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

   Awareness Areas
   - 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 a multisection course?: □ No ☑ Yes; Is it governed by a common syllabus?

Stanlie James
Chair/Director (Print or Type) __________________________

Rev. 1/94, 4/95, 7/98, 4/00, 1/02, 10/08

New Course
Arizona State University Criteria Checklist for

SOCIAL AND BEHAVIORAL SCIENCES [SB]

Rationale and Objectives

The importance of the social and behavioral sciences is evident in both the increasing number of scientific inquiries into human behavior and the amount of attention paid to those inquiries. In both private and public sectors people rely on social scientific findings to assess the social consequences of large-scale economic, technological, scientific, and cultural changes.

Social scientists' observations about human behavior and their unique perspectives on human events make an important contribution to civic dialogue. Today, those insights are particularly crucial due to the growing economic and political interdependence among nations.

Courses proposed for General Studies designation in the Social and Behavioral Sciences area must demonstrate emphases on: (1) social scientific theories and principles, (2) the methods used to acquire knowledge about cultural or social events and processes, and (3) the impact of social scientific understanding on the world.
ASU--[SB] CRITERIA

A SOCIAL AND BEHAVIORAL SCIENCE [SB] course should meet all of the following criteria. If not, a rationale for exclusion should be provided.

<table>
<thead>
<tr>
<th>YES</th>
<th>NO</th>
<th>Identify Documentation Submitted</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>1. Course is designed to advance basic understanding and knowledge about human interaction.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. Course content emphasizes the study of social behavior such as that found in:</td>
</tr>
</tbody>
</table>
|     |    | • ANTHROPOLOGY  
• ECONOMICS  
• CULTURAL GEOGRAPHY  
• HISTORY | |
|     |    | 3. Course emphasizes:  
a. the distinct knowledge base of the social and behavioral sciences (e.g., sociological anthropological).  
**OR**  
b. the distinct methods of inquiry of the social and behavioral sciences (e.g., ethnography, historical analysis). | Syllabus |
|     |    | 4. Course illustrates use of social and behavioral science perspectives and data. | Syllabus |

THE FOLLOWING TYPES OF COURSES ARE EXCLUDED FROM THE [SB] AREA EVEN THOUGH THEY MIGHT GIVE SOME CONSIDERATION TO SOCIAL AND BEHAVIORAL SCIENCE CONCERNS:

- Courses with primarily fine arts, humanities, literary, or philosophical content.
- Courses with primarily natural or physical science content.
- Courses with predominantly applied orientation for professional skills or training purposes.
- Courses emphasizing primarily oral, quantitative, or written skills.
<table>
<thead>
<tr>
<th>Course Prefix</th>
<th>Number</th>
<th>Title</th>
<th>Designation</th>
</tr>
</thead>
<tbody>
<tr>
<td>AFH</td>
<td>300</td>
<td>Precolonial Africa</td>
<td></td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>Criteria (from checksheet)</th>
<th>How course meets spirit (contextualize specific examples in next column)</th>
<th>Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Course is designed to advance basic understanding and knowledge about human interaction.</td>
<td>The course 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.</td>
<td>Syllabus: Course Description and Course Topics</td>
</tr>
<tr>
<td>2. Course content emphasizes the study of social behavior such as found in anthropology, economics, cultural geography and history.</td>
<td>The course explore the continent ant 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 of Africa.</td>
<td>Syllabus: Course Description and Course Topics</td>
</tr>
<tr>
<td>3. Course Emphasizes the distinct methods of inquiry of the social and behavioral sciences.</td>
<td>Students will gain an appreciation of the variety of primary sources used for the study of Africa’s past and develop an ability to assess the relative utility of these sources.</td>
<td>Syllabus: Aims and Objectives (B)</td>
</tr>
<tr>
<td>4. Course illustrates use of social and behavioral science perspectives and data</td>
<td>Course focuses on acquiring a basic knowledge of the geography, ethnic groups, precolonial African political units, events and personalities within this period.</td>
<td>Syllabus: Aims and Objectives (C)</td>
</tr>
</tbody>
</table>
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:

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

Texts:

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 I
** Andah 1897, The Nature of African Oral Tradition, pp. 8-23
** Noss 1987, The Perception of history among the Gbay of Cameroon, pp. 24-36

II Africa Prehistory, Agricultural Revolution, Metal Working
Readings:
* Fyle, chapt II
* Connah, p.1-26, 39-50, 51-56

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
* 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
** 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
** 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:
- E. W. Bovill, The Golden Trade of the Moors, chapters 1, 2, and 3.
- N. Chittick, “The Coast before the Arrival of the Portuguese.”
- 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


Cover design by Chim-Yee Lai

Cover photograph by John Reader

www.vintagebooks.com
FORBIDDENAFRICA
ANINTRODUCTIONTO
ITSARCHAEOLOGY

GrahamConnah
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 54cm. Reproduced by permission of the National Commission for Museums and Monuments, Nigeria.

Archaeology / African Studies / World History
CONTENTS

List of illustrations
Preface and acknowledgements

1 Africa: the birthplace of humanity 1
2 Stone tools and adaptation: the origins of the genus Homo 7
3 Africa’s gift to the world: the earliest Homo sapiens 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
20 Ancestral faces: ancient sculpture in Nigeria 118
21 Benin City: from forest power to world fame 125
22 Pots and people: early farmers south of the Equator 131
23 The testimony of the dead: life in the Upemba Depression 137
24 ‘One beautiful garden’: production and power amongst the Great Lakes 145

25 Facing two worlds: the trading settlements of the East African coast 151

26 Projecting power: Great Zimbabwe and related sites 157
27 Deserted settlements with a story: later farmers in southern Africa 163
28 Outsiders on the inside: the impact of European expansion 169
29 Remembering Africa’s past 176

Further reading 180
Index 186

viii
THINGS FALL APART
by
CHINUA ACHEBE
EXPANDED EDITION
WITH NOTES
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
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