



*ILLINOIS VALLEY COMMUNITY COLLEGE*

**COURSE OUTLINE**

**DIVISION: Humanities, Fine Arts and Social Sciences**

**COURSE: HIS 2008 Modern Africa**

Date: Spring 2019

Credit Hours: 3

Prerequisite(s): None

Delivery Method:  **Lecture**                      **3 Contact Hours (1 contact = 1 credit hour)**  
 **Seminar**                              **0 Contact Hours (1 contact = 1 credit hour)**  
 **Lab**                                        **0 Contact Hours (2-3 contact = 1 credit hour)**  
 **Clinical**                                **0 Contact Hours (3 contact = 1 credit hour)**  
 **Online**  
 **Blended**

Offered:  **Fall**     **Spring**     **Summer**

IAI Equivalent –**Only for Transfer Courses**-go to <http://www.itransfer.org>: **S2906N**

**CATALOG DESCRIPTION:**

This course will introduce the student to Africa in the pre-colonial, colonial and post colonial time periods, with an emphasis on social, cultural, and political institutions. Students will be introduced to ancient African Civilizations, African Geography, European Exploration and colonization of the Continent, Independence and Nationalist Movements, the African Experience during the Cold War, the struggle for Democracy, and Current Events in Africa.

## GENERAL EDUCATION GOALS ADDRESSED

*[See last page for Course Competency/Assessment Methods Matrix.]*

### Upon completion of the course, the student will be able:

*[Choose up to three goals that will be formally assessed in this course.]*

- To apply analytical and problem solving skills to personal, social, and professional issues and situations.
- To communicate successfully, both orally and in writing, to a variety of audiences.
- To construct a critical awareness of and appreciate diversity.
- To understand and use technology effectively and to understand its impact on the individual and society.
- To develop interpersonal capacity.
- To recognize what it means to act ethically and responsibly as an individual and as a member of society.
- To recognize what it means to develop and maintain a healthy lifestyle in terms of mind, body, and spirit.
- To connect learning to life.

## EXPECTED LEARNING OUTCOMES AND RELATED COMPETENCIES:

*[Outcomes related to course specific goals. See last page for more information.]*

### Upon completion of the course, the student will be able to:

**Outcome #1:** Students will be able to identify the historical events, peoples, ideas, and current events that have shaped and are shaping the continent of Africa.

**Competency 1.1:** Students will be able to describe the ethnic diversity within Africa

**Competency 1.2:** Students will be able to identify the geographic boundaries of the region and of the individual states.

**Competency 1.3:** Students will be able to describe the recent historical events that have shaped the region.

**Competency 1.4:** Students will be able to describe the effects that colonization had on the region and how this has shaped Africa politically and economically.

**Competency 1.5:** Students will be able to explain the impact that globalization is having on the region.

**Outcome #2:** Students will be able to explain the current political, economic and social conflicts in selected African states both orally and in writing.

**Competency 2.1:** Students will be required to develop and use critical thinking skills.

**Competency 2.2:** Students will gain an understanding of political and historical analysis.

**Competency 2.3:** Students will be able to evaluate circumstances and events within the context of the times and the present.

**Competency 2.4:** Students will be able to critically examine current events and analyze the causes and effects of these events in the global environment.

**Outcome #3:** Students will learn to understand and appreciate the cultural uniqueness of Africa and to value the contributions of the people in this region.

**Competency 3.1:** Students will be able to describe the distinct ethnic groups in the region and the contributions that each has made to the development of their state or society.

**Competency 3.2:** Students will be able to identify cultural trends within Africa and how these trends have contributed to political, social and economic developments in the region.

**Competency 3.3:** Students will learn to appreciate how regional diversity can breed conflict and to understand the ways in which in the global community reacts to such conflicts.

**Outcome #4:** Students will be introduced to the physical, cultural and political geography of Africa.

**Competency 4.1:** Students will be able to show the location and describe the significance of regional political, economic, cultural and environmental features.

**Competency 4.2:** Students will be able to discuss the role that the physical environment has played in shaping Africa politically, economically and socially.

**Competency 4.3:** Students will be able to discuss the current state of the environment in Africa and the impact it has on human rights.

**Competency 4.4:** Students will be able to explain how the geography of the region has determined its role in the global environment.

### **MAPPING LEARNING OUTCOMES TO GENERAL EDUCATION GOALS**

*[For each of the goals selected above, indicate which outcomes align with the goal.]*

| <b>Goals</b> | <b>Outcomes</b> |
|--------------|-----------------|
| First Goal   |                 |
|              | 1, 2, 3 & 4     |
| Second Goal  |                 |
|              |                 |
| Third Goal   |                 |
|              |                 |

### **COURSE TOPICS AND CONTENT REQUIREMENTS:**

Section 1: Perceptions of Africa and African Geography

Section 2: Ancient African Civilizations

Section 2: The transatlantic slave trade and colonialism.

Section 3: Post Colonial Independence

Section 4: Political and Social Crises

Section 5: The Contemporary State in Africa

### **INSTRUCTIONAL METHODS:**

Instruction will be primarily lecture and discussion. Video, websites, artifacts, guest lectures and scholarly articles will also be employed in the learning process. Students can expect to participate in group discussions as well as group projects as a part of the overall learning experience.

## **INSTRUCTIONAL MATERIALS:**

Khapoya, Vincent B. The African Experience, 4th Edition, ISBN 0205851711

Achebe, Chinua. Things Fall Apart, ISBN 0385474547

Collier, Paul. The Bottom Billion: Why the Poorest Countries are Failing and What Can Be Done About It. ISBN: 0195373383

## **STUDENT REQUIREMENTS AND METHODS OF EVALUATION:**

A= 90-100

B= 80-89

C= 70-79

D= 60-69

F= 0-59

**Attendance and Class Participation – 10%** Class attendance is required and students should come to class prepared to discuss the materials assigned for that week and to discuss any news items on Africa they come across that should be raised for discussion. I hope that students will come to class with insightful questions and/or comments about the assigned readings and news stories, and I will also be calling on students at random to answer some questions of my own. Answers to my questions should show that the student has read and understands the class materials and have the ability to apply critical thinking skills to those materials. The quality of your contributions is more important than the quantity, but both are expected.

**Map Quiz – 10%** Students will be required to learn the political and physical geography of Africa. A map of the continent will be provided and a lecture on the geography will be given in class.

**Novel Quiz – 10%** An in-class quiz will be given before we have discussed each of the assigned novels. Students should be prepared to answer questions about the novel and its importance for the historical time period it represents.

**Research Paper - 30%** Students will be assigned to write an 8-10 page research paper based on one of the books listed at the end of the syllabus. The book will serve as one source for the paper, but students must also gather other relevant academic resources to construct a research paper about the book's topic.

**Class Quizzes – 40%** At regular times throughout the semester, there will be quizzes given to assess student comprehension of the reading materials and class discussions. The quizzes will be multiple choice/short answer and will be given at the beginning of class. Questions from quizzes will be used for a final cumulative quiz to be given at the end of the semester.

## **OTHER REFERENCES**

N/A

# Course Competency/Assessment Methods Matrix

| (Dept/# Course Name)   | Assessment Options                           |                                |              |                |          |                    |                |         |               |                                    |                   |                                 |                           |                      |             |                 |                      |                     |                     |                                   |                      |                               |                           |                  |                  |  |                |                   |            |           |                |            |   |
|--|--|--------------------------------|--------------|----------------|----------|--------------------|----------------|---------|---------------|------------------------------------|-------------------|---------------------------------|---------------------------|----------------------|-------------|-----------------|----------------------|---------------------|---------------------|-----------------------------------|----------------------|-------------------------------|---------------------------|------------------|------------------|--|----------------|-------------------|------------|-----------|----------------|------------|---|
| <p>For each competency/outcome place an "X" below the method of assessment to be used.</p> | <p><b>Assessment of Student Learning</b></p> | Article Review                 | Case Studies | Group Projects | Lab Work | Oral Presentations | Pre-Post Tests | Quizzes | Written Exams | Artifact Self Reflection of Growth | Capstone Projects | Comprehensive Written Exit Exam | Course Embedded Questions | Multi-Media Projects | Observation | Writing Samples | Portfolio Evaluation | Real World Projects | Reflective Journals | Applied Application (skills) Test | Oral Exit Interviews | Accreditation Reviews/Reports | Advisory Council Feedback | Employer Surveys | Graduate Surveys | Internship/Practicum /Site Supervisor Evaluation | Licensing Exam | In Class Feedback | Simulation | Interview | Written Report | Assignment |   |
|  |  | <p><b>Direct/ Indirect</b></p> | D            | D              | D        | D                  | D              | D       | D             | D                                  | D                 | D                               | D                         | D                    | D           | D               | D                    | D                   | D                   | D                                 | D                    | I                             | I                         | I                | I                | D  | D              |                   |            |           |                |            |   |
|  |  |                                | X            | X              |          |                    |                |         | X             |                                    |                   |                                 |                           | X                    |             |                 | X                    |                     |                     |                                   |                      |                               |                           |                  |                  |  |                |                   | X          |           |                | X          | X |
|  |  |                                | X            | X              |          |                    |                |         | X             |                                    |                   |                                 |                           | X                    |             |                 | X                    |                     |                     |                                   |                      |                               |                           |                  |                  |  |                |                   | X          |           |                | X          | X |

|  |  |   |  |   |  |  |  |   |  |  |  |  |  |  |  |  |   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
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| <b>Outcome #3:</b> Students will learn to understand and appreciate the cultural uniqueness of Africa and to value the contributions of the people in this region. |  | X |  | X |  |  |  | X |  |  |  |  |  |  |  |  | X |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| <b>Outcome #4:</b> Students will be introduced to the physical, cultural and political geography of Africa.  |  | X |  | X |  |  |  | X |  |  |  |  |  |  |  |  | X |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |