



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
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...
5. AREA(S) PROPOSED COURSE WILL SERVE. A single course may be proposed for more than one core or awareness area...

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...
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 multisection course?: No Yes; Is it governed by a common syllabus?

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

Stantie M. James
Chair/Director (Signature)

Arizona State University Criteria Checklist for

**HISTORICAL AWARENESS [H]**

**Rationale and Objectives**

The lack of historical awareness on the part of contemporary university graduates has led recent studies of higher education to call for the creation and development of historical consciousness in undergraduates now and in the future. From one perspective historical awareness is a valuable aid in the analysis of present-day problems because historical forces and traditions have created modern life and lie just beneath its surface. From a second perspective, the historical past is an indispensable source of national identity and of values which facilitate social harmony and cooperative effort. Along with this observation, it should be noted that historical study can produce intercultural understanding by tracing cultural differences to their origins in the past. A third perspective on the need for historical awareness is summed up in the aphorism that he who fails to learn from the past is doomed to repeat it. Teachers of today's students know well that those students do not usually approach questions of war and peace with any knowledge of historic concord, aggression, or cruelty, including even events so recent as Nazi and Stalinist terror.

The requirement of a course which is historical in method and content presumes that "history" designates a sequence of past events or a narrative whose intent or effect is to represent such a sequence. The requirement also presumes that these are human events and that history includes all that has been felt, thought, imagined, said, and done by human beings. The opportunities for nurturing historical consciousness are nearly unlimited. History is present in the languages, art, music, literatures, philosophy, religion, and the natural sciences, as well as in the social science traditionally called History.

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

<b>ASU--[H] CRITERIA</b>			
<b>THE HISTORICAL AWARENESS [H] COURSE MUST MEET THE FOLLOWING CRITERIA:</b>			
YES	NO		Identify Documentation Submitted
<input checked="" type="checkbox"/>	<input type="checkbox"/>	1. History is a major focus of the course.	Syllabus: Course Description AIM C
<input checked="" type="checkbox"/>	<input type="checkbox"/>	2. The course examines and explains human development as a sequence of events.	Syllabus: Course Topics
<input checked="" type="checkbox"/>	<input type="checkbox"/>	3. There is a disciplined systematic examination of human institutions as they change over time.	Syllabus: Course Topics
<input checked="" type="checkbox"/>	<input type="checkbox"/>	4. The course examines the relationship among events, ideas, and artifacts and the broad social, political and economic context.	Syllabus: Course Description
		<b>THE FOLLOWING ARE NOT ACCEPTABLE:</b>	
		• Courses in which there is only chronological organization.	
		• Courses which are exclusively the history of a field of study or of a field of artistic or professional endeavor.	
		• Courses whose subject areas merely occurred in the past.	

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 checklist)	How course meets spirit (contextualize specific examples in next column)	Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)
1. History is a major focus of the course.	This is a foundation course in the study of contemporary Africa, providing an introduction to the continent's pre-colonial history, particularly before 1900. Course aim is to acquire a basic knowledge of the geography, ethnic groups, and precolonial African political units, events, and personalities within this period.	Course description and AIM C
2. The course examines and explains human development as a sequence of events.  3. There is a disciplined systematic examination of human institutions as they change over time.	The sequential human development and systematic examination of the change of human institutions stem from course topics such as: Introduction to the continent. Africa Prehistory. Africa origins of humankind. Agricultural revolution. Early complex societies in N. Africa. Early Societies in Central and Southern Africa. East Africa societies. Europeans in Africa, Culture contact, Atlantic Trade.	Course topics.

<p>4. The course examines the relationship among events, ideas, and artifacts and the broad social, political and economic</p>	<p>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 reform, religion, art, technology, women's roles, Arabs, European contact, slave trade and slavery, and the impact of early contact on African culture.</p>	<p>Course description</p>
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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](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.

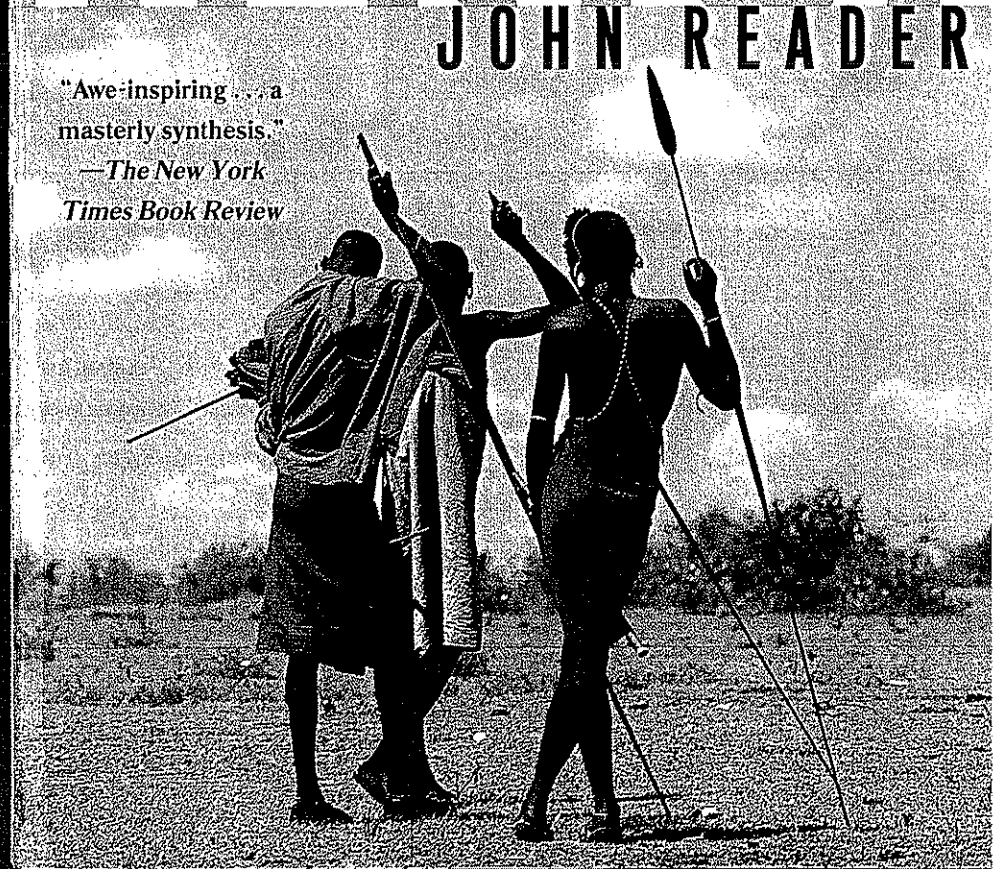
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**JOHN READER**

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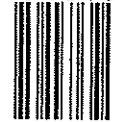
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COVER DESIGN BY CHIN-YEE LAI  
COVER PHOTOGRAPH BY JOHN READER

[www.vintagebooks.com](http://www.vintagebooks.com)

FIRST VINTAGE BOOKS EDITION, SEPTEMBER 1999

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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 (hlc)

I. 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

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**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 85th Street, New York, NY 10024  
www.routledge.com  
Printed in Great Britain

ISBN: 0-415-20650-8



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

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*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*

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)

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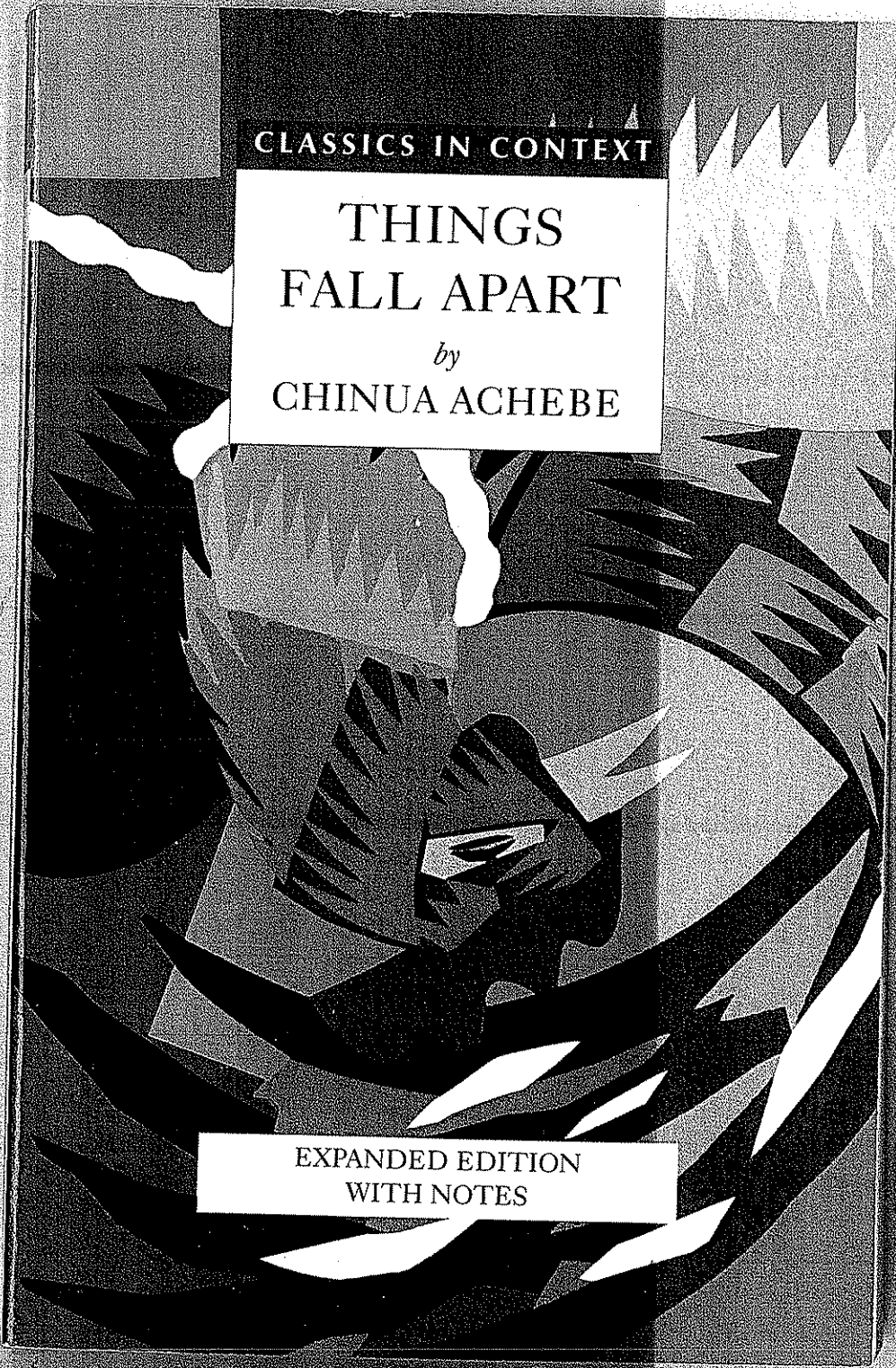


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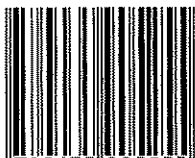
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Halley Court, Jordan Hill, Oxford OX2 8EJ  
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*Things Fall Apart* © Chinua Achebe 1958

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 Hineckley

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

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