



This short course has been developed in accordance with the NCCA template and guideline. This short course has been developed by Susuana Olatunji Komolafe the Executive Educational Director for Africa History Educational Center for African Studies, under the platform of Afro in Diaspora Center with the support of Revd. Dr. Livingstone Thompson



AFRICAN STUDIES



AFRICA HISTORY EDUCATIONAL CENTER FOR AFRICAN STUDIES
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Title of short course

African Studies

**AFRICAN
STUDIES****1. Introduction to junior cycle**

Junior cycle education places students at the Centre of the educational experience, enabling them to actively participate in their communities and in society and to be resourceful and confident learners in all aspects and stages of their lives. Junior cycle is inclusive of all students and contributes to equality of opportunity, participation, and outcome for all. The junior cycle allows students to make a greater connection with learning by focusing on the quality of learning that takes place and by offering experiences that are engaging and enjoyable for them, and relevant to their lives. These experiences are of a high quality, contribute directly to the physical, mental, and social wellbeing of learners, and where possible, provide opportunities for them to develop their abilities and talents in the areas of creativity, innovation, and enterprise. The learner's junior cycle program builds on their learning to date and actively supports their progress in learning and in addition, supports them in developing the learning skills that will assist them in meeting the challenges of life beyond school.

2. Rationale

Africa is the mother of modern civilization and is the birthplace of human beings. In a certain sense we are all Africans! The movement of people out of Africa, and the climate change crisis, have led to changes in populations on a global scale. African studies will help us to understand and appreciate our connection with Africa, as it is today.

The continent of Africa is the second largest in the world. Today Africa has some of the fastest growing economies in the world, with the potential for greater economic power. Africa is a continent of thousands of languages, dialects and cultures, unparalleled eco-diversity, and over a billion vibrant and innovative Africans. The relevance of Africa is apparent in our everyday lives; we use African products, exports, minerals, and various resources every day. However, many people are unaware of the influences of Africa on their lives. The course in African studies will increase our knowledge of the ways in which Africa helps to meet our daily needs.

Students in the African Studies course will develop greater consciousness of racism against people of African descent, the forced relocation and enslavement of Africans, the African Holocaust, as well as lesser-known stories about outstanding figures whose impact is evident within and beyond the continent of Africa.

The short course will create room for conversation, dialogue, and debate in which the purpose is to lead to acquisition of new knowledge and changing our narrative of the Africa continent. The role, relevance, and common shared history with Ireland can bring challenging conversation to the classroom.

3. Aim

The course aims to provide an African-centred approach to the study of the history, social life, culture, and geography of countries on the African continent. This course aims to deepen students' understanding and knowledge of Africa to challenge negative stereotypes and outdated misconceptions about the continent. Armed with new knowledge and new ideas, students will be empowered to tell new stories and so possibly change the narrative about Africa.

The course aims to raise student awareness and understanding of African influence, especially on Irish and European societies in the past, and more recently. Students will explore how the people of Africa helped to create the wealth that sustained the lifestyle of Europeans, especially in the 17th and 18th centuries, which is also a shared history to the Irish people. This short course, is tailored to meet the

needs of both students and teachers, aims to provide information that challenges their perspectives, while giving new meaning and a broader sense of history, culture, heritage, and ecology to create more inclusiveness in diversity.

4. Overview

The learning outcomes in this short course are aligned with the level indicators for Level 3 of the National Framework of Qualifications. The course has been designed for approximately 100 hours of student engagement.

Bringing it all Together: Why Africa Matters?

This acts like a unifying strand. It enables students to broadly explore and debate the realities of people of African Descent in Ireland today; enabling conversations on why African Lives Matters, exploration of global and local human rights, ethnic diversity, and similar topics relevant to the course. The focus here is to open debate and foster critical thinking allowing the participants share their thoughts in a safe space. (30hrs)

Strand 1. Introduction to African History

Through topics such as imperialism, misrepresentation, history before slavery and colonialism, migration, and social discrimination, this strand will look at how misrepresentation has developed throughout history; and how people can promote a change narrative among youth, diversity, and challenge western eurocentrism in our society. (35hrs)

Strand 2. Africans in Ireland

This strand explores African and Caribbean migration to Ireland and their experiences of conscious bias, unconscious bias, prejudice, and discrimination from the host community. Identifying the African Irish Identity among adults, youth, and young ones. The Afro Infusion of culture (35hrs)

The Teaching and Learning strategies for delivering these interlinking sections that could be adopted:





- Debate Section
- Group Conversation
- Group Dialogue
- Creation of ePortfolio from the sections
- Individual and Group Presentation in sharing their thoughts
- Recommendations from their presentation

5. Learning Outcomes





The learning outcomes set out in the following tables apply to all students and represent outcomes for students at the end of their period of study (approximately 100 hours). The immediate outcome is to

identify educational practices rooted in Afrocentric perspectives and values. The long-term objective is transforming knowledge and culture. The outcomes are numbered within each strand. The numbering is intended to support teacher planning in the first instance and does not imply any hierarchy of importance across the outcomes themselves.

Unifying Strand: Bringing it all Together: *Why Africa Matters*

Students learn about	Students should be able to
<ul style="list-style-type: none">  Transforming knowledge and cultures  Current issues around African lives  How the world sees Africa and how Africa sees the world  Explore why Africa matters through conversation, debate, and dialogue 	<ol style="list-style-type: none"> 1. analyse and discuss their knowledge of Africa in the classrooms 2. present their thoughts and shared knowledge 3. explore, critically and emotionally, African experiences 4. enrich their knowledge in the classrooms with African knowledge 5. participate in a conversation around the African continent

Strand 1 *Introduction to African History*

Students learn about	Students should be able to
<ul style="list-style-type: none">  African History, African American History, African-Caribbean British History and African Irish History.  Specific case studies that include Congo, Nigeria, Cameroon.  Reflections on ethnicity and its relevance to the modern world  Exploring racial bias, misrepresentation, stereotypes of Africans, and misconception of African Identity 	<ol style="list-style-type: none"> 1. show basic knowledge of countries on the continent of Africa, for example in terms of geography, languages, and main physical features. 2. discuss and explore ethnicity, understanding how it is relevant to their lives 3. investigate a specific African country as a case study 4. understand, discuss, and illustrate racial bias, misrepresentation, and stereotypes

	5. discuss misconception and explain what African identity means
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Strand 2 Africans in Ireland	
Students learn about	Students should be able to
<ul style="list-style-type: none"> ✚ African Irish and African-Caribbean Living in Ireland today – locally and nationally ✚ Spheres of Influence and impact: business, professions, achievements, lifestyles, etc. ✚ Migration concepts, patterns, prejudice, and discrimination ✚ Representation of Africa in the Irish media 	<ol style="list-style-type: none"> 1. understand the term “African Irish” and identify prominent African-Irish people 2. identify African-Caribbean in Ireland and describe their impact on various aspects of society 3. explore, define, and illustrate the concepts and patterns of migration. 4. discuss migration patterns (African migration to Ireland) within different time frames

6. Links	
Statement	Examples of relevant learning in the course
SOL6: Appreciates and respects how diverse values, beliefs and traditions have contributed to the communities and culture in which she/he lives	Gain insights about Africa and how its culture, people and produce impact the rest of the world in different fields of politics, music, art, industry, goods and services.
SOL8: values local, national, and international heritage, understands the importance of the relationship between past and current events and the forces that drive change	The introductory phase of the course will introduce the role African history plays in science and content of learning to invite learners not to overlook the importance of history, culture, and context
SOL19: values the role and contribution of science and technology to society, and their personal, social, and global importance	Exploring Africa in STEAM (Science, Technology, Engineering, Arts, and Math) Education Context: A session resource that will be explore in conversation during the course engagement to focuses on the intersection of African Studies and the sciences for elementary knowledge
SOL9: 9 understands the origins and impacts of social, economic, and environmental aspects of the world around her/him	Exploring African Irish today living in Ireland and their shared history with Africa. Identify Africans and Caribbean Irish making impact in the community; in their different fields, and sharing their stories to project a positive image of African-Caribbeans living in Ireland; highlighting their contribution and role in the community
SOL7: values what it means to be an active citizen, with rights and responsibilities in local and wider contexts	Teaching about representations and stereotypes of Africa as a continent covered in the strands. It is important to know what students already know about Africa before they take this course. To do this, students will complete a survey designed to gauge their existing perceptions and understanding. The results of this survey will enable educators to design their lessons in ways that build on existing student knowledge.
SOL16: describes, illustrates, interprets, predicts, and explains patterns and relationships	Why teach Africa or Study Africa? Families and communities are important aspects of cultures and societies. They come in many different shapes and sizes throughout the continent of Africa, so there is no one pattern to describe them. Introduce students to the rich and diverse tradition of religious belief and practice in Africa.
a) The eight key skills of junior cycle	

In addition to their specific content and knowledge, the subjects and short courses of junior cycle provide students with opportunities to develop a range of key skills. The junior cycle curriculum focuses on eight key skills: Being literate; Managing myself; Staying well; Managing information and thinking, being numerate; Being creative; Working with others and communicating.

Key skill	Key skill element	Student learning activity
Being literate	African Literature	African Literatures will introduce students to the beauty and diversity of African literature. The lesson will allow students to read works of literature from Southern, West, East, North, and Central Africa. Students will also be exposed to the different genres of African literature.
Managing myself	Absorbing new knowledge (Discover Africa)	The conversation and dialogue session will teach students how to manage self during critical question session and debate
Staying well	African Identity (How Relevant to us in our selfcare, acceptance and eradication of mental slavery or colonised unhealthy attitude detrimental to us)	Healthily culture, body image, hair image in terms of styles to embrace a healthy outlook and to be comfortable with self-identity. African Identity based on culture, tribes, dialect, region, and language in a healthy environment.
Managing information and thinking	African Spirituality (Religion to us)	Religion in Africa will introduce students to the rich and diverse tradition of religious belief and practice in Africa. This will be accomplished using narrative, maps, and photographs.
Being numerate	Resources Numbers Export Nature	Students learn the difference between imports and exports and will analyse imports to Africa and exports from Africa. Africa receives many imports from the rest of the world, including cars and computers. Africa sends out many exports to the rest of the world. As you can see, we are connected to Africa in many ways
Being creative	Act of Image <ul style="list-style-type: none"> • Soul • Science 	Using Images to engage the student

	<ul style="list-style-type: none"> • Intelligence (Knowledge) 	<p>What are some of the items you see in this image? Which of these items do you think might come from Africa? Why do you think those items come from Africa? Likewise, regarding the items you did not include, why do you think those items do not come from Africa?</p>
Working with others	<p>We are one, acceptance of others in terms of culture, differences</p>	<p>Ask your parents, siblings, and friends to respond to the question, "Quick, what five words come to your mind when I say 'Africa'?". Record your findings and be prepared to discuss them with a partner in class.</p>
Communicating	<ul style="list-style-type: none"> • Places • Location • Heritage • Heroes • Knowledge Documented 	<p>Using, for example, the image of Deji of Akure and his attendants and the two beaded crowns for study point. Or the Yoruba people's beads as an indicator of wealth and power, you will learn about the use of beads in the Oba's garb. Set out questions to allow for student engagement.</p>

7. Assessment and reporting

The assessment for the African Studies course will be comprised of three parts, all of which must be accompanied by their eportfolio:

- (a) Students will be required to do two case studies: one focusing on a country on the African continent and one focussing on a personality of African descent, who has made significant contributions in and beyond the continent. This can be presented either through essay, PowerPoint presentation, video or as a drama.
- (b) Students will be required to write an essay, an article or do a presentation, which focusses on an issue arising from the topics and ideas discussed in the course: for example, history, trade, debt, aid, African holocaust, war, mining, environmental catastrophe, etc.
- (c) Students will be required to attend and participate in group discussions and class presentations.

8. Assessment Arrangements

Assessment practices, whether as part of ongoing assessment or the classroom-Based Assessment, are a key feature of teaching and learning in schools. Assessment arrangements for students, e.g., the support provided by a special needs assistant or the support of assistive technologies, should be in line with the arrangements the school has put in place to support the student's learning throughout the year.

Where a school judges that a student has a specific physical or learning difficulty, appropriate assessment arrangements may be put in place to remove, as far as possible, the impact of the disability on the student's performance in the classroom-Based Assessment. Such accommodations which enable all students to access curriculum and assessment are based on specific needs.

[Comprehensive guidelines for schools](#) and an interactive version of the [Inclusive Education Framework](#) provide further information on supportive assessment practices. Students will be supported and guided in choosing their cases studies and their essay topics and will be given ample time to complete these.

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Appendix: Level indicators for Level 3 of the National Framework of Qualifications (QFI)

This short course has been developed in alignment with the level indicators for Level 3 of the National Framework of Qualifications. Usually, for Level 3 certification and awards, the knowledge, skill, and competence acquired are relevant to personal development, participation in society and community, employment, and access to additional education and training.

NFQ Level	3
Knowledge <i>Breadth</i>	Knowledge broadly moderate in range
Knowledge <i>Kind</i>	Mainly concrete in reference and with some comprehension of relationship between knowledge elements
Know-how and skill <i>Range</i>	Demonstrate a limited range of practical and cognitive skills and tools
Know-how and skill <i>Selectivity</i>	Select from a limited range of varied procedures and apply known solutions to a limited range of predictable problems
Competence <i>Context</i>	Act within a limited range of contexts
Competence <i>Role</i>	Act under direction with limited autonomy; function within familiar, homogeneous groups
Competence <i>Learning to learn</i>	Learn to learn within a managed environment
Competence <i>Insight</i>	Assume limited responsibility for consistency of self-understanding and behaviour

