

**PALOMAR COLLEGE**  
**COURSE OUTLINE OF RECORD FOR**  
**DEGREE CREDIT COURSE**

Transfer Course     A.A. Degree applicable course  
(check all that apply)

**COURSE NUMBER AND TITLE:**        Hist 109 History of Africa

**UNIT VALUE:**            3

**MINIMUM NUMBER OF SEMESTER HOURS:**        48

**BASIC SKILLS REQUIREMENTS:**        Appropriate language skills

**ENTRANCE REQUIREMENTS**            None

**PREREQUISITE:**                        None

**COREQUISITE:**                        None

**RECOMMENDED PREPARATION:**        None

**SCOPE OF COURSE:**        The study of political, economic, social, and cultural development of the African peoples

**SPECIFIC COURSE OBJECTIVES:**        The successful student will:

1. Explain the origins of ancient African civilizations.
2. Trace the growth factors of the kingdoms of the Old Sudan.
3. Deduce valid conclusions regarding the influences of the traders of the Indian Ocean.
4. Compare and contrast the encounters with Europeans, analyze the slave trade and its consequences.
5. Evaluate the consequences of conquest and colonial rule.
6. Compare and contrast the forerunners of the modern independence movements.
7. Evaluate the growth of nationalism.
8. Analyze the crisis in the Belgian Congo.
9. Explain the rise of nationalism, apartheid and independence in South Africa.
10. Pose problems regarding the future of Africa.

**CONTENT IN TERMS OF SPECIFIC BODY OF KNOWLEDGE:**

- I        The Peopling of Ancient Africa
  - A.        Migratory patterns
  - B.        The Saharan Barrier

- C. Egypt; Libya
  - D. Kush and Meroe
  - E. From Kush to Carthage
  - F. Axum
- II Kingdoms of the Old Sudan
- A. Early West Africa: discoveries at Nok
  - B. Ghana
  - C. Mali
  - D. Songhai
  - E. Kanem
  - F. Benin
- III Traders of the Indian Ocean
- A. Ethiopia; Somaliland
  - B. China and Africa
  - C. Kilwa
  - D. Zimbabwe
- IV New Encounters
- A. Explorers
  - B. Early Pan-Africanists
  - C. Exchange of ideas between Caribbean, North America and Africa
    - 1. James Africanus Horton
    - 2. Dr. Edward Blyden
    - 3. Paul Cuffee, et al
  - D. West Africa and early European contacts
  - E. Legitimate trade; the rise of the African middleman
  - F. Slave trade and its legacy
- V. Conquest
- A. Conditions of the African continent in the nineteenth century
    - 1. Missionaries
    - 2. Trade
    - 3. Military
  - B. King Leopold's Congo
  - C. Division of the African continent
    - 1. Berlin Conference 1884-1885
    - 2. The players
- VI Colonial Rule
- A. British "Indirect Rule"
  - B. French "Assimilation"
  - C. Portuguese and Belgian Rule
  - D. A comparison between Settler Colonies and Non-Settler Colonies
- VII Forerunners of Modern Independence Movement
- A. Africans in World War I
  - B. The rise of Nationalism in the 1930s in Africa
  - C. Africans in World War II
  - D. The Atlantic Charter and its significance

E. The 6th Pan-African Congress in Manchester, 1945

VIII The Growth of Nationalism after World War II

A. British Colonies: West Africa

1. From the Gold Coast to Ghana
  - a. Kwame Nkrumah and his policy of non alignment
  - b. Military coup
  - c. Jerry Rawlins' factor
2. Nigeria
  - a. Legacy of Indirect Rule
  - b. Tragedy of Biafra
  - c. Military Rule

B. British Colonies: East Africa

1. Kenya
  - a. Early nationalists
  - b. 1952 State of Emergency and "Mau-Mau"
  - c. Independence
2. From Rhodesia to Zimbabwe
  - a. Ian Smith and the unilateral declaration of independence
  - b. Joshua Nkomo vs Robert Mugable
  - c. Women's Resistance movements
  - d. Robert Mugable's policies

C. North Africa:

1. Algeria
2. Egypt
  - a. King Farouk
  - b. Col. Nasser and the Suez crisis

D. Portuguese Colonies

1. Guinea-Bissau
2. Mozambique
3. Angola

IX The Crisis in the Belgian Congo

- A. Patrice Lumumba
- B. Joseph Kasavubu
- C. Col. Joseph Mobutu

X South Africa

- A. Rise of Afrikaner nationalism
- B. Rise of African nationalism
- C. Union of South Africa 1910
- D. The African National Congress
- E. Dr. Malan's "Purified Party"
- F. Apartheid laws
- G. Nelson Mandela and Robert Sobukwe
- H. Rise of Anti-Apartheid parties in the townships
- I. Steve Biko and S. A. S. O.
- J. Independence

IX Which way Africa's future?

**REQUIRED READING:**

July, Robert W. *A History of the African People*. 4th ed. Prospect Heights, Illinois: Waveland Press, Inc., 1992.

**SUGGESTED READING:**

Daggs, Elisa. *All Africa*. New York: Hastings House Publishers, 1970.

Fage, J. D. *A History of Africa*. New York: Alfred A. Knopf, 1978.

Fitzgerald, Walter. *Africa*. London: Methuen and Company Ltd., 1968.

Illiffe, John. *Africans*. New York: Cambridge University Press. 1855.

Martin, Phyllis M. and Patrick Meara, (eds). *Africa*. 2nd edition. Bloomington: Indiana University Press, 1986.

Mathabane, Mark *African Women Three Generations*. New York: Harper Collins Publishers, 1994.

Meredith, Martin. *The First Dance of Freedom*. New York: Harper and Row, Publishers, 1984.

Mounfield, David. *A History of African Exploration*. Northbrook, Illinois: Domus Books, 1976.

Prunier, Gerald. *The Rwands Crises*. New York: Columbia University Press, 1995.

Soyinka, Wole. *The Open Sore of a Continent*. New York: Oxford University Press, 1996.

Wekesser, Carol (ed.). *Africa Opposing Viewpoints*. San Diego: Greenhaven Press, Inc., 1992.

**REQUIRED WRITING:**

An analytical book review of from three to five pages and a research paper from five to seven pages will be written by each student. Study sheets, essays, examinations, and written quizzes may be used.

**OUTSIDE ASSIGNMENTS:**

**Students are expected to spend a minimum of three hours per unit per week in class and on outside assignments, prorated for short-term classes.** Students will spend a minimum of six hours per week reading the required texts and well as researching and drafting the required analytical book review.

**INSTRUCTIONAL METHODOLOGY:**

**Check all that apply:**

- lecture
- laboratory
- lecture-laboratory combination
- directed study

**DISTANCE LEARNING:**

**This course may be offered as a distance learning course and meets Title 5 regulations 55370, 55372, 55374, 55376, 55378, and 55380.**

Yes  No

**If yes, check all that apply:**

- Television Course (Video one-way, e.g. ITV, video cassette, etc.)
- Online Course (Text one-way, e.g. newspaper, correspondence, electronic file, etc.)
- Two-Way Video Conferencing (Two-way interactive video and audio)

- \_\_\_\_\_ One-Way Video Conferencing (One-way interactive video and two-way interactive audio)
- \_\_\_\_\_ Computer Assisted Instruction (A specialized form of mediated instruction relying primarily on student access to information and prepared lessons or teaching materials through a computer terminal, but not under immediate supervision of a qualified instructor.)

**GRADING POLICY AND STANDARDS** (include methods of determining whether the stated objectives have been met by students): Students receive grades which reflect their personal contributions to class, their abilities to analyze the assigned readings, their writing skills, and their presentations. The course grade received will be based on a point system:

2 papers	100 points each (200)
Mid-Term	100 points
Presentation	50 points
Map Quiz	50 points
Final:	100 points
 TOTAL	 500 points possible

**IS COURSE REPEATABLE FOR REASON(S) OTHER THAN DEFICIENT GRADE?**

Yes \_\_\_\_\_ No  X  Number of times course may be taken for credit: \_\_\_\_\_

If yes, identify specific provision of Title 5 Division 2 section(s), 55761-55763 and 58161 which qualifies course as repeatable:

**CONTACT PERSON:** Maryann Drinan

**SIGNATURES ON FILE**