**WINONA STATE UNIVERSITY**

**GENERAL EDUCATION PROGRAM APPROVAL FORM**

Routing form for General Education Program Course approval.  

| Course | History 170 |

| Department Approval |  
|---------------------|----------------|
| Matthew Lindaman   | 2-21-12  
| e-mail address     | winona.edu |

| Dean's Recommendation | Yes | No*  
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*If the dean does not approve the proposal, a written rationale shall be provided to the General Education Program Subcommittee.

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<th>GEPS Recommendation</th>
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Please forward to Registrar.

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[Revised 7-13-11]
WINONA STATE UNIVERSITY
REQUIRED CHECKLIST FOR ALL CURRICULAR PROPOSALS

Course or Program: HIST 170

This checklist enables A2C2 representatives to endorse that their departments have accurately followed the Process for Accomplishing Curricular Change. For each course or program proposal submitted to A2C2, this checklist must be completed, signed by the submitting department's A2C2 representative, and included with the proposal when forwarded for approval. Peer review of proposals is also strongly advised, e.g., departments should discuss and vote on the proposals as submitted to A2C2, rather than on just the ideas proposed or drafts of proposals.

If a proposal fails to follow or complete any aspect of the process, the Course and Program Proposal Subcommittee will postpone consideration of the proposal and return it to the department's A2C2 representative for completion and resubmission. Resubmitted proposals have the same status as newly submitted proposals.

Note: This form need not be completed for notifications.

1. The appropriate forms and the "Approval Form" have been completed in full for this proposal. All necessary or relevant descriptions, rationales, and notifications have been provided.
   - Completed

2a. The "Financial and Staffing Data Sheet" has been completed and is enclosed in this proposal, if applicable.
   - Completed   NA

2b. For departments that have claimed that "existing staff" would be teaching the course proposed, an explanation has been enclosed in this proposal as to how existing staff will do this, e.g., what enrollment limits can be accommodated by existing staff. If no such explanation is enclosed, the department's representative is prepared to address A2C2's questions on this matter.
   - Completed   NA

3. Arrangements have been made so that a department representative knowledgeable of this proposal will be attending both the course and program proposal subcommittee meeting and the full A2C2 meeting at which this proposal is considered.
   - Completed

   Name and office telephone number of proposal's representative: Greg Schmidt, X 5408

4. Reasonable attempts have been made to notify and reach agreements with all university units affected by this proposal. Units still opposing a proposal must submit their objections in writing before or during the course and program proposal subcommittee meeting at which this proposal is considered.
   - Completed NA

5. The course name and number is listed for each prerequisite involved in this proposal.
   - Completed   NA

6. In this proposal for a new or revised program (major, minor, concentration, etc.), the list of prerequisites provided includes all the prerequisites of any proposed prerequisites. All such prerequisites of prerequisites are included in the total credit hour calculations.
   - Completed   NA

7. In this proposal for a new or revised program, the following information for each required or elective course is provided:
   a. The course name and number.
   b. A brief course description.
   c. A brief statement explaining why the program should include the course.
   - Completed   NA

8. This course or program revision proposal:
   a. Clearly identifies each proposed change.
   - Completed   NA

9. This course proposal provides publication dates for all works listed as course textbooks or references using a standard form of citation. Accessibility of the cited publications for use in this proposed course has been confirmed.
   - Completed

Department's A2C2 Representative or Alternate

Date

[Revised 9-05]
WINONA STATE UNIVERSITY
PROPOSAL FOR GENERAL EDUCATION PROGRAM COURSES

Department: History

Course No.: 170  
Course Name: African Civilization

Credits: 3

Prerequisites: None

GEP Goal Area(s):*

CORE GOAL AREAS

Goal 1: Communication
Goal 3: Natural Science
Goal 4: Mathematics/Logical Reasoning
XX Goal 5: History and the Social and Behavioral Sciences
Goal 6: The Humanities and Fine Arts

* Courses may be submitted for up to two Goal Areas.

Additional Requirement Categories:

Intensive:

1. Writing
2. Oral Communication
3. a. Mathematics/Statistics
   b. Critical Analysis

Physical Development and Wellness

Provide information as specified in the previous directions.

Attach a General Education Program Approval Form.

Department Contact Person for this Proposal:

Name (please print): Matthew Lindaman
Phone: 5877
E-mail address: mlindaman@winona.edu

[Revised 9-6-11]
C. Course Outline:

Major Topic 1: Beginnings of African History
   a) the geographic base,
   b) origins of agriculture,
   c) distribution of African populations

Major Topic 2: Africa in the Ancient Word
   a) Egypt and Kush
   b) Kingdom of Axum
   c) Mediterranean Africa, Rome and Carthage

Major Topic 3: Medieval Africa
   a) ecology of Sahel and Savanna
   b) trade routes in the Sahara and Sudan
   c) Kingdom of Ghana
   d) Rise and Fall of Mali
   e) Empire of Songhai

Major Topic 4: The Great Migrations
   a) West African forest civilizations
   a) the civilization of Zimbabwe
   b) Bantu cultures
   c) the Kikuyu

Major Topic 5: Arrival of Europeans
   a) roots of European expansion
   b) Portuguese in Kongo and Angola
   c) arrival of the Dutch
   d) British and French in West Africa

Major Topic 6: European Impact in Africa
   a) European commerce
   b) Atlantic slave trade
   c) Colonization and Christianity

Major Topic 7: Colonial Africa
   a) the Partition of Africa
   b) Berlin Conference
   c) the African response to colonization
   d) British development of diamonds and gold mines
   e) Belgian development of rubber production in the Congo

Major Topic 8: Colonialism and Nation Building in Africa
   a) Kenya-racialism in colonial society
   b) Kenya-African response to alien rule
   c) Kenya-African political and social aspirations
   d) Apartheid-colonialism in South Africa
   e) African Nationalism in South Africa
Major Topic 9: Toward Political Independence
   a) Ghana, Kwame
   b) Republic of Congo
   c) Tanganyika, Julius Nyerere
   d) Kenya, Jomo Kenyatta

Major Topic 10: African Cultural Independence
   a) political independence and the African identity
   b) independence and the African woman
   c) African nations' struggles for economic independence
   d) Africa's ecological challenge

D. Learning Outcomes Goal 8-Global Perspectives

1. Departmental Outcomes
   Students will be able to:
   a) Articulate, verbally and in writing, an analysis of the historical record, using secondary and primary source material (skill)
   b) Use higher order thinking skills, including identification of change over time, point of view, causality, and compare/contrast to engage the historical record (skill)
   c) Develop the understanding that history is actually an ongoing interpretative debate and not a series of short answers (skill)
   d) Identify various lenses from which to view the past and engage in the historical record including but not limited to culture, diplomacy, environment, the arts, social institutions, religion, intellectual thought, race, gender economics, and labor.
   (knowledge)
   e) Recognize enduring and contemporary questions while engaging in the past (knowledge)

2. MN Transfer Curriculum Outcomes
   Students will be able to:
   a) Describe and analyze political, economic, and cultural elements which influence relations of states and societies in their historical and contemporary dimensions
   b) Demonstrate knowledge of cultural, social, religious and linguistic differences
   c) Analyze specific international problems, illustrating the cultural, economic, and political differences that affect their solution
   d) Understand the role of a world citizen and the responsibility world citizens share for their common global future
Application for Category 5
Learning Outcomes-History and the Social and Behavioral Sciences
(MN Transfer Curriculum)

Students will be able to
a) Employ the methods and data that historians and social and behavioral scientist use to investigate the human condition
b) Examine social institutions and processes across a range of historical periods and cultures
c) Use and critique alternative explanatory systems or theories
d) Develop and communicate alternative explanations or solutions for contemporary social issues

Objective a) Employ the methods and data that historians and social and behavioral scientist use to investigate the human condition
Learning opportunity: Students will learn about the analytical methods historians use to critique documents and secondary texts. Students will analyze the changes that occur in the human condition from ancient indigenous social groups and civilizations in Africa through early encounters with Europeans and finally colonization and independence.
Assessment and Evaluation: Students will read about and discuss critically the chronological eras in African history including the periods of ancient African kingdoms, the colonial period and modern nation building. Students will read and discuss primary and/or secondary documents pertaining to the periods under study. They will also read fictional works and watch visual materials. Assessment may consist of multiple choice, or identification questions, short essays, reactions papers, research projects and oral presentations that allow students to think about the way that historical experiences and the human condition have changed from ancient times to the present.

Objective b) Examine social institutions and processes across a range of historical periods and cultures
Learning opportunity: Students will learn about the social, political, and economic institutions that characterized ancient and medieval African civilizations, the age of encounter with Europeans, the colonial period, and the age of independence.
Assessment and Evaluation: Students will read and discuss critically models of institutions and processes throughout the history of Africa. In addition to ongoing classroom participation, students may be assessed through periodic essay examinations, assigned papers and/or oral presentations. Through these methods they can demonstrate their understanding of the basic conceptual models that inform various periods of African history.
Objective c) Use and critique alternative explanatory systems or theories

Learning Opportunity: Students will learn about different interpretations of the historical of African history. Students will learn about competing theories of colonialism and contrasting liberal and conservative models of state formation. Students will also learn about twentieth century models of modernization, revolution, and social change in principal African nations.

Assessment and Evaluations: Students will read and discuss critically different interpretations of key issues in African history. In addition to ongoing class discussion and debate, students will be assessed through essay examinations, short identification exams or short theme papers.

Objective d) Develop and communicate alternative explanations or solutions for contemporary social issues

Learning Opportunity: Students will learn about the different points of view taken by historical figures in African history about issues such as politics, economics, race, class and gender.

Assessment and Evaluation: Students will be expected to participate and share their learning with classmates in group discussions about nineteenth and twentieth century social issues. In addition, students will be expected to apply what they have learned in their readings and in discussion to hypothetical issues raised in examinations, be they in essay, multiple choice, short answer, or take-home format.