## COURSE SYLLABUS

<table>
<thead>
<tr>
<th>Course Number:</th>
<th>Course Title: History of Africa to 1600</th>
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<tbody>
<tr>
<td>Prerequisite(s):</td>
<td>Course Credit: 3</td>
</tr>
<tr>
<td>College: Arts &amp; Sciences</td>
<td>Course Hours: 3</td>
</tr>
</tbody>
</table>

### Supplies:
- Faculty Name: David H. Jackson, Jr., Ph.D.
- Term and Year: Fall 2008
- Place and Time: Tues & Thurs. 2:00 – 3:15
- Office Location: 411 Tucker Hall
- Telephone: 850-599-3447
- e-mail: david.jackson@famu.edu

### Office Hours

<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday 1:00-2:00 3:30 5:30</th>
<th>Wednesday 1:00-5:00</th>
<th>Thursday 1:00-2:00 3:30 5:30</th>
<th>Friday</th>
<th>Saturday</th>
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### Course Description

This course will examine the history of Africa from the origin of mankind to A.D. 1600 (or as close as we can get to it) with an emphasis on indigenous African contributions to civilization. Because this course covers such a vast amount of time, everything on the subject cannot be covered; thus, we will approach the subject both topically and chronologically.

The African experience from the origin of man to A.D. 1600 provides students with an opportunity to analyze and review numerous historical interests, concerns, and problems that have confronted Africans from the earliest verifiable time to around A.D. 1600. This course will also analyze how Africa has profoundly affected the nature and development of world history and culture.

### Course Purpose

The aim of this course is not to give a romanticized view of Africa and Africans, but to present a factual depiction of their attributes, contributions, problems and challenges. Moreover, this course seeks to rescue and reconstruct the “true” history of Africa, which has long been distorted by many Western historians. No one studying world history can truly have an appreciation of the subject without understanding the roles that Africa and Africans have played in it. Thus, this course will approach the African experience as being central to the understanding of world history. In other words, it will focus on African people in world history.

### Conceptual Framework

The Conceptual Framework in the Professional Education Unit (PEU) at Florida A&M University is an integrated approach to providing educational experiences that result in exemplary professional educators. The Framework is comprised of six themes with the mission of developing high quality classroom teachers, administrators and support personnel. The term “exemplary” refers to the
kind of graduates the PEU strives to produce. The figure below provides a diagram of the Exemplary Professional Conceptual Framework

**DIVERSITY**

- **CF 1**
  - Through this focal area, the FAMU professional education candidate will:

  | CF: | 1.1 (K) | Understand diverse backgrounds of individuals. | F: 5 | I: 3 |
  | CF: | 1.2 (S,D) | Acquire the skills & dispositions to understand & support diverse student learning. | F: 5, 8 | I: 3, 8 |
  | CF: | 1.3 (S,D) | Accepts and fosters diversity. | F: 5 | I: 3, 8 |
  | CF: | 1.4 (S) | Practice strategies such as: acceptance, tolerance, mediation & resolution. | F: 5 | I: 3 |
  | CF: | 1.5 (K, S) | Establish a comfortable environment in which all students can learn. | F: 5 | I: 5 |

**TECHNOLOGY**

- **CF 2**
  - Through this focal area, the FAMU professional education candidate will:

  | CF: | 2.1 (S) | Use of available technology and software to support student learning. | F: 4 | I: 6 |
  | CF: | 2.4 (K) | Understands fundamental concepts in technology. | F: 2 | I: 6 |
  | CF: | 2.5 (S) | Use fundamental concepts in technology | F: 2 | I: 6 |
VALUES

- **CF3**
  - Through this focal area, the FAMU professional education candidate will:

<table>
<thead>
<tr>
<th>CF: 3.4(D)</th>
<th>Be committed to individual excellence.</th>
<th>F: 4, 8</th>
<th>I: 5, 9</th>
</tr>
</thead>
<tbody>
<tr>
<td>CF: 3.5(D)</td>
<td>Recognize the importance of peer relationships in establishing a climate for learning.</td>
<td>F: 2, 5</td>
<td>I: 5, 6</td>
</tr>
</tbody>
</table>

CRITICAL THINKING

- **CF4**
  - Through this focal area, the FAMU professional education candidate will:

<table>
<thead>
<tr>
<th>CF: 4.1 (K)</th>
<th>Understand a variety of instructional/professional strategies to encourage students development of critical thinking and performance.</th>
<th>F: 4</th>
<th>I: 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>CF: 4.2 (S)</td>
<td>Use a variety of instructional/professional strategies to encourage students’ development of critical thinking and performance.</td>
<td>F: 2, 4</td>
<td>I: 4</td>
</tr>
<tr>
<td>CF: 4.3 (D)</td>
<td>Values critical thinking and self-directed learning as habits of mind.</td>
<td>F: 4</td>
<td>I: 1, 4</td>
</tr>
<tr>
<td>CF: 4.5 (S)</td>
<td>Demonstrate the use of higher order thinking skills.</td>
<td>F: 8</td>
<td>I: 4</td>
</tr>
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PROFESSIONALISM

- **CF 5**
  - Through this focal area, the FAMU professional education candidate will:

<table>
<thead>
<tr>
<th>CF: 5.1 (K)</th>
<th>Knows the content</th>
<th>F: 8</th>
<th>I: 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>CF: 5.2 (S)</td>
<td>Use the appropriate pedagogy to provide all students with the opportunity to learn.</td>
<td>F: 4, 8</td>
<td>I: 4, 7</td>
</tr>
<tr>
<td>CF: 5.3 (D)</td>
<td>Demonstrate commitment to professional growth &amp; development.</td>
<td>F: 5</td>
<td>I: 9</td>
</tr>
<tr>
<td>CF: 5.5 (S)</td>
<td>Construct learning opportunities that support student development &amp; acquisition of knowledge &amp; motivation.</td>
<td>F: 1, 8</td>
<td>I: 5</td>
</tr>
<tr>
<td>CF: 5.6 (S)</td>
<td>Display effective verbal &amp; non-verbal communication techniques to foster valuable interaction in the classroom.</td>
<td>F: 2</td>
<td>I: 6</td>
</tr>
<tr>
<td>CF: 5.7 (S,D)</td>
<td>Display appropriate code of conduct including dress, language, and respective behavior.</td>
<td>F: 2</td>
<td>I: 6, 9</td>
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**Overall Goals of the Course**

The students will develop:

1. The ability to master facts, concepts, and generalizations about the African experience from the origin of mankind to around A.D. 1600.
2. The ability to enhance their problem-solving and critical-thinking skills.

3. The ability to write book reviews.

4. A positive attitude towards the successes and failures, as well as the contributions made by Africans from the origin of mankind to around A.D. 1600.

5. An understanding of information related to the following topics: stereotypes about African people throughout history; Africa as the birthplace of mankind; Southern origins of Egyptian civilization; Egyptian dynastic civilization; Nile Valley civilizations outside of Egypt; the city of Carthage and Africa Romana, the rise of Christianity in Africa; the rise of Islam in Africa; the African influence on Europe; introduction to West African empires.

**Specific Behavioral Objectives**

The students will:

1. Analyze the major stages in hominid development. (FASAC-2.1, SSS-1.6 and NCSS A-2)
2. Discuss the arguments for the southern origin of Egyptian civilization. (FASAC-2.2, 2.3, SSS-1.3, 1.5 and NCSS A-3)
3. Compare and contrast the multi-regional theory and the “out of Africa” theory. (FASAC 2.1, SSS-1.7 and NCSS A-3)
4. Discuss the major developments in Old Kingdom Egypt and their significance. (FASAC-2.3, SSS-1.7 and NCSS A-5)
5. Examine the significance of the reign of Akhenaton in terms of religious thought. (FASAC-2.4, SSS-1.6 and NCSS A-2, A-5)
6. Compare and contrast the economic advantages of Meroe with the economic advantages of Axum. (SSS-1.7, FASAC-2.3, 2.5 and NCSS A-7)
7. Explain the major contributions of the Moors to Europe via Spain. (FASAC-2.6, SSS-1.6 and NCSS A-5)
8. Analyze the positives and negatives of how Islam affected Africans politically, economically, and socially. (FASAC-2.4, SSS-1.6 and NCSS A-5)
9. Discuss the origin of the Ethiopian Jews. (FASAC-2.3, 2.11, SSS-1.7 and NCSS A-1, A-5)
10. Explain some of the early problems encountered by Mohammed when he was starting his new religion - Islam. FASAC-2.4, 2.5, SSS-1.6 and NCSS A-5)

**National, State, and PEU Standards Addressed in the Course**

**Interstate New Teacher Assessment and Support Consortium (INTASC) Standards**

**Standard 1: Subject Matter**
The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.

**Standard 3: Diverse Learners**
The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to learners from diverse cultural backgrounds and with exceptionalities.

**Standard 4: Instructional Strategies**
The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.

**Standard 5: Learning Environment**
The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

**Standard 6: Communication**
The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

**Standard 7: Planning Instruction**
The teacher plans and manages instruction based upon knowledge of subject matter, students, the community, and curriculum goals.
Standard 8: Assessment
The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of the learner.

Standard 9: Reflection and Professional Development
The teacher is a reflective practitioner who continually evaluates the effects of her/his choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.

Florida Educator Accomplished Practices (FEAPs)

1. **ASSESSMENT**
   1.1 The preprofessional teacher collects and uses data gathered from a variety of sources. These sources include both traditional and alternate assessment strategies. Furthermore, the teacher can identify and match the students’ instructional plans with their cognitive, social, linguistic, cultural, emotional, and physical needs.

2. **COMMUNICATION**
   2.1 The preprofessional teacher recognizes the need for effective communication in the classroom and is in the process of acquiring techniques which she/he will use in the classroom.

4. **CRITICAL THINKING**
   4.1 The preprofessional teacher is acquiring performance assessment techniques and strategies that measure higher order thinking skills in students and is building a repertoire of realistic projects and problem-solving activities designed to assist all students in demonstrating their ability to think creatively.

5. **DIVERSITY**
   5.1 The preprofessional teacher establishes a comfortable environment which accepts and fosters diversity. The teacher must demonstrate knowledge and awareness of varied cultures and linguistic backgrounds. The teacher creates a climate of openness, inquiry, and support by practicing strategies such as acceptance, tolerance, resolution, and mediation.

8. **KNOWLEDGE OF SUBJECT MATTER**
   8.1 The preprofessional teacher has a basic understanding of the subject field and is beginning to understand that the subject is linked to other disciplines and can be applied to real-world integrated settings. The teacher’s repertoire of teaching skills includes a variety of means to assist student acquisition of new knowledge and skills using that knowledge.

Florida Teacher Certification Examination (FTCE) Subject Area Examination (SAE) Competencies and Skills

1. **Knowledge of Geography**
   3. Identify physical and cultural features (e.g., communities, language, political and economic institutions).
   4. Analyze and interpret geographic information from maps, charts, and graphs.

2. **Knowledge of Economics**
   3. Analyze the role of supply and demand in coordinating consumption, production, and distribution in a market system.

4. **Knowledge of World History**
   1. Compare prehistoric cultures and early civilizations (e.g., Mesopotamia, Egypt, Indus Valley, China).
   2. Compare ancient civilizations (e.g., Greek, Roman) and their impact on Western civilization.
   3. Identify the cultural, political, and economic development of African, Asian, and Mesoamerican societies.
   4. Differentiate between the Middle Ages, Renaissance, and Reformation periods.
   5. Identify the major contributions of Western and non-Western civilizations during the Middle Ages, Renaissance, and Reformation periods.
   6. Identify the significant scientific and social changes from the Age of Reason through the Age of Enlightenment.
   7. Identify the causes, events, consequences, and significant, individuals associated with the Age of Exploration and global civilization.
   8. Evaluate the causes, events, consequences, and significant individuals associated with the development of the nation-state.
14. Identify major world religions and ideologies and their impact on world events.

5. Knowledge of American History

1. Analyze the direct relationship of the Age of Exploration on the colonization of the Americas, including its impact on African, Asian, European, and Native American peoples.

6. Knowledge of Social Science and its methodology

6. Evaluate and interpret examples of primary source documents to show historical perspective.

Topical Outline

Stereotypes about African people throughout history

a. Myths about African people and their history
b. Why African History?
c. Why the conflict over African history?
d. The relationship of African history to World history

Africa as the birthplace of humankind

a. Africa and the origin of man
b. The survival achievements of early man in Africa
c. Early migrations of men and societies within Africa
d. The beginning of organized societies in Africa
e. The early African begins to master his environment
f. Early migrations outside Africa and the development of Races
g. Geography of Africa

Southern origins of Kemetic civilization

a. Arguments for the Southern origins of Kemetic (Egyptian) civilization
b. The Africaness of Kemet
c. Western scholarship and the attempt to take Egypt out of Africa

Kemetic dynastic civilization: Part I

a. Background on Kemet
b. A chronology of Egypt’s Pharaonic civilization
c. Important leaders of Pharaonic Egypt

Kemetic dynastic civilization: Part II

a. Gifts of Kemet
b. Cultural contributions of Ancient Kemetians
c. Scientific contributions of Ancient Kemetians

FIRST EXAMINATION ADMINISTERED

Nile Valley civilizations outside of Kemet

a. African civilizations outside of Kemet
b. The Nubian kingdoms of Kush and Meroe’
c. Axum: another gem of Africa
The city of Carthage and Africa Romana

a. On the history of Kart Hadas
b. On the history of Roman Africa

The rise of Christianity in Africa

a. Africa and the rise of Christianity
b. An historical examination of the early Christian church
c. The African personality in the making of Christianity
d. The politics and dogma of the early Christian church

The rise of Islam in Africa

a. Africa and the rise of Islam: Part I
b. Roman mis-rule and the corruption of Christianity as the basis for the rise of Islam
c. The African personality in the making of Islam

The African influence on Europe

a. Africa and the rise of Islam: Part II
b. The conquest of North Africa and Spain
c. Cultural Contributions of the Moors

Introduction to West African empires

a. Overview of ancient Ghana
b. Overview of ancient Mali
c. Overview of ancient Songhay

SECOND EXAMINATION ADMINISTERED

Teaching Methods

Lecture/Discussion Approach
Inquiry/Problem Solving Approach

Course Evaluation

Grading

1. First Examination 33.3%
2. Second Examination 33.3%
3. Three Book Reviews (11.1% each) 33.3%
Total Percentage of Grade 100.0%

A = 100 – 90
B = 89 – 80
C = 79 – 70
D = 69 – 60
F = 59 - 0

Requirements for Writing Book Review
A book critique does not necessarily mean writing a negative reaction to a reading. But it does mean a reaction to a reading. But it does mean a reaction, favorable or unfavorable. Do not just read passively, soaking up and storing away information, but be questioning and skeptical of the material that is presented. Consider the guidelines and questions below when writing book critiques. (Please note that you do not have to follow the order of the model below.)

Include a concise identification of the author, containing relevant and significant information about his background and training. Indicate any special information about him that makes him especially well qualified or unqualified to write about his subject or that may explain his bias in the treatment of the subject.

State as clearly as possible (but without oversimplifying) what the author sought to accomplish. The preface or introduction is the best place to look for an answer.

Summarize the major points of the book. What is the thesis or central theme of the book? What basic period(s), topics, movements or personalities of history does the author recreate and illustrate? What do you consider to be the book’s highlights?

Discuss the terms of the authors writing style, organization, and factual evidence he or she uses to base their interpretations. Does the author vividly bring the past to life again for you as a student of history?

Relate the contents of the reading to the broader context of the course. Note where the author supports or conflicts with the information and conclusions presented in other course material (this includes the lectures), or even in other courses or readings you have done.

Give your summary reaction to the book. In dealing with some of the points above, you obviously will be reflecting your reactions, but here you need to integrate your ideas. But try to go beyond “I liked it,” “It was interesting,” or “It failed to prove its point.” Make more perceptive and substantive comments that indicate how the reading enlarged your awareness and understanding of the historical matter being discussed.

Course Policies

STUDENTS with DISABILITIES:
Students with disabilities covered by the Americans with Disabilities Act should follow these steps: (1) Provide documentation of their disability to the FAMU student disability resource center. (2) The first week of class, bring a statement from the FAMU student disability resource center to your instructor indicating that you have registered with FAMU student disability services. The statement should indicate the disability and the special accommodations that will be required.

ACADEMIC HONESTY:
It is your responsibility to know the university’s policy on Academic/Intellectual honesty (Section 6C3-2.012(10)(s) of the FAMU Student Handbook). “Plagiarism is defined as the use of intellectual material produced by another person without acknowledging its source. This includes, but is not limited to: (a.) Copying from the writings or works of others into one's academic assignment without attribution, or submitting such work as if it were one's own. (b.) Using the views, opinions, or insights of another without acknowledgment. (c.) Paraphrasing the characteristic or original phraseology, metaphor, or other literary device of another without proper attribution.”

Source: http://www.lib.berkeley.edu/instruct/guides/citations.html

Warning!:
All cases of dishonesty on exams and/or plagiarism on written assignments will result in an ‘F’ for the course and possible dismissal or suspension from the university. The university academic honor code regarding all forms of academic misconduct will be enforced and punished by the severest penalties allowable. Students are responsible for reading the Academic Honor Policy and for living up to their pledge to “be honest and truthful and…strive for personal and institutional integrity while at Florida A&M University.”

Students taking classes in the Department of History here at FAMU are expected to abide by the Honor Code and its standards of academic honesty. One of the most important issues that history majors must deal with is plagiarism. There should be some discussion of plagiarism in every history class you take at FAMU. For a fuller discussion of this topic, see the very useful website put together by the American Historical Association: http://www.historians.org/pubs/free/professionalstandards.cfm#Plagiarism

READING:
Reading is the most fundamental educational activity one can engage in while in college. It is strongly recommended that you do the readings for this class BEFORE the corresponding lectures/class period. The readings are the basic source of information for this
class. The purpose of lectures is to comment on the readings, to highlight important themes and facts, and to enable students to ask questions and make comments.

**COMMENTS, CRITICISMS, and COURTESY:**
Many aspects of African American history are controversial. Debate, discussion, disagreement, and freedom of thought are essential to education and to any ‘free’ society. Opinions, comments, questions, and constructive criticisms are welcomed at all times. Grades will depend on factual matters, not on agreement or disagreement with the instructor. All students are responsible for creating and maintaining a classroom environment that promotes courtesy and mutual respect.

**INTERNET:**
Frequent use will be made of the Internet throughout the course. It is important for students to take trips to the library and other on-campus computer labs in order to best utilize the resources of the university regarding the Internet and the educational search engines it offers. All students must have an e-mail address; This is required so that we may begin communicating electronically. All students must e-mail me on the 1st day of class, before 5p.m. Tuesday January 9th. The e-mail must have student’s full legal name, student I.D. number, student phone number, indicate the name of the class, the section number [very important] of the course, and the day and time of the class. The ‘Subject Line’ of the e-mail will have the Student Last Name and the Section Number of the class.

**PARTICIPATION and ATTENDANCE:**
Attendance is VERY important and absolutely necessary. If you miss more than 3 classes you will receive a ‘F’ for the course. Being Late twice equals 1 absent. Participation in class and attendance is required. It is very important for students to be attentive and verbally contribute to the discussions daily. When called upon in class, all students must identify themselves with their last name and then give their response or comment. It is the responsibility of the tardy/absent student to obtain the information missed from their classmates—their Classroom Comrade. Absences will be excused for emergencies with proper documentation from the Dean’s office. Please remember, there are no ‘make-up’ for tests or quizzes, and other assignments.

**FAMILY EDUCATIONAL RIGHTS & PRIVACY ACT (FERPA):**
Federal law gives students two rights concerning their education records kept by the university. The federal law is called the Family Educational Rights and Privacy Act, also known as FERPA or the Buckley Amendment. First, it requires the university to keep those records private. There are exceptions for emergencies, court orders, university officials who have a need to know, etc. Second, it provides that students have the right to inspect records about themselves that are maintained by the university. Pursuant to FERPA, the U.S. Department of Education has enacted legally binding regulations that set out in detail what are student's rights with respect to their education records. For further information, visit the following web site: [http://www.ed.gov/policy/gen/reg/ferpa/index.html](http://www.ed.gov/policy/gen/reg/ferpa/index.html)

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**Tentative Course Calendar**

- Week 4 – First Book Review Due
- Week 8 – First Examination Administered
- Week 12 – Second Book Review Due
- Week 16 – Second Examination Administered