## I. ASCRC General Education Form (revised 1/27/11)

Use to propose new general education courses (except writing courses), to change existing gen ed courses and to remove designations for existing gen ed courses.

Note: One-time-only general education designation may be requested for experimental courses (X91-previously X95), granted only for the semester taught. A NEW request must be submitted for the course to receive subsequent general education status.

<table>
<thead>
<tr>
<th>Group (submit separate forms if requesting more than one general education group designation)</th>
<th>III. Language</th>
<th>VII: Social Sciences</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>III Exception: Symbolic Systems *</td>
<td>VIII: Ethics &amp; Human Values</td>
</tr>
<tr>
<td></td>
<td>IV: Expressive Arts</td>
<td>IX: American &amp; European</td>
</tr>
<tr>
<td></td>
<td>V: Literary &amp; Artistic Studies</td>
<td>X: Indigenous &amp; Global</td>
</tr>
<tr>
<td></td>
<td>VI: Historical &amp; Cultural Studies</td>
<td>XI: Natural Sciences w/ lab □ w/out lab □</td>
</tr>
</tbody>
</table>

*Courses proposed for this designation must be standing requirements of majors that qualify for exceptions to the modern and classical language requirement

<table>
<thead>
<tr>
<th>Dept/Program</th>
<th>History/African-American Studies</th>
<th>Course #</th>
<th>HSTA/AAS 208</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Title</td>
<td>Discovering Africa</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Prerequisite</td>
<td>None.</td>
<td>Credits</td>
<td>3</td>
</tr>
</tbody>
</table>

## II. Endorsement/Approvals

Complete the form and obtain signatures before submitting to Faculty Senate Office

<table>
<thead>
<tr>
<th>Instructor</th>
<th>David Elias</th>
</tr>
</thead>
<tbody>
<tr>
<td>Phone / Email</td>
<td>X6225/David.Elias@mso.umt.edu</td>
</tr>
<tr>
<td>Program Chair</td>
<td></td>
</tr>
<tr>
<td>Dean</td>
<td></td>
</tr>
</tbody>
</table>

## III. Type of request

<table>
<thead>
<tr>
<th>New</th>
<th>One-time Only</th>
<th>Renew</th>
<th>x</th>
<th>Change</th>
<th>Remove</th>
</tr>
</thead>
</table>

Reason for Gen Ed inclusion, change or deletion

Up for regular review.

Description of change

None.

## IV. Description and purpose of new general education course:

General Education courses must be introductory and foundational within the offering department or within the General Education Group. They must emphasize breadth, context, and connectedness; and relate course content to students’ future lives: See Preamble:

http://umont.edu/facultysenate/archives/minutes/gened/GE_preamble.aspx

This course is an interdisciplinary introduction to African societies, states and civilizations prior to 1800 a.d., including early civilizations in Egypt, Nubia and Ethiopia; kingdoms and peoples in western, central and southern Africa such as Ghana, Great Zimbabwe and Mali; and the onset of the Atlantic Slave Trade. While students primarily utilize written and oral sources, they also examine the archaeological, cultural and linguistic evidence that informs understanding of the origin, development and character of groups and institutions during this period.

## V. Criteria:

Briefly explain how this course meets the criteria for the group. See:

http://umont.edu/facultysenate/documents/forms/GE_Criteria5-1-08.aspx
<table>
<thead>
<tr>
<th>Present ideas and information with a view to understanding the causes, development, and consequences of historical events</th>
<th>Students explore the roots, significance, and reasons for change over time of key periods in the history of Africa including including early civilizations in Egypt, Nubia and Ethiopia; kingdoms and peoples in western, central and southern Africa such as Ghana, Great Zimbabwe and Mali; and the onset of the Atlantic Slave Trade.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evaluate texts or artifacts within their historical and/or cultural contexts</td>
<td>Students examine written sources and oral tradition from the periods identified above.</td>
</tr>
<tr>
<td>Analyze human behavior, ideas, and institutions within their respective historical and/or cultural contexts</td>
<td>Students assess the archaeological, cultural and linguistic evidence that informs understanding of the origin, development and character of groups and institutions during periods identified above.</td>
</tr>
</tbody>
</table>

**VI. Student Learning Goals:** Briefly explain how this course will meet the applicable learning goals. See: [http://umontana.edu/facultysenate/documents/forms/GE_Criteria5-1-08.aspx](http://umontana.edu/facultysenate/documents/forms/GE_Criteria5-1-08.aspx)

<table>
<thead>
<tr>
<th>Synthesize ideas and information with a view to understanding the causes and consequences of historical developments and events;</th>
<th>Through essays written during the mid-term and final, students will be required to explain how principle actors, events, and social forces brought about change in African history.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evaluate texts or artifacts within their historical and/or cultural contexts</td>
<td>Through reaction essays students evaluate historical texts and explain how the use evidence to mount arguments about the period under study.</td>
</tr>
<tr>
<td>Analyze human behavior, ideas, and institutions within their respective historical and/or cultural contexts.</td>
<td>Through analytical papers, students analyze the cultural and historical factors at play in select African societies.</td>
</tr>
</tbody>
</table>

**VII. Justification:** Normally, general education courses will not carry pre-requisites, will carry at least 3 credits, and will be numbered at the 100-200 level. If the course has more than one pre-requisite, carries fewer than three credits, or is upper division (numbered above the 200 level), provide rationale for exception(s).

This course is foundational for the study of the African history. Students not only are introduced to the wide-ranging representative historical periods named above, but also examine the analytical frameworks arising from the study of African history. Through assignments and on-line discussion and class participation, the class demonstrates the scholarly methods particular to African history. This introductory course is a foundational component of the African-American Studies minor.

**VIII. Syllabus:** Paste syllabus below or attach and send digital copy with form. The syllabus should clearly describe how the above criteria are satisfied. For assistance on syllabus preparation see: [http://teaching.berkeley.edu/bgd/syllabus.html](http://teaching.berkeley.edu/bgd/syllabus.html)

**University of Montana**
**AAS 208H**
DISCOVERING AFRICA

NOTE: This is an online course, but it is not an easy A or B. The title is “Discovering Africa,” but we are not simply going on a field trip or a guided tour. This is an exciting, rigorous, multi-disciplinary study of pre-modern Africa. If you are not prepared to work hard in this course, drop it now and make the space available for someone else.

☐ This is a 200-level course, and you will be expected to complete **50-75 pages** of reading **per week**, view the lecture videos uploaded to the course webpage, and actively participate in online discussion forums.

☐ You are required to make an appointment and **meet with the professor** via web conferencing (audio and visual, or audio only) for 15-30 minutes during the first two weeks of class. This will help bridge the distance learning gap and make the course more personally interactive.

☐ You are expected to have completed **WRIT 101 (College Writing I)** and will be required to write **three essays** – two analyzing works of African literature and one comparing assigned readings on methodology in African history.

☐ Do not hand in a paper that has not undergone a final edit. **I will return unedited papers ungraded.** A paper with poor sentence structure or composition, incomplete footnotes or citations, or incorrect punctuation, spelling or grammar will be returned to you for a final edit, and you will automatically lose one letter grade, minus one letter grade for each day until you resubmit the paper.

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Fall 2012, Online
Dr. David Elias, Adjunct Assistant Professor – david.elias@umontana.edu
Office hours (via Web conferencing): TBD and by appointment

**COURSE SYLLABUS**

Course description
This course is an interdisciplinary introduction to African societies, peoples and civilizations prior to 1800 a.d., including early civilizations in Egypt, Nubia and Ethiopia; kingdoms and states across the continent such as Mali, Carthage, the Kongo and Great Zimbabwe; peoples such as the Khoi, the San and Bantu speakers; and the onset of the Trans-Atlantic Slave Trade.

We will primarily utilize written and oral sources to discern the environmental, economic, political and cultural factors influencing Africans. We will also examine archaeological, cultural and linguistic evidence to help understand the origin, development and character of groups and institutions during this period.

By the end of this course, you will be able to:

☐ Interrogate the sources of evidence for a kingdom, state or society, and discern the major factors contributing to its rise, flourishing and fall

☐ Describe the important features of the land of Africa and the major forms of human economy in Africa

☐ Identify the major contributions of ancient Egypt to modern western civilizations and the major factors influencing the development of societies in Africa prior to 1800 a.d.

☐ Distinguish centralized from non-centralized political systems and cite the possible advantages and disadvantages of each

☐ Articulate and appreciate the diversity of cultures and languages in Africa

☐ Identify the factors contributing to the fact, timing and longevity of the Trans-Atlantic slave trade
Discuss the differences between servitude in African societies and slavery in the Trans-Atlantic slave trade system.

Required reading (available at the U of M Bookstore, www.montanabookstore.com) 
CORRECTION: Order from bn.com by searching on the ISBN’s below.
This is a 200-level course, and you will be expected to complete 50-75 pages of reading per week and actively participate in online discussion forums. 

Additional readings listed in the Course Schedule will be posted to the course webpage during the term.

Evaluation
You will be evaluated on the basis of the following:
a) Meeting with the professor – first 2 weeks of the course 25 pts
b) Writing exercise (due Tues Sep 4) 25 pts
c) Geography quiz (due Tues Sep 11) 25 pts
d) Critical essay (due Tues Sep 18) 25 pts
e) Analytical paper #1 (due Tues Oct 9) 50 pts
f) Midterm (must be completed by Tues Oct 23) 50 pts
g) Analytical paper #2 (due Tues Nov 13) 50 pts
h) Discussion forum participation 100 pts
i) Final exam (must be completed by Tues Dec 11) 100 pts

Total 450 pts
You are expected to read all assigned texts and view all lectures in the time frames indicated in the Course Schedule. Your participation in all discussion forums and assignments is required, and your completion of all papers, quizzes and tests is required.

Meeting with the Professor
☐ You are required to make an appointment and meet with the professor via web conferencing (audio and visual, or audio only) for 15-30 minutes during the first two weeks of class. This will help bridge the distance learning gap and make the course more personally interactive.
☐ Make an appointment by sending me an email. Reserve early, as slots fill up fast:
  ○ Mon - Fri, Aug 27 - 30 – 2:30 to 4:30pm, 4-hour slots
  ○ Tues - Fri, Sep 4 - 7 – 2:30 to 4:30pm, 4-hour slots
  ○ If these times don’t work for you, suggest a time in your email.
☐ After the first two weeks I will hold office hours via web conferencing weekly (day/time TBD). I am also available by appointment.

Here’s how to set up your computer for the UMOnline web conferencing:
1. Your computer will need a microphone and speakers (or a headset w/ microphone) to
use the audio features, and (optionally) a webcam to transmit a video image.

2. Navigate to the course homepage via UMOnline.

3. Click on the "Office hours" link. The AMVONET page should open for you.

4. For standard capabilities without extras, click on "Enter AMVONET Room."

5. Start the wizard to configure your computer for web conferencing.

6. For the advanced version, which includes the ability to mark up a document (with electronic highlighter or other marker) and send it to the instructor, click on "Download AMVONET Enterprise" and follow the instructions there.

7. After completing the configuration, click on "Moodle" in the breadcrumbs trail (in the upper left corner of the screen). This should return you to the course webpage, and you're done!

Technical support for the online course
For help with technical or online aspects of the course:
- Complete the very useful online tutorial UMOnline 101 at http://umonline.umt.edu
- Call the UMOnline Help Desk at (406) 243-4999 or (866) 225-1641 (Mon – Fri, 8am-5pm)
- Email umonline-help@umontana.edu
- Visit the website: http://umonline.umt.edu/tech/support.aspx

Geography quiz, Writing exercise, Midterm and Final
More information will be provided about these during the semester.

Discussion forums
Discussion threads are the “classroom” where conversations occur and where we have the opportunity to learn collectively from each other.
Discussions are online conversations that are asynchronous (not occurring at the same time) and organized into topics, or threads, so that everyone can clearly see who responded to what comment in what order. In an asynchronous environment, this type of organizational structure is necessary.
These discussions require your focused, consistent participation during each discussion. Read ALL of the posts and consider how you can add to the dialogue.
You will be graded on each forum (10, 15 or 20 points - total 100 points) based on the following guidelines:

Guidelines for discussion posts
1. **Use academic writing style** (proper capitalization, punctuation, spelling and grammar) in all messages to avoid misunderstandings. Do not use emoticons, texting/email acronyms such as LOL (laugh out loud), IMHO (in my humble opinion) or other informal, abbreviated forms of electronic writing.
2. **Be brief.** This is not a miniature term paper, midterm or final.
3. **Join the discussion no later than the first day** of the comment period so that others have time to read and respond. The comment period will differ for each forum. Check the discussion daily so you remain engaged in the conversation.
4. **Be sensitive to the perspective of others** when expressing ideas. Refrain from using an authoritarian or judgmental style of writing that discourages open group discussion and trust.
5. **Stick to the topic** and contribute with comments/questions that move the dialogue
forward or into deeper reflection.

6. **Use the assigned readings** as the basis of your comments; use direct quotes whenever it strengthens your point.

7. **Engage other students** in the discussion. Respond to their comments and encourage their responses to your own posts. Ask questions. Remember, student-to-student interaction is key!

8. **Debate and humor are welcome.**

9. Your discussion grade will be based on the quality and quantity of posts you contribute each week. Generally speaking, you should **post 2-3 thoughtful comments over a period of three to four days** (Tues/Wed thru Fri).

Critical essay and Analytical papers

- You are expected to have completed WRIT 101 (College Writing I) and will be required to write **three essays** – two analyzing works of African literature and one critiquing assigned readings on methodology in African history.

- Do not hand in a paper that has not undergone a final edit. **I will return unedited papers ungraded.** A paper with poor sentence structure or composition, incomplete footnotes or citations, or incorrect punctuation, spelling or grammar will be returned to you for a final edit, and you will automatically lose one letter grade, minus one letter grade for each day until you resubmit the paper.

The critical essay and analytical papers are due by 5pm MST on the stated due date. Late papers will be marked down a full grade for each day or part of a day that it is late. Each assignment is to be submitted via the assignment link on the course webpage using the following guidelines:

- MSWord or standard Macintosh documents only
- Documents saved as rtf (rich text format)
- Double-spacing and 1-inch margins
- Times New Roman or Arial font size 12
- Footnotes and a Works Cited section as described in the University of Wisconsin’s online guide to citing sources ([http://writing.wisc.edu/Handbook/DocChicago.html](http://writing.wisc.edu/Handbook/DocChicago.html))

  a) The critical essay is a 1-2 page essay that critiques two of the assigned additional readings (*Lefkowitz* and *Asante*). Address the following items. Support your points using quotes and paraphrases from the readings, and use footnotes and a Works Cited section to cite the readings.

     - **Identify the central question or issue discussed in the readings (1-2 sentences)**
     - **What evidence does each writer present? (••• - ••• page)**
     - **How well are the arguments presented? (••• - ••• page)**
     - **What is your opinion on the question or issue and why? (••• - ••• page)**

  b) Each analytical paper is a 4-5 page paper that analyzes one of the assigned works of African literature, *The Tale of Sinuhe* and *Sundiata*. Specifics will be distributed prior to the assignment due dates.

General pointers on written assignments

1. Start your papers early! Read the assignments on time, with pen and paper in hand and key items/questions in mind. Jot down your initial thoughts as you read. Nothing is easier to spot than a paper that is written at the last minute. Check out “How pizza and burritos
can help you get started on your paper” on The Writing Center webpage (http://www.umt.edu/writingcenter/) for some helpful pointers.

2. Write clearly. After carefully considering the key items/questions that the paper should address, develop and articulate a clear thesis. For analytical papers include your thesis and main points in your completed draft.

3. Meet with me online. Feel free to discuss your thesis idea or draft paper with me during office hours (before the due date, of course).

4. Use essay format. Do: use complete sentences and paragraphs. Don’t: rely on bullet points and lists.

5. Cite the work of others. Though the papers in this course are not research papers, cite the texts and readings appropriately, using footnotes and a Works Cited section as described in the University of Wisconsin’s online guide to citing sources (http://writing.wisc.edu/Handbook/DocChicago.html).

Plagiarism is a serious matter and will not be handled lightly!

6. Edit your paper. Make sure – before you turn your paper in – that sentence structure, punctuation, grammar, spelling, footnotes, etc., are accurate and acceptable.

7. Don’t be afraid to ask for help from The Writing Center (even from a distance!). You can contact them at this website: http://www.umt.edu/writingcenter/.

Accessibility The course materials, interactions, and policies are intended to accommodate all students. If you feel that you have a disability for which accommodations are needed please contact Disability Services for Students (DSS) at: Disability Services for Students (DSS) Lommasson Center 154 (406) 243-2243 (Voice/Text) The University of Montana (406) 243-5330 (Fax) Missoula, MT 59812 http://life.umt.edu/dss/

Also please let me know that you have contacted DSS, and I will discuss with them what accommodations you need and will receive in this course.

Course Schedule
WEEK ONE – Aug 27 - 31
INTRODUCTION, HISTORY AND HISTORIOGRAPHY
☐ Welcome to the course
☐ Africa, history and historiography

Discussion Forum: Please introduce yourself (5 points)
Read Falola Part A Section Overview & chp 1 and McCarthy
☐ Historiography and the work of history; African history in perspective

Discussion Forum: Africa, the “Dark Continent” – (10 points) Wed-Fri comment period
* Meet with the professor *

WEEK TWO – Sep 4 - 7
GEOGRAPHY, ARCHAEOLOGY AND ORAL TRADITIONS OF EARLY AFRICA
Read Falola chp 2,
Part B Section Overview & chp 3,
Jordan, and
Parrinder

Writing exercise due by 5pm Tues Sep 4

- The geography of Africa
- Interpreting archaeology and oral traditions

Discussion Forum: Rain – (10 points) Wed-Fri comment period
* Meet with the professor *

WEEK THREE – Sep 10 - 14

THE NILE RIVER VALLEY: ANCIENT EGYPT
Read Falola Part C Section Overview & chp 4 (pp. 73-96), Lefkowitz, and Asante

Geography quiz must be completed by 5pm Tues Sep 11

- Egypt- Introduction and Old Kingdom
- Egypt- Middle and New Kingdoms

WEEK FOUR – Sep 17 - 21

THE NILE RIVER VALLEY: CUSH, MEROE AND AKSUM
Read Falola chp 4 (pp. 96-108), Hakem, Finneran, and Introduction (pp. 1-18) and The Tale of Sinuhe (pp. 21-53) in Parkinson

Critical essay (Lefkowitz and Asante) due by 5pm Tues Sep 18

- The Legacy of Egypt
- Nubia and Aksum

WEEK FIVE – Sep 24 - 28

THE BANTU EXPANSION
Read Falola Part C Section Overview & chp 5, Ehret, Greenberg, Phillipson and Ade Ajayi

- Bantu expansion; linguistic evidence in the study of Africa’s past
- The languages of Africa

Discussion Forum: The Bantu Expansion – (15 points) Wed-Fri comment period

WEEK SIX – Oct 1 - 5

WEST AFRICA
Read Falola chps 6 & 7

- Western African kingdoms of Ghana, Mali and Songhay
- Western African kingdoms of Benin, Oyo and Asante

Discussion Forum: West African kingdoms – (15 points) Wed-Fri comment period

WEEK SEVEN – Oct 8 - 12

ACEPHALOUS SOCIETIES; THE STUDY OF CULTURES
Read Falola chp 12 and Bahl

Analytical paper #1 (Sinuhe) due by 5pm Tues Oct 9

- Acephalous societies: Igbo
- The study of cultures
WEEK EIGHT – Oct 15 - 19
yoruba culture; midterm prep
read drewal, pemberton and abiodun, and eades
☐ yoruba culture

{recommended: midterm prep}

WEEK NINE – Oct 22 - 26
Midterm; east africa
read falola chp 8,
Akama and Maxon,
and Niane pp. vii-xxiv and 1-40

{Midterm, covering Falola chps 1-7 and 12, and assigned readings thru Week Eight: must be completed by 5pm Tue Oct 23}
☐ east african states
☐ acephalous societies: Gusii

WEEK TEN – Oct 29 - Nov 2
Central and southern africa
read falola chp 9, fagan, denoon, and
Niane pp. 40-end
☐ central african peoples and states
☐ southern african peoples and states

Discussion Forum: human economies – (15 points) wed-fri comment period
WEEK ELEVEN – Nov 5 - 9
North Africa
read Falola chp 11 and
cherif
{recommended: complete draft of Analytical paper #2 (sundiata) by tues Nov 6}
☐ carthage; the emergence of Islam
☐ North africanmuslim peoples and states

Discussion Forum: North Africa – (10 points) wed-fri comment period
WEEK TWELVE – Nov 13 - 16
Ethiopia; slavery and servitude
read tamrat and lovejoy et al
{analytical paper #2 (sundiata) due at 5pm tues Nov 13}
☐ Ethiopia
☐ Slavery and servitude

WEEK THIRTEEN – Nov 19 - 23 * Thanksgiving break *
WEEK FOURTEEN – Nov 26 - 30
The Trans-Atlantic slave trade
read Falola Part E Section Overview & chp 17
☐ The TransAtlantic slave trade
☐ The Trans-Atlantic slave trade, concluded
Discussion Forum: The Trans-Atlantic slave trade – (20 points) Tue-Fri comment period
WEEK FIFTEEN – Dec 3 - 7
AFRICA AT THE END OF THE 18TH CENTURY
Read Falola chp 18, Beckingham, and Bruce
☐ Africa at the end of the 18th century

FINALS WEEK – Dec 10 - 14
{FINAL EXAM must be completed by 5pm Tue Dec 11, covering all assigned readings and lectures}

Please note: Approved general education changes will take effect next fall.

General education instructors will be expected to provide sample assessment items and corresponding responses to the Assessment Advisory Committee.