



ARIZONA STATE UNIVERSITY

ARIZONA STATE UNIVERSITY

GENERAL STUDIES PROGRAM COURSE PROPOSAL COVER FORM

Courses submitted to the GSC between 2/1 and 4/30 if approved, will be effective the following Spring.

Courses submitted between 5/1 and 1/31 if approved, will be effective the following Fall.

(SUBMISSION VIA ADOBE.PDF FILES IS PREFERRED)

DATE August 14, 2009

1. ACADEMIC UNIT: African and African American Studies

2. COURSE PROPOSED: AFH 300 Precolonial Africa 3
(prefix) (number) (title) (semester hours)

3. CONTACT PERSON: Name: Amanda Smith Phone: 5-9862

Mail Code: 4902 E-Mail: amanda.a.smith@asu.edu

4. ELIGIBILITY: New courses must be approved by the Tempe Campus Curriculum Subcommittee and must have a regular course number. For the rules governing approval of omnibus courses, contact the General Studies Program Office at 965-0739.

5. AREA(S) PROPOSED COURSE WILL SERVE. A single course may be proposed for more than one core or awareness area. A course may satisfy a core area requirement and more than one awareness area requirements concurrently, but may not satisfy requirements in two core areas simultaneously, even if approved for those areas. With departmental consent, an approved General Studies course may be counted toward both the General Studies requirement and the major program of study. (Please submit one designation per proposal)

Core Areas

Awareness Areas

- Literacy and Critical Inquiry-L
Mathematical Studies-MA CS
Humanities, Fine Arts and Design-HU
Social and Behavioral Sciences-SB
Natural Sciences-SQ SG

- Global Awareness-G
Historical Awareness-H
Cultural Diversity in the United States-C

6. DOCUMENTATION REQUIRED.
(1) Course Description
(2) Course Syllabus
(3) Criteria Checklist for the area
(4) Table of Contents from the textbook used, if available

7. In the space provided below (or on a separate sheet), please also provide a description of how the course meets the specific criteria in the area for which the course is being proposed.

CROSS-LISTED COURSES: No Yes; Please identify courses: ASB 310

Is this amultisection course? No Yes; Is it governed by a common syllabus?

Stanlie M. James
Chair/Director (Print or Type)

Stanlie M. James
Chair/Director (Signature)

Arizona State University Criteria Checklist for

GLOBAL AWARENESS [G]

Rationale and Objectives

Human organizations and relationships have evolved from being family and village centered to modern global interdependence. The greatest challenge in the nuclear age is developing and maintaining a global perspective which fosters international cooperation. While the modern world is comprised of politically independent states, people must transcend nationalism and recognize the significant interdependence among peoples of the world. The exposure of students to different cultural systems provides the background of thought necessary to developing a global perspective.

Cultural learning is present in many disciplines. Exposure to perspectives on art, business, engineering, music, and the natural and social sciences that lead to an understanding of the contemporary world supports the view that intercultural interaction has become a daily necessity. The complexity of American society forces people to balance regional and national goals with global concerns. Many of the most serious problems are world issues and require solutions which exhibit mutuality and reciprocity. No longer are hunger, ecology, health care delivery, language planning, information exchanges, economic and social developments, law, technology transfer, philosophy, and the arts solely national concerns; they affect all the people of the world. Survival may be dependent on the ability to generate global solutions to some of the most pressing problems.

The word university, from universitas, implies that knowledge comes from many sources and is not restricted to local, regional, or national perspectives. The Global Awareness Area recognizes the need for an understanding of the values, elements, and social processes of cultures other than the culture of the United States. Learning which recognizes the nature of others cultures and the relationship of America's cultural system to generic human goals and welfare will help create the multicultural and global perspective necessary for effective interaction in the human community.

Courses which meet the requirement in global awareness are of one or more of the following types: **(1)** in-depth area studies which are concerned with an examination of culture-specific elements of a region of the world, country, or culture group, **(2)** the study of contemporary non-English language courses that have a significant cultural component, **(3)** comparative cultural studies with an emphasis on non-U.S. areas, and **(4)** in-depth studies of non-U.S. centered cultural interrelationships of global scope such as the global interdependence produced by problems of world ecology, multinational corporations, migration, and the threat of nuclear war.

Proposer: Please complete the following section and attach appropriate documentation.

ASU--[G] CRITERIA			
GLOBAL AWARENESS [G]			
YES	NO		Identify Documentation Submitted
<input checked="" type="checkbox"/>	<input type="checkbox"/>	1. Studies must be composed of subject matter that addresses or leads to an understanding of the contemporary world outside the U.S.	Syllabus: Course Description Syllabus: AIM E
		2. Course must be one or more of following types (check all which may apply):	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	a. In-depth area studies which are concerned with an examination of culture-specific elements of a region, country or culture group. The area or culture studied must be non-U.S. and the study must contribute to an understanding of the contemporary world.	Syllabus: Course Topics
<input type="checkbox"/>	<input type="checkbox"/>	b. Contemporary non-English language courses that have a significant cultural component.	
<input type="checkbox"/>	<input type="checkbox"/>	c. Comparative cultural studies in which most, i.e., more than half, of the material is devoted to non-U.S. areas.	
<input type="checkbox"/>	<input type="checkbox"/>	d. In-depth studies of non-U.S. centered cultural interrelationships of global scope, such as the global interdependence produced by problems of world ecology, multinational corporations, migration, and the threat of nuclear war. Most, i.e., more than half, of the material must be devoted to non-U.S.	

Page 3 of 3

Course Prefix	Number	Title	Designation
AFH	300	Precolonial Africa	

Explain in detail which student activities correspond to the specific designation criteria. Please use the following organizer to explain how the criteria are being met.

Criteria (from checksheet)	How course meets spirit (contextualize specific examples in next column)	Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)
Studies must be composed of subject matter that addresses or leads to an understanding of the contemporary world outside the U.S.	This is a foundational course in the study of contemporary Africa, providing an introduction to the continent's pre-colonial history, particularly before 1900. Aim is to understand contemporary Africa and the study of precolonial Africa	Syllabus: Course description and AIM E.
In-depth area studies which are concerned with an examination of culture-specific elements of a region, country or culture group. The area or culture studied must be non-U.S. and the study must contribute to an understanding of the contemporary world.	Example course topics include: Africa Prehistory, agricultural revolution, and metal working. Early complex societies in North Africa, Berbers, Phoenicians, Greeks and Romans. African Religion. West Africa States and Societies. Early societies in Central and Southern Africa, East African societies, culture and city states. Europeans in Africa, Culture contact and Atlantic Trade.	Syllabus: Course Topics

African & African American Studies/Anthropology/History
AFH 300: PRECOLONIAL AFRICA
Monday and Wednesday 2:00 – 3:15 PM
Art Building 246
Fall 2008

Professor: Dr. Desi Usman Office Hrs: Tue/Thu. 10am – 12noon (and by appt)
Office: Wilson Hall 140 (Rm. 156) email: usman@asu.edu
Phone: 480-727-7563

Course Description:

This course is an in-depth course study of contemporary Africa, providing thorough examination of the continent's pre-colonial history, particularly before 1900. The course will study the continent and its people, the way the history of the continent has been interpreted by non-Africans, how the continent's anatomy has affected historical development, and the methodology and interdisciplinary scholarship in the study of Africa. The course also addresses thematic issues, which include Africa's contribution to human origin, population movements and migration, domestic economy and patterns of precolonial trade, state formation, religion, art, technology, women's roles, Arabs and European contact, slave trade and slavery, and the impact of early contact on African culture. In arriving at these, the course draws information from selected events in different regions of Africa. Videos, Slide presentation will supplement the lecture and discussion formats.

Aims/Objectives:

By the end of this course students are expected to have:

- a) developed a sensitivity to African perceptions of their own past and recognized the limitations of Eurocentric models about Africa.
- b) gained an appreciation of the varieties of primary sources for the study of Africa past, and developed an ability to assess the relative utility of these sources.
- c) acquired a basic knowledge of the geography, ethnic groups, and precolonial African political units, events, and personalities within this period.
- d) seen how geography, climate, vegetation, and soils have helped or hindered the development of African societies and culture.
- e) developed understanding of contemporary Africa through the study of Precolonial Africa.

Format and Grading Requirements:

Instruction for this course consists of lectures, discussion, video and slide presentations. Students will be expected to attend all sessions of class, keep up with the readings, and participate in discussion. In addition to one take-home essay described below, there will be two in-class tests, and a final exam. Test and the final will consist of multiple choice and short answer type questions, and will come from both assigned readings and class lectures.

Student evaluation will consist of the following:

1 Essay (150 points)	30% of grade
2 Tests (100 points each)	20% of grade each (40%)
Participation (25 points)	5% of grade
Final (100 points)	20% of grade
Perfect Attendance (25 points)	5% of grade
Total = 500 points	

Assessed Essay:

Students are required to submit final essay topic by the set date (**Monday, October 20**). The final essay must be handed in no later than 4:30 pm on **December 3**. Please note that essay submitted late will fail and will be marked as zero, unless the instructor has granted an extension. The essay should be at least **15 pages** length and based on the questions provided by the instructor. Appropriate maps, diagrams, tables and illustration may be included. Include in-text references, and bibliographic references at the end. You should have at least 5 sources. **NO WEB SOURCES PERMITTED UNLESS CLEARED BY ME.** Plagiarism and other form of cheating will result in automatic failure, and may lead to students facing serious penalties imposed by the University. Please, read below for more information on plagiarism.

ACADEMIC DISHONESTY!

In the "Student Academic Integrity Policy" manual, ASU defines "Plagiarism" [as] using another's words, ideas, materials or work without properly acknowledging and documenting the source. Students are responsible for knowing the rules governing the use of another's work or materials and for acknowledging and documenting the source appropriately." You can find this definition at:

http://www.asu.edu/studentaffairs/studentlife/judicial/academic_integrity.htm#definitions

Attendance / Participation: You can miss **three** classes for free. After that other absences will count against your grade. Attendance will be monitored in class. Please notify me if you need to miss class because of sickness, a religious holiday, or some other legitimate excusable reason. (This does not include extra-curricular events, work for other classes, etc.). Arriving in class late (more than 5 minutes after class started) means you will stay outside the class. Coming late to class or any other disruptive behavior will affect your weekly participation grade. You must also view the African films. Video day should be treated as regular lecture day. Contents in the video are part of your exams. Any questions, observations or discussion you can contribute to make the class more interesting and relevant will count. Consistent constructive participation will push borderline grades up (i.e. if you have a high B it can become an A). You don't have to participate in every class but you need to show some interest.

Make-up exams. – Make-ups will be given only when exams are missed for unavoidable reasons, and when you provide documentation either before or immediately after the examination date. Sometimes it becomes necessary to make changes in the assignment schedule and requirements of the course. It is your responsibility to be in class if and when such announcements are made.

++ NO CELL PHONE (must be turned off while in class), NO TAPING OF LECTURE, NO FOOD in class.

The course grading scale is as follows:

Percentage	Points	Grade
98-100%	500-490	A+
90 avg	489-460	A
88-89 avg	459-450	A-
85-87 avg	449-440	B+
80-84 avg	439-420	B
77-79	419-410	B-
74-76	409-400	C+
70-73 avg	399-378	C
60-69 avg	377-370	D
<60%	<370	E

Texts:

1. Fyle, Magbaily, Introduction to the History of African Civilization, vol. 1., 1999 University Press of America (paperback). Required.
2. Connah, Graham, Forgotten Africa: An introduction to its archaeology. 2004. Routledge, New York (paperback). Required.
3. Chinua Achebe, Things Fall Apart, 1996. Required.
4. Course Pack (required) – contain articles and book selections (available at Alternative Copy on University/Forest drive, phone: 480-829-7992).

Course Topics:

I *Introduction*

8/25 About the Course / Class Organization

8/27 Introduction to the continent, myth and reality, geography

Readings:

* Fyle, chapt 1

** Bohannan & Curtin, p. 6-45 (course pack)

9/1 NO CLASS (LABOR DAY)

9/3 **Film:** Basil Davidson: Different but Equal

9/8 Sources of Africa past: oral tradition, document, archaeology

Readings:

* Fyle, chapt 1

** Andah 1897, The Nature of African Oral Tradition, pp. 8-23

** Noss 1987, The Perception of history among the Gbaya of Cameroon, pp. 24-36

II Africa Prehistory, Agricultural Revolution, Metal Working

Readings:

* Fyle, chapt II

* Connah, p.1-26, 39-50, 51-56

** John Reader, 1997, 'The Impact of Iron,' Chpt 19.

9/10 Africa origins of humankind; stone tools and adaptation

9/15 **Film:** Human Origin.

9/17 Agricultural Revolution

9/22 Metallurgical Tradition, Bantu Migration

9/24 **Film:** African Iron Smelting

9/29 & 10/1 **NO CLASS** (Conference in Europe)

++10/6 **EXAMINATION I** (from 8/25 through 9/24)

III Early Complex Societies in North Africa, Berbers, Phoenicians, Greeks, and Romans

Readings:

* Fyle, chapter 3

** John Reader, 1997, The Nile, Chpt 20.

* Connah, p. 57-81, 88-93

** Pankhurst, 'Punt, Pharaohs and Ptolemies'

10/8 Ancient Egypt

10/13 Nubian

10/15 Aksum

IV Precolonial Economic Systems: Production, Trade, Crafts, Currency

10/20

Readings:

* Fyle, Chap 11

* Connah, p. 107-111

** John Reader, 1997, 'The Ancestral Economies,' chapt 13.

** Falola, 2000, 'Agric, Trade & Industries,' chapt 11

** John Reader, 1997, 'The Implications of Trade,' chapt 26

++ **ESSAY TOPIC DUE**

10/22 **Film:** Desert Odyssey

V *African Religion*

10/27

Readings:

* Fyle, Chap 4, p. 29-31

** Tishken 2000, 'Indigenous Religion,' chapt 5

** Adu Boahen 1986, Islam, p.11-16

10/29 Religion contd.

VI *West African States and Societies*

11/3 Jenne-jeno, Ghana, Mali

Readings:

* Fyle, Chap 4, 7

* Connah, p.101-106,

** John Reader 1997, 'Cities without Citadels,' chapt 23

** Dibua 2000, 'Sudanese kingdoms of West Africa,' chpt 6

11/5 Benin, Igbo

* Connah, p. 112-117, 125-130

** Afolayan 2000, 'Kingdoms of West African,' chapt 7

** Nwanbuni 2000, 'Acephalous Societies,' chapt 12

11/10 Lecture contd.

++11/12: **EXAMINATION II** (from 10/8 through 11/10)

VII *Early Societies in Central and Southern Africa*

11/17

The Luba, Lunda, Congo; Patterns of the Khoisan and Bantu settlement; the Shona state of Great Zimbabwe

Readings:

* Fyle, chapter 6

* Connah, pp. 137-144, 157-162

** John Reader 1997, 'Cattle and Gold,' chapt 30

11/19

Lecture contd.

VIII East African societies, culture, and city states

11/24

Economy and society, population movements; political cultures; Nilotic migrations; the Chwezi and Kitara; Lwo dispersion; Bunyoro and Buganda, Bigo, Swahili culture, coastal cities

Readings:

* Fyle, Chap 5

* Connah, p. 145-150, 151-156

** Kusimba, Chaps 4, 5

11/26

East Africa contd.

Note: Ask volunteers to lead in discussion (women in precolonial Africa)

++ Note: Start reading 'Things Fall Apart'

IX Women in Precolonial Africa

12/1: **Discussion**

Readings:

* Fyle, p. 97-99

** Frances White, 'Women in West and West-Central Africa,' 63-96 (course pack)

X. Europeans in Africa, Culture contact, Atlantic Trade

12/3

ESSAY PAPER DUE

Readings:

* Fyle, Chap 12, 13

** John Reader 1997, Africa, chapter 31, 32, 33

* Chinua Achebe, Things Fall Apart

12/8 Final Class

* **Discussion:** Things Fall Apart

12/10 NO CLASS (Reading Day)

++Monday December 15 – FINAL EXAMINATION (from 11/12 through 12/8)

Time: 10:00 – 11:50 AM

Keys

* required text

** course packet

++ important information

Some Useful Readings:

- M. Posnansky, "Anatomy of a Continent" in Ali Mazrui (ed.), *The Africans: A Reader*, pp. 31-59.
- J. Lamphear, "Aspects of Early African History", in P.M. Martin and P.O. O'Meara, *Africa*, pp. 64-84.
- C. Guthrie, "The African Environment" in A. Hansen and D. McMillan (eds.), *Food in Sub-Saharan Africa*, pp. 82-106.
- P. J. Munson, "Africa's Historical Past" in Martin and O'Meara, *Africa*, pp. 43-63.
- E. W. Bovill, *The Golden Trade of the Moors*, chapters 1, 2, and 3.
- N. Chittick, "The Coast before the Arrival of the Portuguese."
- F. J. Berg, "The Coast from the Portuguese Invasion to the Rise of Zanzibar" in B. A. Ogot (ed.), *Zamani*, pp. 88-114.
- J. E. Inikori, "Introduction" to *Forced Migration*, pp. 13-60

Text that will replace history of
African Civilization

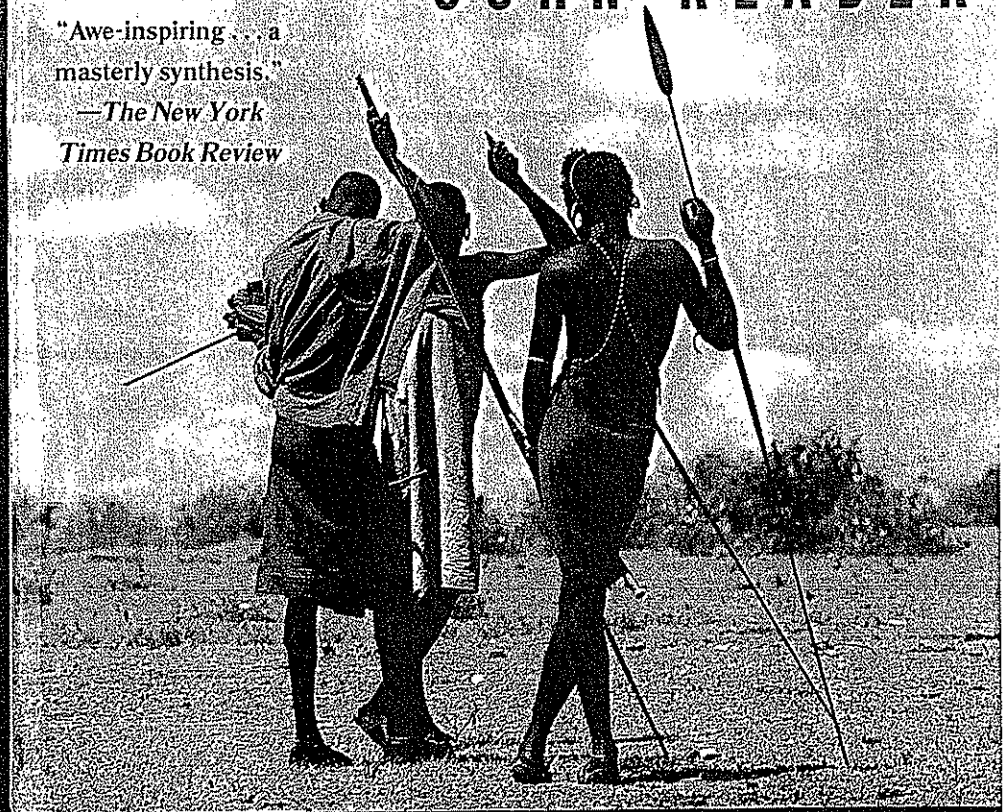
A Biography of the Continent

AFRICA

JOHN READER

"Awe-inspiring ... a
masterly synthesis."

—*The New York
Times Book Review*



“Deeply penetrating, intensely thought-provoking and thoroughly informed . . . one of the most important general surveys of Africa that has been produced in the last decade.” —*The Washington Post*

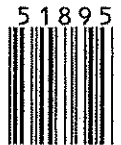
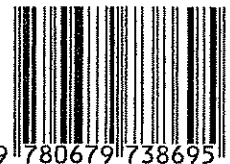
In 1978, paleontologists in East Africa discovered the earliest evidence of our divergence from the apes: three pre-human footprints, striding away from a volcano, were preserved in the petrified surface of a mudpan over three million years ago. Out of Africa, the world’s most ancient and stable landmass, *Homo sapiens* dispersed across the globe. And yet the continent that gave birth to human history has long been woefully misunderstood and mistreated by the rest of the world.

In a book as splendid in its wealth of information as it is breathtaking in scope, British writer and photojournalist John Reader brings to light Africa’s geology and evolution, the majestic array of its landforms and environments, the rich diversity of its peoples and their ways of life, the devastating legacies of slavery and colonialism as well as recent political troubles and triumphs. Written in simple, elegant prose and illustrated with Reader’s own photographs, *Africa: A Biography of the Continent* is an unforgettable book that will delight the general reader and expert alike.

“Breathtaking in its scope and detail.” —*San Francisco Chronicle*

U.S. \$18.95 CAN. \$26.95

ISBN 0-679-73869-X



COVER DESIGN BY CHIN-YEE LAI
COVER PHOTOGRAPH BY JOHN READER

www.vintagebooks.com

9 780679 738695

FIRST VINTAGE BOOKS EDITION, SEPTEMBER 1999

Copyright © 1997 by John Reader

All rights reserved under International and Pan-American Copyright Conventions. Published in the United States by Vintage Books, a division of Random House, Inc., New York. Originally published in hardcover in Great Britain by Hamish Hamilton Ltd, London, in 1997, and subsequently in the United States by Alfred A. Knopf, Inc., New York, in 1998.

Vintage and colophon are registered trademarks of Random House, Inc

All photographs were taken by the author.

The Library of Congress has cataloged the Knopf edition as follows:

Reader, John.

Africa : a biography of the continent / John Reader. — 1st American ed.

P. cm.

"Originally published in Great Britain by Hamish Hamilton Ltd, London, in 1997"—P

Includes bibliographical references and index.

ISBN 0-679-40979-3 (hc)

1. Africa—History. I. Title.

DT20.R43 1998

960—dc21 97-36892

CIP

Vintage ISBN: 0-679-73869-X

Author photograph by Jerry Bauer

Book design by Cassandra Pappas

www.vintagebooks.com

Printed in the United States of America

10 9 8

CONTENTS

<i>Preface</i>	ix
Prologue	3
PART I THE FOUNDING FACTORS	
1 Building a Continent	9
2 Transitions	19
3 Missing Links	29
4 Origins and Climate	37
PART 2 HUMANITY EMERGING	
5 The Real World	45
6 Footsteps	55
7 The Cutting Edge	65
8 In the Mind's Eye	73
9 Cool Systems	83
10 Out of Africa	91

PART 3 THE AFRICAN OPTIONS

11	On Home Ground	99
12	Word of Mouth	105
13	Ancestral Economies	115
14	The Human Potential	127
15	Climate and Culture	135
16	The Beginnings of Agriculture	149
17	Renewable Resources	159
18	The Pastoral Scene	169
19	The Impact of Iron	181

PART 4 AFRICAN CIVILIZATIONS

20	The Nile	193
21	The Perilous of the Erythraean Sea	201
22	Aksum	205
23	Cities without Citadels	223
24	Disease and Affliction	239
25	Successful Harvests	249
26	The Implications of Trade	263
27	Outposts and Inroads	281
28	Mette Africa	289
29	Bananas and Cattle	299
30	Cattle and Gold	311

PART 5 FOREIGN INFLUENCES

31	"I Speak of Africa and Golden Joys"	325
32	Portuguese Initiatives	337
33	In Search of Prester John	349
34	Harnessed to Europe	361
35	Nothing Else to Sell	369
36	The Atlantic Slave Trade	377
37	African Slave Traders	391

38	Africa Transformed	405
39	The Aftermath	419
40	The Climatic Context	435

PART 6 SETTLERS

41	Settlers	449
42	Black and White Frontiers	463
43	Zulu Myths and Reality	475
44	The Afrikaners	487
45	Diamonds and Gold	499

PART 7 THE SCRAMBLE

46	An Imperial Ambition	525
47	An African King	551
48	Drawing the Line	569
49	Resistance	579
50	Rebellion	593
51	The Invention of Africa	609

PART 8 THE FIRST DANCE OF FREEDOM

52	The Emergent Elite	625
53	Spoils of War	637
54	First Dance of Freedom	649
55	Dreams and Nightmares	663

Appendix:

A. Some Metric Equivalents	683
B. Maps and Chart	685

Notes


	695
--	-----

Bibliography

	745
--	-----

Index

	785
--	-----



FORGOTTEN AFRICA
An introduction to
its archaeology

Graham Connah

Forgotten Africa introduces the general reader and beginning student to Africa's past, emphasizing those aspects only known or best known from archaeological and related evidence. It covers four million years of history across the continent, examining important aspects of Africa's momentous human story. The author is concerned to raise public awareness, both inside and outside Africa, of this frequently overlooked and often forgotten subject.

The 29 brief chapters look at human origins, the material culture of hunter gatherers, the beginnings of African farming, the development of metallurgy, the emergence of distinctive artistic traditions, the growth of cities and states, the expansion of trading networks and the impact of European and other external contacts. The result is a fascinating and important story told in a straightforward and readable manner.

Graham Connah is currently a Visiting Fellow at the Australian National University, Canberra. He is the author of *Three Thousand Years in Africa*, *African Civilisations*, and the editor of *Transformations in Africa*. Graham Connah was awarded the Order of Australia in 2000.

Cover picture: Carved stone in the Cross River area, eastern Nigeria. Height 84cm. Reproduced by permission of the National Commission for Museums and Monuments, Nigeria.

Archaeology / African Studies / World History

Routledge
Taylor & Francis Group

2 Park Square, Milton Park, Abingdon, Oxon, OX14 4RN
29 West 35th Street, New York, NY 10001
www.routledge.com
Printed in Great Britain

ISBN: 0-415-30591-8



9 780415 305914

First published 2004
by Routledge
2 Park Square, Milton Park, Abingdon, Oxfordshire OX14 4RN

Simultaneously published in the USA and Canada
by Routledge
29 West 35th Street, New York, NY 10001

Routledge is an imprint of the Taylor & Francis Group

© 2004 Graham Connah

Typeset in Garamond by Wearset Ltd, Boldon, Tyne and Wear
Printed and bound in Great Britain by Antony Rowe Ltd,
Chippenham, Wiltshire

All rights reserved. No part of this book may be reprinted or reproduced or utilized in any form or by any electronic, mechanical, or other means, now known or hereafter invented, including photocopying and recording, or in any information storage or retrieval system, without permission in writing from the publishers.

British Library Cataloguing in Publication Data
A catalogue record for this book is available from the British Library

Library of Congress Cataloging in Publication Data
Connah, Graham.

Forgotten Africa : an introduction to its archaeology / Graham
Connah.

p. cm.

Includes bibliographical references and index.
1. Africa--Antiquities. 2. Excavations (Archaeology)--Africa. I. Title.

DT13.C66 2004

960'.1--dc22

2004002073

ISBN 0-415-30590-X (hbk)

ISBN 0-415-30591-8 (pbk)

ISBN 0-203-51180-8 (ebook)

CONTENTS

<i>List of illustrations</i>	ix
<i>Preface and acknowledgements</i>	xii
1 Africa: the birthplace of humanity	1
2 Stone tools and adaptation: the origins of the genus <i>Homo</i>	7
3 Africa's gift to the world: the earliest <i>Homo sapiens</i>	13
4 Living off the land: later hunter-gatherers in Africa	20
5 Putting ideas on stone: the rock art of southern Africa	27
6 Pictures from a lost world: the rock art of the Sahara	34
7 Producing food: early developments in North and West Africa	39
8 Producing food: adaptation in North-East and East Africa	45
9 The power of metal: the origins of African iron-working	51
10 Ancient Egypt: 3000 years of achievement	57
11 Nubia: a meeting place of different people	64
12 Aksum: a trading metropolis on the Ethiopian Plateau	69
13 Church and state: survival in Ethiopia	76

CONTENTS

14 Opportunity and constraint: the Lake Chad story	82	
15 Facing the Mediterranean: Carthaginian, Greek and Roman North Africa	88	
16 Qsar es-Seghir: front door to Europe, front door to Africa	94	
— 17 Jenné-jeno: an early city on the Middle Niger	101	
↪ 18 Voyages in the Sahara: the desert trade with West Africa	107	
↪ 19 Igbo-Ukwu: a challenge from the past	112	1 Maḡ
↪ 20 Ancestral faces: ancient sculpture in Nigeria	118	2 Maḡ
↪ 21 Benin City: from forest power to world fame	125	3 An :
		4 Stor
		5 Olo
		6 Maḡ
		hun
22 Pots and people: early farmers south of the Equator	131	7 An
		8 Stor
23 The testimony of the dead: life in the Upemba Depression	137	9 Ho
		10 Thr
24 'One beautiful garden': production and power amongst the Great Lakes	145	11 Bur
		12 Maḡ
		Sah:
↪ 25 Facing two worlds: the trading settlements of the East African coast	151	13 Pair
		14 Pair
		15 Eng
↪ 26 Projecting power: Great Zimbabwe and related sites	157	16 Eng
		17 Maḡ
		18 Mo
27 Deserted settlements with a story: later farmers in southern Africa	163	19 Pair
		20 Tw
		21 Blo
28 Outsiders on the inside: the impact of European expansion	169	22 Ma
		23 Ma
		24 Tw
29 Remembering Africa's past	176	25 Mic
		oxe
		26 Eng
<i>Further reading</i>	180	Eg
<i>Index</i>	186	27 Ru
		28 Ma



CLASSICS IN CONTEXT

THINGS
FALL APART
by
CHINUA ACHEBE

EXPANDED EDITION
WITH NOTES

African Writers Series

CLASSICS IN CONTEXT

The Classics in Context series takes some of the best-known novels from the African Writers Series and places them in their social, historical and literary context to enhance readers' understanding and enjoyment of African literature.

"Things Fall Apart has become the most famous novel written in English by an African."

(Donald Herdeck in *African Authors*)

Chinua Achebe's first novel portrays the collision of African and European cultures in people's lives. Okonkwo, a great man in Igbo traditional society, cannot adapt to the profound changes brought about by British colonial rule. Yet, as in classic tragedy, Okonkwo's downfall results from his own character as well as from external forces.

"Achebe is the man who invented African literature because he was able to show... that the future of African writing did not lie in simple imitation of European forms but in the fusion of such forms with oral traditions."
(From Simon Gikandi's introductory essay to this edition).

This expanded edition includes essays, maps, illustrations, and reference material.

LITERATURE / AFRICAN STUDIES

US \$13.95



ISBN 0-435-90525-2



9 780435 905255 >

Heinemann Educational Publishers
Halley Court, Jordan Hill, Oxford OX2 8EJ
A Division of Reed Educational & Professional Publishing Ltd

Heinemann: A Division of Reed Publishing (USA) Inc.
361 Hanover Street, Portsmouth, NH 03801-3912, USA
Heinemann Educational Books (Nigeria) Ltd
PMB 5205, Ibadan

Heinemann Educational Botswana (Publishers) (Pty) Ltd
PO Box 10103, Village Post Office, Gaborone, Botswana

FLORENCE PRAGUE MADRID ATHENS
MELBOURNE AUCKLAND KUALA LUMPUR TOKYO
SINGAPORE MEXICO CITY CHICAGO SAO PAULO
JOHANNESBURG KAMPALA NAIROBI

Things Fall Apart © Chinua Achebe 1958

First published by William Heinemann Ltd, 1958

First published in the *African Writers Series* 1962
Illustrations to *Things Fall Apart* by Uche Okeke

First published with Introduction and Notes 1996

Introduction © Simon Gikandi 1996

Introduction © Don C. Ohadike 1996

Selection and other Notes © Heinemann Educational Publishers 1996
Illustrations in the introduction by Priscilla Hinckley
Maps by John Gilkes

British Library Cataloguing in Publication Data

A catalogue record for this book is available from the British Library
Library of Congress Cataloguing-in-Publication data on
file at the Library of Congress

AFRICAN WRITERS SERIES and CARIBBEAN WRITERS SERIES and
their accompanying logos are trademarks in the United States of America of
Heinemann: A Division of Reed Publishing (USA)

Cover design by Touchpaper

Cover illustration by Paul Wearing

ISBN 0 435 905 252

Phototypeset by CentraCet Limited, Cambridge

Printed and bound in Great Britain by

Cox & Wyman Ltd, Reading, Berkshire

98 99 00 01 02 10 9 8 7 6 5

Contents

Preface v

Chinua Achebe: A Biographical Note vii

Chinua Achebe and the Invention of African Literature,
by Simon Gikandi ix

Igbo Culture and History, by Don Ohadike xix

Principal Characters in the Novel li

Glossary of Words and Phrases Used in the Text liii

Suggestions for Further Reading lvi

Things Fall Apart by Chinua Achebe 1