

Addis Ababa University
College of Social Sciences
Department of History

Course Outline

Hist1012: History of Ethiopia and the Horn

Credit Hours: 3

Prerequisite: none

Description

This teaching material is prepared for a common course given to Students of Higher Learning Institutions. The purpose is to help students understand the history of Ethiopia and the Horn from ancient times to 1995 as a base for shaping and bettering the future. The module generally focuses on major topics in the history of Ethiopia and the Horn including social, cultural, economic, and political developments and their interrelationships thereof. The contents of the module consider the chronology and thematic relations of events in time and space. To make this course inclusive and representative, the module also includes regional histories across the period. The course is also concerned with how the sociocultural, religious, economic and political experiences of the past are interwoven in the making of the current Ethiopia and the Horn.

Objectives

The general objective of this module is to introduce students to the diverse histories of Ethiopia and the Horn and the extent to which interaction between peoples throughout the region and with the outside world have shaped the history of the region.

The specific objectives of the module are to enable students to:

- distinguish the nature and uses of history;
- identify pertinent sources for the history of the peoples of Ethiopia and the Horn;
- describe changes and continuities that unfolded in Ethiopia and the Horn;
- elucidate the causes, courses and consequences of events that happened in the region;
- explain the nature of the region's external contacts and their effects;
- appreciate peoples' achievements, heritages and cultural diversities of the region.

Competences

This module enables students to:

- comprehend the nature of history;
- analyze relevant sources for History of Ethiopia and the Horn;
- describe Ethiopia and the Horn in relation to Human Evolution and Neolithic Revolution;
- trace the origin, developments and achievements of states;
- analyze the role of the legend of Queen of Sheba in shaping historical developments in Ethiopia from 1270 to 1974;
- assess dynamics of the relations between the Christian kingdom and Muslim Sultanates;
- appreciate the interplay between local and global developments in shaping the history of the region;
- explicate the role of population movements in shaping the history of Ethiopia and the Horn;
- assess the evolution of states and societies in Eastern, Central, Southern and Western parts of Ethiopia and the Horn;
- identify the major socio-economic, religious and political achievements of the Gondarine period;
- discuss the salient features and effects of the *Zemene-Mesafint*;
- expound the political process for formation of Modern Ethiopia and the Horn;
- discern the efforts and challenges of modernization in the region;
- point out the legacies of major battles, victories and the role of patriots in the resistance struggle against colonialism;
- discuss the major socio-economic and political developments from 1941-74;
- reveals the political momentum, reforms and oppositions during the *Derg* period;
- clarify the political developments undertaken from 1991 to 1995.

Contents

Unit One

Introduction

1.1. The Concept, Nature and Uses of History

1.2. Sources and Methods of Historical Study

- 1.3. Historiography of Ethiopia and the horn
- 1.4. The geographical context

Unit Two

Peoples and Cultures in Ethiopia and the horn

- 2.1. Human Evolution
- 2.2. Neolithic Revolution
- 2.3. The Peopling of the region
- 2.4. Religion and Religious processes

Unit Three

Politics, Economy and Society in Ethiopia and the Horn to the end of the Thirteenth century

- 3.1. Emergence of states
- 3.2. Ancient states
- 3.3. External contacts
- 3.4. Economic formations
- 3.5. Socio-cultural Achievements

Unit Four

Politics, Economy and Society from the late Thirteenth to the beginning of the sixteenth centuries

- 4.1. The “Restoration” of the “Solomonic” Dynasty
- 4.2. Power struggle, Consolidation, Territorial Expansion and religious processes
- 4.3. Political and Socio-economic dynamics in Muslim Sultanates
- 4.4. Rivalry between the Christian kingdom and the Muslim sultanates
- 4.5. External relations

Unit five

Politics, Economy and Social processes from the early sixteenth to the end of the eighteenth centuries

- 5.1. Conflict between the Christian kingdom and the sultanate of Adal and after
- 5.2. Foreign intervention and Religious controversies
- 5.3. Population movements
- 5.4. Interaction and integration across Ethnic and Religious diversities

5.5. Peoples and States in Eastern, Central, Southern and Western regions

5.6. The Gondarine period and *Zemene-Mesafint*

Unit six

Internal Developments and External relations of Ethiopia and the horn, 1800-1941

6.1. The Nature of Interactions Among Peoples and States of Ethiopia and the horn

6.2. The Making of Modern Ethiopian state (territorial expansion, centralization process)

6.3. Modernization attempts

6.4. Socio-economic developments

6.5. External relations (Foreign Aggressions and Major Battles, Patriotic Resistance movement)

Unit seven

Internal Developments and External Relations, 1941–1995

7.1. Post-1941 Imperial period (Diplomatic Developments, Political and Economic developments, Oppositions...)

7.2. The Ethiopian Revolution and the *Derg* regime (1974-1991)

7.3. Transitional government

Assessment

Test 1.....25%

Assignment and presentation.....25%

Final Exam-----50%

Total -----100%

Course policy

Attendance: It is mandatory to come to class on time and every time. If you are going to miss more than 20% of the total classes during the semester, you will not sit for the final exam of this course.

Assignments: you must do your assignment on time. No late assignment will be accepted. You are expected to observe the rules and the regulations of the University as well.

Cheating/plagiarism: you must do your own work and not copy and get answers from someone else.

Please be sure to turn off cell phones before class and exam sessions.

The course instructor should create a classroom environment that is relaxed and conducive to free and active class participation. In order to foster an atmosphere in which all students feel comfortable asking questions and sharing comments.

References

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