

## Chapter 1 : Smithsonian Institution : Black History Month - The Need Remains

*History guides future. Learning the history makes us avoid from making the same mistakes (that made in the past) in the future. Also we learn the causal link between cases and it makes easy to.*

Korean literature The tradition of Korean historiography was established with the *Samguk Sagi*, a history of Korea from its allegedly earliest times. It was completed in and relied not only on earlier Chinese histories for source material, but also on the *Hwarang Segi* written by the Silla historian Kim Daemun in the 8th century. The latter work is now lost. This work is considered much more accessible than the "Official Histories" for the Six dynasties, Tang dynasty, and Five Dynasties, and in practice superseded those works in the mind of the general reader. During the Age of Enlightenment, the modern development of historiography through the application of scrupulous methods began. Among the many Italians who contributed to this were Leonardo Bruni and Voltaire. French philosopher Voltaire had an enormous influence on the development of historiography during the Age of Enlightenment through his demonstration of fresh new ways to look at the past. Guillaume de Syon argues: Voltaire recast historiography in both factual and analytical terms. Not only did he reject traditional biographies and accounts that claim the work of supernatural forces, but he went so far as to suggest that earlier historiography was rife with falsified evidence and required new investigations at the source. Such an outlook was not unique in that the scientific spirit that 18th-century intellectuals perceived themselves as invested with. A rationalistic approach was key to rewriting history. He broke from the tradition of narrating diplomatic and military events, and emphasized customs, social history and achievements in the arts and sciences. He was the first scholar to make a serious attempt to write the history of the world, eliminating theological frameworks, and emphasizing economics, culture and political history. Although he repeatedly warned against political bias on the part of the historian, he did not miss many opportunities to expose the intolerance and frauds of the church over the ages. Voltaire advised scholars that anything contradicting the normal course of nature was not to be believed. Although he found evil in the historical record, he fervently believed reason and educating the illiterate masses would lead to progress. He helped free historiography from antiquarianism, Eurocentrism, religious intolerance and a concentration on great men, diplomacy, and warfare. Hume adopted a similar scope to Voltaire in his history; as well as the history of Kings, Parliaments, and armies, he examined the history of culture, including literature and science, as well. Because of its relative objectivity and heavy use of primary sources, its methodology became a model for later historians. This has led to Gibbon being called the first "modern historian". Biographer Leslie Stephen wrote that thereafter, "His fame was as rapid as it has been lasting. Winston Churchill memorably noted, "I set out upon I rode triumphantly through it from end to end and enjoyed it all. It is the one English history which may be regarded as definitive. Whatever its shortcomings the book is artistically imposing as well as historically unimpeachable as a vast panorama of a great period. The tumultuous events surrounding the French Revolution inspired much of the historiography and analysis of the early 19th century. A History, in Carlyle rewrote it from scratch. He considered the dynamic forces of history as being the hopes and aspirations of people that took the form of ideas, and were often ossified into ideologies. Carlyle presented the history as dramatic events unfolding in the present as though he and the reader were participants on the streets of Paris at the famous events. It is rarely read or cited in the last century. Michelet and Taine. Jules Michelet, later in his career. His inquiry into manuscript and printed authorities was most laborious, but his lively imagination, and his strong religious and political prejudices, made him regard all things from a singularly personal point of view. He had a decisive impact on scholars. Gayana Jurkevich argues that led by Michelet: He pioneered the idea of "the milieu" as an active historical force which amalgamated geographical, psychological, and social factors. Historical writing for him was a search for general laws. According to John Lukacs, he was the first master of cultural history, which seeks to describe the spirit and the forms of expression of a particular age, a particular people, or a particular place. His innovative approach to historical research stressed the importance of art and its inestimable value as a primary source for the study of history. He was one of the first historians to rise above the narrow nineteenth-century notion that "history is past

politics and politics current history. The work traced the development of the English constitution from the Teutonic invasions of Britain until , and marked a distinct step in the advance of English historical learning. He believed that, though work on ancient history is a useful preparation for the study of modern history, either may advantageously be studied apart. He was a good palaeographer , and excelled in textual criticism, in examination of authorship, and other such matters, while his vast erudition and retentive memory made him second to none in interpretation and exposition. Historiography of Germany Ranke established history as a professional academic discipline in Germany. Leopold von Ranke " at Berlin was a pivotal influence in this regard, and was the founder of modern source-based history. Beginning with his first book in , the History of the Latin and Teutonic Peoples from to , Ranke used an unusually wide variety of sources for a historian of the age, including "memoirs, diaries, personal and formal missives, government documents, diplomatic dispatches and first-hand accounts of eye-witnesses". Over a career that spanned much of the century, Ranke set the standards for much of later historical writing, introducing such ideas as reliance on primary sources , an emphasis on narrative history and especially international politics aussenpolitik. His credo was to write history the way it was. He insisted on primary sources with proven authenticity. In and at the behest of the Prussian government, Ranke founded and edited the first historical journal in the world, called Historisch-Politische Zeitschrift. The Orientals do not know that the spirit or man as such are free in themselves. And because they do not know that, they are not themselves free. They only know that One is free The consciousness of freedom first awoke among the Greeks , and they were accordingly free; but, like the Romans, they only knew that Some, and not all men as such, are free The Germanic nations , with the rise of Christianity , were the first to realize that All men are by nature free, and that freedom of spirit is his very essence. In his conception, the economic conditions and dominant modes of production determined the structure of society at that point. In his view five successive stages in the development of material conditions would occur in Western Europe. The first stage was primitive communism where property was shared and there was no concept of "leadership". This progressed to a slave society where the idea of class emerged and the State developed. Feudalism was characterized by an aristocracy working in partnership with a theocracy and the emergence of the Nation-state. Capitalism appeared after the bourgeois revolution when the capitalists or their merchant predecessors overthrew the feudal system and established a market economy , with private property and Parliamentary democracy. Marx then predicted the eventual proletarian revolution that would result in the attainment of socialism , followed by Communism , where property would be communally owned. Previous historians had focused on cyclical events of the rise and decline of rulers and nations. Macaulay and Whig history[ edit ] Macaulay was the most influential exponent of the Whig history Thomas Macaulay produced his most famous work of history, The History of England from the Accession of James the Second , in His writings are famous for their ringing prose and for their confident, sometimes dogmatic, emphasis on a progressive model of British history, according to which the country threw off superstition, autocracy and confusion to create a balanced constitution and a forward-looking culture combined with freedom of belief and expression. This model of human progress has been called the Whig interpretation of history. In general, Whig historians emphasized the rise of constitutional government , personal freedoms and scientific progress. The term has been also applied widely in historical disciplines outside of British history the history of science , for example to criticize any teleological or goal-directed , hero-based, and transhistorical narrative. Whig historians emphasized the achievements of the Glorious Revolution of I shall relate how the new settlement was Intellectuals no longer believed the world was automatically getting better and better. Subsequent generations of academic historians have similarly rejected Whig history because of its presentist and teleological assumption that history is driving toward some sort of goal. Hart says "a Whig interpretation requires human heroes and villains in the story. Historiography by country 20th-century historiography in major countries is characterized by a move to universities and academic research centers. The training emphasized working with primary sources in archives. Seminars taught graduate students how to review the historiography of the topics, so that they could understand the conceptual frameworks currently in use, and the criticisms regarding their strengths and weaknesses. The emergence of area studies of other regions also developed historiographical practices. Annales school[ edit ] Main article: The French Annales school radically changed the focus of

historical research in France during the 20th century by stressing long-term social history, rather than political or diplomatic themes. The school emphasized the use of quantification and the paying of special attention to geography.

## Chapter 2 : What are the importance of studying African history

*These two fundamental reasons for studying history underlie more specific and quite diverse uses of history in our own lives. History well told is beautiful. Many of the historians who most appeal to the general reading public know the importance of dramatic and skillful writing as well as of accuracy.*

Updated on 11 Jan, at Like everyone who studies history, I was also very interested in knowing about the past. It helps us relate to people whose actions influenced the shape of the present day. History is very important because it takes us back into the times of kings, princesses, heroes, warriors, geniuses, wars, inventions and discoveries. Here we have listed top 10 reasons to study history. History helps us understand the world: History enables us to understand how the world worked then and how it works now. History provides us with the framework of knowledge that we need to build our entire lives. It takes us closer to happenings and events in the past we can know about and learn how things have changed ever since, and who were the figures and personalities that helped change the scenario. History tells us who we are: History is a story of the past happenings, events and transformations. It is a depiction of what happened in the years since the inception of human race. Therefore study history to understand the origin of our existence. It helps us understand who we are? Where our ancestors came from? What was the society and culture that they lived in? What is that we have inherited from them? What is it that we have to do to be like them? It helps us understand everything about our past. History helps understand cultures: History is a deep rooted knowledge and study of the past. Given its vastness and the diversity that it covers, we can know almost everything that happened in the past and the then demography of any part of the world. We can learn the types of cultures and traditions people followed as well as their way of living. All cultures that we know of today have their roots in the cultures of the past. History helps us judge wisely: History serves as a laboratory that helps us experiment with the past. The past serves as evidence in our quest to know why people behave in a particular manner. Therefore, decision makers have to resort to history to make factual judgments based on the happenings of events and related facts. By understanding the past behavior, one can analyze the present behavior without bias. History helps understand change: With a deep rooted study of history one can know best how people, communities, nations and the world that we live in has changed over time. History helps us become good citizens: Informed and well versed citizens, who know their roots, cultures and cultural diversities, understand the need for a wise and fair development of their society. A democracy, or any other form of governance, is reformist only when it is filled with informed citizens. History helps us learn of world events: Our world has bore witness to countless incidents of importance or otherwise. There is no better way to know the world like the back of your palm than to study history. There may be different takes to this point but the truth is that history is very interesting. History for some can be monotonous but for others it is like watching a blockbuster film entirely based on true events. History is full of real drama, action and emotions; it is a chronicle of life. Those who enjoy life will also enjoy knowing about someone who conquered the world or someone who died for love. History makes you a better student: History is the study of the past but it is capable of shaping the present. History helps students know where we come from, how the past has shaped us, and how we can shape the future. Because we ourselves make history every day, the study of it helps us in knowing what our forefathers did in the past and whether or not it was right. I have detailed nine of the best reasons to study history, but by far the most important and the biggest reason to study history is because history repeats itself. It is important to read and learn about others mistakes in the past so that we do not commit the same mistakes in the future. It is very important to not repeat the kind of things that have not really helped the world in anyway but have only added to the miseries of mankind. It is believed that those who cannot learn from history are doomed to repeat it!

## Chapter 3 : Unit One: Why Study Africa – Exploring Africa

*If European history is treated as an important social class in the education system, so should African history. However, most children are taught history in a way that makes it seem like black history began with slavery.*

In centuries past this statement would have seemed self-evident. Ancient cultures devoted much time and effort to teaching their children family history. It was thought that the past helps a child understand who he is. Modern society, however, has turned its back on the past. We live in a time of rapid change, a time of progress. We prefer to define ourselves in terms of where we are going, not where we come from. Our ancestors hold no importance for us. They lived in times so different from our own that they are incapable of shedding light on our experience. Man is so much smarter now than he was even ten years ago that anything from the past is outdated and irrelevant to us. Therefore the past, even the relatively recent past, is, in the minds of most of us, enshrouded by mists and only very vaguely perceived. Our ignorance of the past is not the result of a lack of information, but of indifference. We do not believe that history matters. But history does matter. It has been said that he who controls the past controls the future. Our view of history shapes the way we view the present, and therefore it dictates what answers we offer for existing problems. Let me offer a few examples to indicate how this might be true. Usually I have to sort through conflicting testimony to get to the truth of the matter. Part of my information is my knowledge of human beings in general; part of my information is the knowledge I have assembled over the lifetimes of these particular children. All of this is essentially history. It is knowledge about the past. I must have a good understanding of the past in order to know how to deal wisely with these children in the present. Any punishment or chastisement will depend on my reconstruction of what actually happened. The children realize this, and thus they present very selective histories of the event in an attempt to dictate my response. In these kinds of situations, children very clearly understand that history matters. Some of these forms are very detailed, asking questions that require information from rarely accessed memory banks. Why does a doctor ask these questions? The doctor is trying to construct an accurate picture of your state of health. Your health is heavily influenced by the past. Your heredity, past behaviors, past experiences are all important determinants and clues to your present condition. Whenever you return to the doctor, he or she pulls out a file which contains all the notes from past visits. This file is a history of your health. Doctors understand very clearly that the past matters. Some of you might be thinking that these examples are not very compelling because they both deal with the very recent past—they are not what we think of when we think of history. Let me give one final example that is more to the point. In the Communists took control of Russia. They began to exercise control over how the history of their country ought to be told. They depicted the tsar as oppressive and cruel. The leaders of the revolution, on the other hand, were portrayed in a very positive light. The Communist government insisted that these leaders, and in particular Lenin, understood more clearly than any one else what Russia needed and what course of action the government ought to follow. According to the official history, Lenin made no mistakes and he passed his virtually infallible understanding on to the other leaders of the party. The official history presented Lenin and Stalin as kind, compassionate, wise, nearly divine leaders. Consequently, difficulties that people in the Soviet Union experienced were all attributable to capitalism. This is the perspective of history that was taught to Soviet children for half a century. This work was the product of years of historical research by the author. He interviewed scores of prisoners and did extensive research to chronicle the genesis and development of the chain of labor camps that dotted the Soviet Union. His book described the cruelty and injustice of the system in great detail; but most important of all, he was able to show that Lenin and Stalin were active and knowing participants in the formation of this brutal institution. And if the official history was wrong, the legitimacy and justification for Soviet rule was all brought into question. Ask Gorbachev if history matters. My advisor in graduate school had a simple definition that I have grown to appreciate: History is the process of simplifying. Of all that could be said about an event, what is most important or most significant? The goal of history is to tell a story about the past which captures the essence of an event while omitting superfluous details. Significance is determined by the historian. The historian sorts through the evidence and presents only that

which, given his particular world view, is significant. What a historian finds significant is not entirely a personal choice; it is largely shaped by his training and his colleagues. In order for a historian to have his works published, he has to receive the approval of his fellow historians. Therefore, the community of historians has a large say in deciding what about the past is significant. But historians are just as much a part of society as anyone else, and we are all greatly influenced by those around us. As a result, the community of historians tends to share the same notion of significance as is held by society as a whole. Therefore, historians tend to tell stories which reflect the dominant values of the society in which they live. This leads to a curious feature of historical narrative: It has been argued that history tells us more about the time in which it is written than the time about which it is written. I recently did some reading about the history of homosexuality. For a couple of decades in the middle of the nineteenth century, historians viewed homosexuality as an immoral act and consequently looked at the prevalence of homosexuality in ancient Greece as a sign of its moral decadence and a precursor to the collapse of Greek civilization. Historians then applied this same analysis to Roman society. In the latter part of the nineteenth century, however, society began to question the existence of moral absolutes. As a result, historians ceased to give credence to any connection between moral behavior and the health of a civilization. Therefore, the search for a connection between moral decline and the fall of empire ceased to hold any interest and was abandoned. Instead, historians, interested in telling the story of the growth and development of liberty, saw the open practice of homosexuality as a good thing, in that it demonstrated greater social tolerance and, therefore, increased personal liberty. Notice that the first view based on moral absolutes was not disproved; it was simply abandoned due to a change in the values of society. This, in turn, produced a change in the way historians depicted the past. The past does not change, but history changes with every generation. Truth I said that history is a story about the past that is significant and true. Most modern historians would claim there is no absolute truth. This would imply there is no basis for saying that one historical account is true and another one false. I know of no historian, however, who actually operates this way in practice. The tricky thing is that every historian uses facts to build his case. Rarely does an historian consciously distort the facts; and although minor factual errors are common, they seldom undermine the overall presentation. But even though most histories are built on facts, the histories can be very different, even contradictory, because falsehoods can be constructed solely with facts. My parents once put in a new front lawn. Soon after it was planted, my mother discovered bicycle tracks running across the yard. She had a pretty good idea who had done it, so she asked this boy if he knew anything about the tracks. It is built on facts, but it is designed to create a false impression. Too often histories are half-truths. I need to point out quickly that most historians do not intentionally distort history to serve their purposes, as this boy did. The process is much less malicious, yet far more insidious. Historians interpret evidence through the eyes of their own world view. This is natural; we could not expect anything else. This has far reaching consequences, however. Take, for example, a historian studying the story of Jonathan and David. Thus he will conclude that David and Jonathan were homosexuals. Given his experience, he can not imagine any other interpretation of the evidence. People generally think of history as a very objective discipline. This perspective dominated the field about a century ago, and most of us were led to believe this in the course of our education. We were taught that objective historians began to piece together a picture of the past, and every new generation of historians discovers new facts which alter our understanding of the past. With each generation, therefore, we get closer to the truth of history, but these refinements do not significantly alter the assured findings of science. This perspective would find few adherents today. It has become painfully obvious that no researcher is a blank slate. We all start with some preconceived notions about what is true and what is not.

**Chapter 4 : Black History Month - HISTORY**

*PURPOSE: This first module will introduce you to Africa in a manner which convinces you of the importance of studying the continent. Four themes which inform the entire eight week unit will be introduced in this session.*

Lonnie Bunch, museum director, historian, lecturer, and author, is proud to present A Page from Our American Story, a regular on-line series for Museum supporters. It will showcase individuals and events in the African American experience, placing these stories in the context of a larger story – our American story. It is reprinted here in its entirety. Woodson recognized that knowing and understanding our past was the foundation to our future. No one has played a greater role in helping all Americans know the black past than Carter G. DuBois by a few years. To Woodson, the black experience was too important simply to be left to a small group of academics. Woodson believed that his role was to use black history and culture as a weapon in the struggle for racial uplift. Woodson was a strange and driven man whose only passion was history, and he expected everyone to share his passion. This impatience led Woodson to create Negro History Week in , to ensure that school children be exposed to black history. Woodson chose the second week of February in order to celebrate the birthday of Lincoln and Frederick Douglass. It is important to realize that Negro History Week was not born in a vacuum. The s saw the rise in interest in African American culture that was represented by the Harlem Renaissance where writers like Langston Hughes, Georgia Douglass Johnson, Claude McKay – wrote about the joys and sorrows of blackness, and musicians like Louie Armstrong, Duke Ellington, and Jimmy Lunceford captured the new rhythms of the cities created in part by the thousands of southern blacks who migrated to urban centers like Chicago. And artists like Aaron Douglass, Richard Barthe, and Lois Jones created images that celebrated blackness and provided more positive images of the African American experience. Woodson hoped to build upon this creativity and further stimulate interest through Negro History Week. Woodson had two goals. One was to use history to prove to white America that blacks had played important roles in the creation of America and thereby deserve to be treated equally as citizens. In essence, Woodson – by celebrating heroic black figures – be they inventors, entertainers, or soldiers – hoped to prove our worth, and by proving our worth – he believed that equality would soon follow. His other goal was to increase the visibility of black life and history, at a time when few newspapers, books, and universities took notice of the black community, except to dwell upon the negative. Ultimately Woodson believed Negro History Week – which became Black History Month in – would be a vehicle for racial transformation forever. The question that faces us today is whether or not Black History Month is still relevant? Is it still a vehicle for change? Or has it simply become one more school assignment that has limited meaning for children. Has Black History Month become a time when television and the media stack their black material? Or is it a useful concept whose goals have been achieved? And America has changed dramatically since – Is not it time to retire Black History Month as we have eliminated white and colored signs on drinking fountains? I would like to suggest that despite the profound change in race relations that has occurred in our lives, Carter G. African American history month, with a bit of tweaking, is still a beacon of change and hope that is still surely needed in this world. The chains of slavery are gone – but we are all not yet free. The great diversity within the black community needs the glue of the African American past to remind us of not just how far we have traveled but lo, how far there is to go. While there are many reasons and examples that I could point towards, let me raise five concerns or challenges that African Americans – in fact – all Americans – face that black history can help address: The Challenge of Forgetting: You can tell a great deal about a country and a people by what they deem important enough to remember, to create moments for – what they put in their museum and what they celebrate. In Scandinavia – there are monuments to the Vikings as a symbol of freedom and the spirit of exploration. In Germany during the s and s, the Nazis celebrated their supposed Aryan supremacy through monument and song. While America traditionally revels in either Civil War battles or founding fathers. Yet I would suggest that we learn even more about a country by what it chooses to forget – its mistakes, its disappointments, and its embarrassments. In some ways, African American History month is a clarion call to remember. Yet it is a call

that is often unheeded. For nearly years slavery not only existed but it was one of the dominant forces in American life. Political clout and economic fortune depended on the labor of slaves. And the presence of this peculiar institution generated an array of books, publications, and stories that demonstrate how deeply it touched America. In , the Smithsonian Institution, about to open an exhibition that included slavery, decided to survey 10, Americans. It is my hope that with greater focus and collaboration Black History Month can stimulate discussion about a subject that both divides and embarrasses. As a historian, I have always felt that slavery is an African American success story because we found ways to survive, to preserve our culture and our families. Slavery is also ripe with heroes, such as slaves who ran away or rebelled, like Harriet Tubman or Denmark Vessey, but equally important are the forgotten slave fathers and mothers who raised families and kept a people alive. I am not embarrassed by my slave ancestors; I am in awe of their strength and their humanity. I would love to see the African American community rethink its connection to our slave past. I also think of something told to me by a Mr. Johnson, who was a former sharecropper I interviewed in Georgetown, SC: Though they were sold, they were also strong. American revels in its greatness but often fails to confront or come to grips with the darker moments of American history. Exploring African American history could allow America to lance the boil of the past and move towards healing: Take the example of the mistreatment and brutalization of the African American male over the last years. Despite rhetoric that celebrates the docile, childlike quality of black males, white America has always been afraid of them. Tom Jefferson once said the presence of African American males is like having a wolf by the ears, sooner or later it will get you. From until , nearly black men annually were lynched for crimes real or imagined. And generations of black men found themselves on chain gangs or in prisons. Carter Woodson, father of Black History Month, was commemorated by the United States Postal Service with a stamp in his image on February 1, Yet, the story is not simply negative but also one of perseverance against all odds. The story of the number of black men able to obtain an education, contribute to society, maintain families, and overcome, is an extremely important element of the American past. While America often celebrates the Horatio Alger Myth someone who overcomes the odds rarely are those figures African American. Yet, who better to teach the American story of perseverance and achievement than African Americans. What a treasure is his mother, Mamie Mobley. While the African American community is no longer invisible, I am unsure that as a community we are taking the appropriate steps to ensure the preservation of African American cultural patrimony in appropriate institutions. Whether we like it or not, museums, archives, and libraries not only preserves culture they legitimize it. Therefore, it is incumbent of African Americans to work with cultural institutions to preserve their family photography, documents, and objects. While African Americans have few traditions of giving material to museums, it is crucial that more of the black past make it into American cultural repositories. A good example is the Smithsonian, when the National Museum of American History wanted to mount an exhibition on slavery, it found it did not have any objects that described slavery. That is partially a response to a lack of giving by the African American Community. This lack of involvement also affects the preservation of black historic sites. Though there has been more attention paid to these sites, too much of our history has been paved over, gone through urban renewal, gentrified, or unidentified, or un-acknowledged. Hopefully a renewed Black History Month can focus attention on the importance of preserving African American culture. And there is no higher cause than honoring our struggle and ancestors by remembering. As the African American Community diversifies and splinters, it is crucial to find mechanisms and opportunities to maintain our sense of community. As some families lose the connection with their southern roots, it is imperative that we understand our common heritage and history. The communal nature of black life has provided substance, guidance, and comfort for generations. And though our communities are quite diverse, it is our common heritage that continues to hold us together. The Power of Inspiration: One thing has not changed. That is the need to draw inspiration and guidance from the past. And through that inspiration, people will find tools and paths that will help them live their lives. Who could not draw substance from the creativity of Madame CJ Walker or the audacity and courage of prize fighter Jack Johnson. Or who could not continue to struggle after listening to the mother of Emmitt Till share her story of sadness and perseverance. And I draw inspiration from the anonymous slave who persevered so that the culture could continue. Let me conclude by

re-emphasizing that Black History Month continues to serve us well. Experiencing Black History Month every year reminds us that history is not dead or distant from our lives. I experience the African American past when I think of my grandfather choosing to leave the South rather than continue to experience share cropping and segregation. Or when I remember sitting in the back yard listening to old men tell stories. Ultimately, African American History “ and its celebration throughout February “ is just as vibrant today as it was when Woodson created it 85 years ago. Because it helps us to remember there is no more powerful force than a people steeped in their history. The museum will be far more than a collection of objects. The Museum will be a powerful, positive force in the national discussion about race and the important role African Americans have played in the American story “ a museum that will make all Americans proud.

**Chapter 5 : Top 10 reasons to study history - TopYaps**

*Black history is still important and should be taught to all students, not just African-American students. Students are taught mathematics, science and American history because it is important.*

For all but the last few centuries of its diverse and dynamic 2. Notable too are the effects of preconceptions about Africa and its peoples on the questions posed and answers sought by archaeologists. Deeply held presuppositions led early scholars to deny the capacity of African peoples to make gains on what 19th- and early 20th-century European scholars envisioned as a singular progressive pathway, one modeled on the elevation of European and Near Eastern history to the status of a universal expectation. Recent postcolonial decades have seen expanded research, more nuanced engagements with questions of origins and connections, and growing attention to the formative role of material practice in the configuration of social life, as described in separate sections of this bibliography. The focus of this article is the breadth and depth of African archaeology. It directs readers to literatures on the history, goals, and practices of African archaeology, aiding readers unfamiliar with archaeology to gain insight into issues around evidence and interpretation. Other sections provide pathways into the literature on particular topics and technologies, some of which are temporally anchored, as, for example, the study of hominin ancestors and early modern humans. Other topics span broad temporal reaches associated with particular economic strategies hunting and gathering, cultivation or pastoralism, technologies ceramics, metallurgy, sociopolitical configurations states and complex societies, villages, or practices religion and ritual, siege and slavery. General Overviews A number of books—both single-authored and edited collections—provide overviews of African archaeology, most focused on the archaeology of the continent from the Sahara south see also Textbooks. Of the single-authored books, Klein provides an introduction to the Plio-Pleistocene archaeology of Africa 2. Kusimba and Kusimba offers insights into the later-period East African archaeology, while Connah is a collection that is broader in geographical scope despite its similar temporal and topical focus. Two other edited volumes are thematically focused and represent the first works in African archaeology to address these themes: Kent on the archaeology of gender and Reid and Lane on historical archaeology, a rubric that first emerged in North America to encompass contexts in which archaeology is aided by textual sources. Leicester University Press, Contributors explore the changing adaptations of hunter-gatherers, the effects of food production, metallurgy, urbanism, climate change, trade, and maritime connections, with a primary focus on West and East Africa contexts. Gender in African Prehistory. Three concluding essays contextualize these studies in relation to gender studies more broadly. Human Biological and Cultural Origins. University of Chicago Press, Extensive bibliography and useful illustrations make this a good resource for students. Originally published in Foragers, Potters, Smiths and Traders. University of Pennsylvania Museum of Archaeology and Anthropology, Several chapters on iron metallurgy are augmented by a chapter on ceramic ethnoarchaeology. The Archaeology of Southern Africa. Cambridge University Press, A comprehensive survey of archaeology of the southern subcontinent, from the Zambezi River south, and covering sites ranging in time from the earliest archaeological traces to recent centuries. Lucidly written with a valuable bibliography. Chapters discuss the use of multiple sources, the interpretive challenges posed by multivocality, colonial processes and transformations associated with modernity, and the relationship of past and present in contemporary Africa. The Archaeology of Africa: Food, Metals and Towns. One World Archaeology Contributions center on topics including Quaternary climates and environmental relations, terminological debates, studies of food production, metallurgy, and urbanism. Extensive references provide useful pathways into literature prior to the early 20th century. Users without a subscription are not able to see the full content on this page. Please subscribe or login. How to Subscribe Oxford Bibliographies Online is available by subscription and perpetual access to institutions. For more information or to contact an Oxford Sales Representative click here.

**Chapter 6 : Importance Of History**

*When African-American history is studied all year round, children understand that African-American history is important. Children see that the study of African-American history is relevant in February, in March, in April, in May, and on as well.*

Student Answers hermy27 Student One of the greatest benefits of studying history is that it allows us a chance to learn about who we came from. The people of the past are those who came before us, and it is interesting to see how some of the thoughts, attitudes, and practices of today can differ so drastically from those throughout history. On the other side of that coin, it can be fun to learn about ideas that began years ago that are still a modern day issue. An example of this would be to look back at the suffragettes of the early 20th century who paved the way for the modern day equal rights movement. They were fighting to make sure that women could be treated as equal citizens of our country, including the right to vote, own property, or hold credit. The equal rights movement is still a current hot topic years later. Throughout history there have been both great successes and horrific failures. As the saying goes "those who are unfamiliar with their history, are bound to repeat it". Studying history allows us to build on our accomplishments and learn from our mistakes. History all puts life into perspective. It allows individuals to see where they came from which better allows them to situate themselves in their own lives. History can show you a lot about past human civilization, successes in the past, great ancestors, failures and disasters, and so much more about the past. You would be more aware about the world and much smarter if you learned about history. Wiggin42 Student Whether to study History or not is not a question at all. As a human we should know or have a curiosity to who was our ancestors? How did they live? It reveals not only our past but how we can design our future in a better way. There are valuable lessons in analyzing our past to figure out the future outcome without paying a huge price for it. Studying history allow to learn from the mistakes of our ancestors so we do not do the same things they did and work to become a better place. It allows us from repeating the same mistakes and allows us to avoid worse results than those seen in the past. History teaches us lessons learned from previous mistakes. Because we know the consequences already. This says it all, "Those who cannot learn from history are doomed to repeat it". Those questions and so many more are not going to be answered without history. Looking back at past events helps us shape the present and the future. According to history scholars, the first period is the pre-history stage. The earliest humans gradually evolved in communication through their actions, sounds and signs to formulate languages. Information was first handed down orally which became legends and then when written language prevailed, history was recorded for posterity. History is of vital importance to the human race because it primarily recounts the rise and fall of human civilizations. Historians are able to piece together life spans of generations and understand and compare progress and regress for future generations to come, possibly for the future survival of the human race as a whole. History offers data on information of how people and societies lived and behaved in the past. History helps provide identity. Historical data contains information of how families and even nations were formed and how the evolved while retaining cohesion. For one to be a good citizen, the study of history is essential as it promotes national identity and loyalty. Not only does history contribute to moral understanding, it is also important in our own lives and useful in world of work. History also helps us explain how systems were put in place in the past and how we relate to them in the present. Studying and reading past stories of individuals and their past situations enables the learner to measure his or her own moral values and sense. Students are also inspired as they learn about those who worked hard, suffered, and persevered to bring change to the society. Out of these inspirations they will work hard to achieve their goals in life. Studying history provides identity. This happens when the learners study about the beginning of families, groups, institutions and even the whole country and how they have evolved to sustain changes and cohesion. In America the most obvious importance of studying history is that it provides facts about families and how they have interacted and survived vast historical changes. These changes can happen through climate, technological advancements and many more. As they understand these changes they learn to respond to any kind of change that may arise. History also provides link with other subjects which has historical backgrounds. Subjects like economics, social studies, social arts. As they study history they they

develop cross curricular skills and interest. Among the many benefits to the study history the most vital reason of to do so is to identify mistakes of the past to avoid their repetition in the present and future. Through the study of history, citizens, policy makers, and governments as a whole can identify patterns of behaviors and cycles that led to both positive and negative turns in events. An outstanding example of the practical application of the study of history in our modern times and its usage to avoid a recurring issue is the wreck of the oil tanker the Exxon Valdez. The collision of the ship with the reef tore a hole into the single walled hull of the tanker resulting in However, through the study of the historical events and policies that led to the wreck and subsequent environmental issues, new laws and policies were put into place to prevent a similar incident from reoccurring; one such policy now requires that all tankers carrying hazardous materials such as oil are required to have double reinforced hulls. The wreck of the Exxon Valdez is a small example of the ways in which the study of historical events and the actions leading up to them can be analyzed and applied to prevent similar events from ever happening again. Studying and analyzing the events of the pasts allows for us as individuals and communities to make informed decisions about the present to avoid recreating the problems of our past. It is important to study history because as people live in the present, they tend to worry about the future. Nonetheless, past events help in foretelling and shaping the future. By studying history, we get to learn and understand change and how the society we live in came to be. History offers a deep-rooted knowledge on the existence and change in our society. By learning history, we gain a better understanding of our cultures and traditions since it contributes to moral comprehension. Studying the historical array of events and individuals who lived in the past with diverse characters and behaviors helps us gain lessons on life issues and skills. In addition, history provides information that has evidence about our families, institutions and our country as a whole, how they were formed and evolved over time, and we can only understand such information by studying it. Lastly, studying history is essential for good citizenship as it helps people to be loyal to their country through patriotism. It carries along knowledge that allows future generations to understand the past and build on it the constructive way. As such, future generations learn from past mistakes, past successes and evaluate whether history should repeat itself or not. History is an essence from generations to generations. The issue that might surround an historical knowledge, is its credibility. Meanwhile, the benefits of acquiring an historical knowledge whether credible or not, outweighs the damages of disregarding it. For a knowledge to be considered historical, there has to be a at least, a slight truth about the situation that it is about. For instance, there are speculations about who really discovered America, but the reality about such a speculation is that, America has been discovered by other civilizations. As we grapple with current events of political, cultural, and ethical importance, methodically studying human history helps us to develop our knowledge leading to informed solutions to problems. The study of history is not only critical to gathering knowledge of facts such as dates, but to help develop critical thinking skills. Placing value on the study of history assists students of any age to consider reflectively the contemporary culture and world. Without informed thought, the same mistakes are made repeatedly and the same solutions continue to evolve. Unfortunately, without critical analysis of history the solutions are often only temporary. The study of history is essential in any attempt to truly understand our place in the world. It does not matter what you intend to do to make money, knowing and understanding what happened in the past can you understand what is happening now, how things will work out, and what the future may hold. As an individual, you know that others can understand your views or opinions better if they understand who you are personally. The same goes for understanding other cultures, economic systems, and political structures. However, this is only one benefit. Another benefit of know history is so you can understand why things are happening in our society today. For example, the American housing market bust of can be compared to Black Monday of First, you identify the parallels between why the crashes occurred, the amount of people affected, and the effect on society and the economic system. After there is an understanding as to how this has happened before in history, you can look to see how America recovered from it in the past and devise ways to help America recover from the housing market. You can also better understand why certain efforts are being tried, and other recovery programs avoided if you see the failure and success of the implementation previously. Although this list is not exhaustive of all of the benefits of knowing your history, the last one that I will mention is the ability to be a

Jeopardy champ! Knowing history helps you learn geography, political figures of the past, as well as have a small understanding of the advent of many things in modern society. All of which can provide a wealth of knowledge for you to pull from when playing the game. When we turn to the past, we find examples of what communities can achieve when they collaborate on solutions to propel humanity forward during times of harrowing hardship – an ongoing reality shared across generations. This is an empowering and practical competence to have in any area of study. And because no new day starts without yesterday shaping its existence, possessing historical knowledge allows us to better understand multiple timelines influencing current events, heightening our social consciousness. Therefore, when historical inquiry is taken beyond the stereotype of being a memorization game of dates, names, and places, it possesses the power to greatly influence both our present and future experiences. They stood a better chance of being admitted into law schools or even business promotion. Even today, history holds an essential part in our society and the beauty of studying history is that it enables us to understand people, societies, and various cultures. The only way we can fully understand human behavior is through the study of history. This knowledge of how societies function helps us run our own lives. History helps us better understand ourselves, where we come from and appreciate our legacies. The second reason is that history helps us understand our present and shapes our future. When we study history and learn about shocking atrocities that were committed and the events that led up to them such as the Rwandan Genocide, we avoid going down the same path. Of course, we all understand that history repeats itself so others mistakes in the past serve as a lesson for us.

## Chapter 7 : Why Study Africa | African Studies Program

*Studying African history and current events gives us a deeper understanding of world history and even modern American history. For instance, the relationship between the United States and Africa predates American Independence.*

November 08, Leslie at the Princess Town Senior Comprehensive School Good morning principal, teachers, other members of staff and students, I was asked to address you on the importance of African history and the relevance that this subject has on your lives. I only have a few minutes to address you so I would be brief. Before I do so, I would like to state that this address is not only for the students of this school but for the teachers and other members of staff as well who could benefit from what I have to say. I would also like to take this time to recommend a few websites that you can access a plethora of information on the subject matter and other issues relevant to us as young men and women. You can also view websites such as TriniView. I would repeat the names of these websites at the end of the discussion. Learning about your African past and doing your own research in this regard is very significant when trying to figure out your existence and your purpose in the world. All human beings owe their existence to the continent where their current distinguishing human characteristics were formed; that Continent being Africa. However, races such as the Europeans and Asians have evolved different physical characteristics to that of Africans as a result of adapting to environments where their direct fore parents settled. Thus, to understand world history, all people must venture back to where it all began, which is in Africa. What I do remember though, is the bogus history that the system spoon-fed to me and packaged off as real history. I remember that the way they taught the history of Africans was as if Africans history began with the era of slavery. Unfortunately, the History syllabus in the primary and secondary school levels is inadequate to properly deal with the truth of the history of Africans and other people of the world. I would thus recommend that you do your own research. Some historians I recommend are: Yosef Ben Jochannan, Dr. I should mention that not all of these authors are African; some are white; but they have all done extensive research in their fields and have battled to ensure that the truth was put forward. Maybe after you read the books written by these authors, you can teach others about the truth of historical events. Students at the Princess Town Senior Comprehensive School It is also important that you do your own research for your own Self-development. It encourages you to think critically for your self, it helps you to sift away lies and distortions and it helps you to develop mechanisms to navigate the world around you. Many may wonder what the meaning of life is and why you are here on earth today. If you want the answer to that, I would not tell you. What I can do is guide you to one of the pathways which is a deeper search in history. Learning about your African, Indian, Chinese and European aspects of the evolution of your self and the different highs and lows that they have experienced as people, can provide a map as to the current situation that we are in today. The reason that many of you today are Christians or Muslims, for example, is a direct result of colonialism and imperialism. And that is a fact. The reason that many of you today are materially impoverished and others ridiculously wealthy is a direct result of the exploitative mechanisms to keep only a few on top of the economic hierarchy and the rest in abject poverty. Our entire lives are affected by situations and systems that were created in the past that evolved into what they are today. Needless to say the injustices of the past were not addressed. Thus, education or I should say Self-education is critical when developing the skills necessary to work around many of the obstacles today. Let me digress a bit to another important and interconnected point. Quite often education is only seen in the context of academics and as we should all know by now, people who are academically qualified are not necessarily educated. Academics can be helpful in becoming educated but is not the sum total of education. What people need in this regard is a better definition of education. Amon Hotep gave a definition that I find useful: Academic education can bring economic benefits later on in terms of a better paying job but there is no guarantee of this. Failure to achieve better academic credentials and job opportunities does not necessarily mean that one is uneducated. Within the general corruption of the system, we have racism, colourism, gender prejudices, size and age discrimination that can all be obstacles towards economic development. Through learning about how these impediments developed alongside refining your personal character can help you to navigate these impediments although

this does not guarantee economic riches which societies falsely use as a measurement of success and intelligence. The key to unlocking your natural potential is character - personal integrity. It is up to you to unlock your potential through learning about how the society developed alongside making it your duty to be honest. In so doing more people will develop their creativity and entrepreneurial skills. Students at the Princess Town Senior Comprehensive School There may be some of you who hold on to revolutionary ideologies and hope to change the unjust world system today. But such change should start with you and you cannot assist with meaningful change if you are not well-informed. Learning about your history, and in particular your African history, can guide you to other functional systems that were more equitable and suitable to the happiness and longevity of all in the society. You would get different ideas about religion and may discover that the origin of all the better lofty ideals in most other religions came from the very people who are mostly despised today on Africa. People do not get many benefits from mainstream religions because their foundations are distorted or outright wrong. I would again recommend the following websites that I also assist in administering: You can approach me after this programme for more information if necessary. Thank you for your time and enjoy the rest of the programme.

### Chapter 8 : Archaeology and the Study of Africa - African Studies - Oxford Bibliographies

*The Importance of Teaching Black History* Marc January 29, January 29, 2 Comments Editors Note: This guest post is part of the Blog Carnival of Blogging While Brown for Black History Month

By Femi Lewis One of the greatest aspects of teaching is that an educator is constantly learning. And through my experiences as an educator, it has occurred to me that the act of teaching are public, but the thoughts and actions of an educator are personal and public. My second decision would be to consistently integrate African-American literature and history in my curricula. For some people, both decisions were puzzling. Yet, it was important for me to work with students who were struggling to finish high school because of my own experiences as a student: I was the student with tons of potential who decided to cut school more often than not. However, I was also a young woman who had parents who would effectively advocate for me even when I was not working to my fullest potential. No one was going to allow me to fail, and so, I did not. And I wanted to offer this same love and devotion to others. My second decision, to integrate African-American history and literature came quite simply: One of my greatest concerns as an educator is students understand the importance of knowing history. Without knowledge of history, how can our students understand themselves? I focus heavily on developing units on the African Diaspora—“from literature to history”—so that students can make connections between the content, themselves and the world. Finally, I developed a curriculum on the history of hip-hop culture to prepare students for college—they learned to navigate through lengthy news and feature articles and opinion pieces. They analyzed music videos as well as documentaries. They prepared presentations and of course, wrote a series of argument-based essays. In all of my classes, students often asked the question: Instead, they were not only learning African-American history through literature, but through films and documentaries, artist studies, theatrical productions and museum visits. They were arguing less about reading texts and writing essays and were focusing more on learning about themselves. It was a true learning experience not only for them, but for me as well. During a visit to the Malcolm X and Betty Shabazz Memorial and Educational Center, one of my students was able to visualize the trepidation associated with taking a literacy exam in order to vote. African-American history should not be relegated to February and celebrating the work of a man such as Martin Luther King Jr. Instead, African-American should be taught throughout English Language Arts and History curricula so that all students—“regardless of race”—can understand the important contributions that have been made to the United States by people of color. We live in a time when images of African-American women are simply headrolling twerkers or powerbrokers in the public sphere yet must serve as mistresses in their private lives. And because we live in a world where things we visualize is considered a truth, it is important to consistently remind not only ourselves, but others of the trials and successes that African-Americans have endured. Now that I work in an different educational environment, my ability to teach African-American history has changed drastically. Working with younger students who are predominantly eastern European with a smattering of African-American, Latino and Asians, in a school that places absolutely no emphasis on multicultural education is at times difficult. For the African-American and Latino students, there is a hunger to learn something about themselves and a desire to feel some pride in their existence. However, for many of the other students, whose ideas of African-Americans are based on stereotypical archetypes, it has been a struggle. Yet, there have been successes. This speech is so much more powerful than what you think. Femi Lewis is a teacher and writer in New York City. As an educator, she has written high school curricula on various topics in African-American history.

### Chapter 9 : Gutenberg College Great Books.

*In the United States, the month of February is observed as Black History Month or National African American History Month, and we use the month to remember the important contributions and achievements of African Americans throughout our nation's history. The celebration can be felt nationally and worldwide as many organizations, cities, states and countries host events [ ].*

This annual observance fosters an awareness of the lives and contributions of African-Americans and ushers in a month long parade of enlightening activities, exhibits, workshops, and programs based upon the African-American experience. During Black History Month, museums, schools, churches, and community centers proudly sponsor month long celebrations full of African-American themed events. He certainly wanted to draw national attention to the contributions of African-Americans throughout history, but I also believe Dr. I believe that as well, so in our homeschool I teach African-American history all year round. In addition, the study of African-American history is part of a well-rounded homeschool curriculum. Finally, the educational benefits of doing so cannot be denied. Consider these five reasons to teach Black History year round. Children see that the study of African-American history is relevant in February, in March, in April, in May, and on as well. African-American history is too important to be viewed only as another item to check off a long list of educational objectives. When children understand that African-American history is American history, it is easier for them to see how it is relevant to all people. Though they are not household names, the accomplishments of these lesser known historical figures and many, many more are worthy of study all throughout the year. A simple internet search will reveal ample connections for children to explore. For example, when studying the phases of the moon in science, include information about the life and contributions of colonial great Benjamin Banneker, a self taught astronomer. Many subjects can easily segue into a more detailed study of African-American culture. A prolonged period of study allows us to escort our children off the well-beaten paths of history and gives us the opportunity to meander slowly down other educational avenues. Yes, slavery and civil rights struggles are important aspects of our history, but children need to know that the men and women of prior generations were far more than slaves and protestors. When studied year round, we have sufficient time to help our children examine and explore topics and figures. Your family will soon recognize the benefits of having done so. Your children will see the importance of African-American history and they will be eager to learn more about their rich history and culture. You, as parent and teacher, will find your studies lead you to people, places, and things you never imagined! And this family culture dominated by a love for learning and yearning to know more, is one of the many joys of homeschooling.