origins of the Kingdom
 - C. The Portuguese

Key Ideas: Periplus of the Erythraean Sea, Land of the Zang, Indian Ocean Trade, Kopje, Mapungubwe, The Great Zimbabwe, cultural diffusion, Kiswahili

UNIT II: THE EUROPEAN INCURSION

UNIT OBJECTIVE: An understanding of the nature, significance and impact of the European incursion into Africa.

OBJECTIVE 6: THE ATLANTIC SLAVE TRADE

LEARNING OBJECTIVE: The student will be able to describe the Atlantic slave trade and its impact on Africa and Africans.

READINGS: Shillington, pp. 170-180
Fyle, vol. I, pp. 121-130

TOPIC OUTLINE:

- I. Origins of the Atlantic Slave Trade
 - A. Portuguese Exploration of the West African Coast
 - B. Sao Tome Plantations
 - C. Arab Slave Trade
 - D. African Slavery

- II. The Triangular Trade
 - A. European Manufactured Goods
 - B. Human Cargoes
 - C. Sugar and Molasses

- III. The Impact of the Atlantic Slave Trade
 - A. Volume
 - B. Economic
 - C. Political
 - D. Social and Cultural
 - E. Middle Passage
 - F. African Diaspora

- IV. The Abolition of the Atlantic Slave Trade
 - A. A "Legitimate Commerce"
 - B. Repatriation of Africans Abroad
 - C. Sierra Leone
 - D. Liberia

Key Ideas: Exploration, slavery, slave trade, triangular trade, middle passage, "legitimate commerce," plantation economy, repatriation, Diaspora

OBJECTIVE 7: THE NEW IMPERIALISM

LEARNING OBJECTIVE: The student will explain and assess the causes and consequences of the Scramble for, and Partition of, Africa.

READINGS: Shillington, pp. 289-305
Fyle, vol. II, pp. 1-10
Boahen, pp. 27-57

TOPIC OUTLINE:

- I. The Expansion of “Legitimate Commerce”
- II. Explorers and Missionaries
 - A. Nile River
 - B. Niger River
 - C. Congo River
 - D. Zambezi River
- III. King Leopold of Belgium
- IV. The British Occupation of Egypt (1882)
- V. The Berlin Conference (1884)
- VI. The Partition

Key Ideas: “The New Imperialism,” Scramble, Partition, spheres of influence, effective occupation, industrialization

OBJECTIVE 8: COLONIAL RULE

LEARNING OBJECTIVE: The student will describe the philosophy and operation of Colonialism of the major European powers in Africa.

READINGS: Shillington, pp. 332-346
Fyle, pp. 24-48
Boahen, pp. 58-93

TOPIC OUTLINE:

- I. Scientific Racism
- II. Colonial Economic Exploitation
- III. British Colonial Administration
 - A. Company Rule
 - B. Settler and Non-Settler Populations
 - C. Legislative and Executive Councils
 - D. The Protectorate
 - E. Indirect Rule
- IV. French Colonial Administration
 - A. Assimilation
 - B. Communes
 - C. Deputies
 - D. Protectorates
 - E. Indigenous
- V. Portuguese Colonial Administration
 - A. Company Rule
 - B. Portuguese Government (1930)
 - C. "Contracting out"
 - D. Migration
- VI. Belgian Colonial Administration
 - A. Congo Free State
 - B. Concessionaries
 - C. Army Renegades
 - D. Social and Working Conditions
- VII. The Military and the Police

- VIII. The Colonial Economy
 - A. Taxation
 - B. Forced Labor
 - C. Land Alienation
 - D. Agricultural Production Patterns
 - E. Mining
 - F. Transport and Communication

- IX. Social Change
 - A. Western Education
 - B. Language
 - C. Christianity and African Religion
 - D. Urbanization

Key Ideas: Racism, Direct and Indirect Rule, alienation, non-settler populations, white settler populations, assimilation, migration

OBJECTIVE 9: THE COLONIAL LEGACY

LEARNING OBJECTIVE: The student will describe and evaluate the nature and impact of Colonialism in Africa.

READINGS: Boahen, pp. 94-112
Fyle, vol. II, pp. 61-68
Shillington, pp. 347-357

TOPIC OUTLINE:

- I. The Controversy/Debate
 - A. The Eurocentric Perspective
 - B. The Afrocentric Perspective
 - C. "The Middle-Range Perspective"

- II. Political Legacy
 - A. Peace and Stability
 - B. Permanent Boundaries
 - C. Professional Army
 - D. New Institutions
 - E. Political Modernization
 - F. Nationalism and Pan-Africanism

- III. Economic Legacy
 - A. Basic Infrastructure
 - B. Scientific Mining
 - C. Money Economy
 - D. Political Economy
 - E. International Capitalist System

- IV. Social Impact
 - A. Population Growth
 - B. Urbanization
 - C. Christianity and Islam
 - D. Western Education
 - E. New Social Structure

Key Ideas: Capitalist integration, civil service, bureaucracy, modernization, ascribed and achieved status

UNIT III: AFRICAN INDEPENDENCE

UNIT OBJECTIVE: An understanding of the motivations and ideologies of African independence.

OBJECTIVE 10: AFRICAN NATIONALIST AND PAN-AFRICAN MOVEMENT

LEARNING OBJECTIVE: The student will identify and explain the factors that led to the growth of African Nationalism in the Colonial era. Emphasis will be placed on the nature and strategies of the protest movements.

READINGS: Shillington, pp. 373-406
Boahen, pp. 57-93
Fyle, pp. 69-79

TOPIC OUTLINE:

- I. African Nationalism
- II. Periodization of Colonial Rule
- III. Internal Factors
 - A. Christianity
 - B. Islam
 - C. Millenarian Movements
 - D. Spirit Mediums
 - E. Discrimination and Segregation
 - F. African Bourgeoisie
 - G. New Political Leadership
- IV. External Factors
 - A. Negritude
 - B. West African Students' Union
 - C. Pan-Africanism
 - D. Impact of the Second World War
 - E. Italian Occupation of Ethiopia
- V. Strategies
 - A. Revolts and Rebellions
 - B. Passive Resistance
 - C. The Press
 - D. Political Parties
 - E. Trade Unions
 - F. Migrations

Key Ideas: Nationalism, Bourgeoisie, Apartheid, Negritude, passive resistance, Pan-Africanism

OBJECTIVE 11: CONTEMPORARY AFRICAN PROBLEMS

LEARNING OBJECTIVE: The student will outline and explain the basic political, economic and social problems of the independent nations of Africa. Emphasis will be placed on alternative ideologies and economic strategies.

READINGS: Shillington, pp. 407-414; 422-425
Bohannon and Curtin, pp. 254-269

TOPIC OUTLINE:

- I. Dual Political Legacy
 - A. Artificial National Boundaries
 - B. Authoritarian Rule

- II. Economic Crisis
 - A. Infrastructure
 - B. Cash Crop Production vs. Subsistence Cultivation
 - C. Poll-tax and Agricultural Marketing Boards
 - D. Mineral Resources Exploitation
 - F. Debt and Drought

- III. Social Problems
 - A. Language and Education
 - B. Race and Ethnicity
 - C. Poverty and Hunger
 - D. Health and Malnutrition
 - E. HIV-AIDS

- IV. Development Models
 - A. The European Model
 - B. The American Model
 - C. Structural Adjustment Programs
 - D. Socialist Models
 - E. Socialist-Capitalist Models

Key Ideas: Legacy, national unity, one-party state, economic development, dependency, under-development, development model, coup d'etat, African Socialism, ujamaa

OBJECTIVE 12: AFRICA IN WORLD AFFAIRS

LEARNING OBJECTIVE: An understanding of Africa's role in the international community.

READINGS: Shillington, pp. 425-428
Charter of the United Nations

TOPIC OUTLINE:

- I. Non-Alignment
- II. The Commonwealth
- III. The United Nations Organization—UNO
- IV. Organization of African Unity—OAU
- V. Organization of Petroleum Exporting Countries
- VI. United States-African Relations
- VII. International Rivalries in Africa

Key Ideas: Global village, interdependence, non-alignment,
international understanding and cooperation

OBJECTIVE 13: SPECIAL ISSUES

The Special Issues Objective is designed to help students become familiar with research work, develop research skills, and share information orally. It is also intended to complement the lectures, readings and class discussions while exposing students to the sociocultural realities of Africa and Africans.

The class will be divided into five groups. Each group will:

1. work on a country from any of the following regions: Eastern, Western, Northern, Central and Southern Africa.
2. provide a brief historical, political, economic, social and cultural profile of the country selected.
3. describe and explain at least two areas or issues the group considers crucial in the country's national development efforts.

The group is responsible for researching "their" country in order to provide the best profile of that country they possibly can. Students should organize themselves to allow every member of the group to contribute fully. The project should not be less than seven typewritten, double-spaced pages.