



## Department of History

HTST 376.01  
African History  
Winter 2022

**Instructor:** Yolanda Osondu

**Email:** Yolanda.osondu1@ucalgary.ca

**Office Hours and Location/Method:** MW (10 -11am) SS 635 (In-person or via email for zoom appointments.)

**Classroom Location, Days and Times:** MS217, MWF (12.00-12.50pm)

**Course Delivery:** In person (Quizzes will be written on D2l outside class time)

### Description

This course introduces the history of Sub-Saharan Africa from the Early Iron Age to the present. African History is usually divided into three periods: pre-colonial, colonial, and post-colonial (or independent). Important themes for the pre-colonial period include the spread of Early Iron Age agriculture and metallurgy, Later Iron Age developments such as expansion of trade and state formation, and African involvement in inter-continental trade networks such as the Trans-Saharan, Indian Ocean, and Trans-Atlantic networks. For the brief but transformative era of European colonial rule, which began in the late nineteenth century for most parts of Africa, the course will look at conquest and resistance, economic and social change, the impact of the world wars and decolonization. Focusing on the period after the withdrawal of European colonial rule around 1960, the course will conclude with a look at the impact of the Cold War on Africa, the rise and fall of apartheid in South Africa, and relatively recent issues such as the AIDS pandemic and conflicts over valuable resources.

### Learning Outcomes

1. Identify and explain transformations in African societies from the earliest times to the present
2. Learn and broaden your knowledge of the African continent including every aspect of the people's culture.
3. Through an analysis of various historical sources, students will research and compose a thesis styled essay.
4. Guide and help students learn the use of proper citation method
5. Enable students engage and converse in class discussions and short presentations.

## Reading Material

Toyin Falola and Timothy Stapleton, *A History of Africa: Combined Edition* (New York: Oxford University Press, 2022)

A physical copy of the reading material should be available for purchase at the University of Calgary bookstore. An online version of the material will also be made available for rent - <https://www.calgarybookstore.ca/digital2.asp>

## Assessment

Method	Due Date	Weight
Quiz 1	January 31, 2022	10%
Essay Proposal	February 11 2022	20%
Quiz 2	February 28 2022	10%
Quiz 3	March 21 2022	10%
Quiz 4	April 6 2022	10%
Final Essay	April 11 2022	35%
Class Participation	Throughout the semester	5%

## Grading Policies

All will be graded based on the point value system which is indicated in D21. This point value will be converted to both a percentage mark and a letter grade for assessment. The D21 gradebook will provide the percentage and letter grade for the course.

## Details on Methods of Assessment

**Quizzes** – Each quiz will be done outside of class time, and will consist of 20 multiple-choice questions, covering material primarily covered by the textbook readings and, to a rather lesser extent, in class. From the moment you start the quiz on D21, you will have 30 minutes to complete your work.

### **Quizzes will be made available on D21:**

Quiz 1: Friday January 28 by 4pm to January 31, 2022, at 2pm

Quiz 2: Friday February 25 by 4pm to February 28, 2022, at 2pm

Quiz 3: Friday March 18 by 4pm to March 21, 2022, at 2pm

Quiz 4: Monday April 4 by 4pm to April 6, 2022, at 2pm

**RESEARCH ESSAY PROPOSAL: Due Date: 11:59pm on February 11, 2022, via D2l drop box.**

Students are free to select any topic relating to the history of Sub-Saharan Africa a list of suggested topics will be made available. The proposal should include the following:

1. **Topic or Title** of the Research Essay
2. **Concise Explanation** of the topic. This section should be around **500-700 words long**. It must state the research question and a tentative thesis which is a one sentence answer to the question. No citations are required here.
3. **Preliminary Bibliography**. This must include at least **5 academic secondary sources** such as scholarly books, book chapters and/or journal articles that are relevant to the topic. Do not cite the course textbook.

Students are strongly encouraged to discuss their proposals with the instructor before submission.

**RESEARCH ESSAY: Due Date: 11:59pm on April 11, 2022, via D2l drop box.**

Completing a research paper represents a central activity of this course. The research paper should address a question and present a clear thesis (a one sentence answer to that question). It must be organized into an introduction, body, and conclusion, and contain a bibliography with at least **7 academic secondary sources**. It must be written in a clear and concise manner. The essay can employ quotations, but students are strongly advised to do so sparingly and to use appropriate rules and citation methods. The paper should be roughly **1500 words long** excluding bibliography. The research for the paper, as reflected in the citations (footnotes or endnotes) and bibliography, should focus on scholarly secondary sources such as academic books, book chapters and/or journal articles.

**All assignments must be double spaced, Times New Roman Font, 12 pt. and adhere to the Chicago Manual Style.**

For guidance on essay writing, including citation methods, see the Department of History's online student handbook:

[http://hist.ucalgary.ca/sites/hist.ucalgary.ca/files/history\\_students\\_handbook\\_2015.pdf](http://hist.ucalgary.ca/sites/hist.ucalgary.ca/files/history_students_handbook_2015.pdf)

**CLASS PARTICIPATION:**

There are **54 countries** on the African continent. We currently have 50 students registered for this course. Students will choose a country to learn about and share basic important facts for a few minutes at the beginning/end of each class. A shared sign-up spread sheet will be made available at the beginning of the semester (on January 3) for each person to register a selected country of choice. If a country has already been selected, please choose a different country. Students will earn extra grades through their participation in this activity. **It's best to sign up early to select your country of choice.**

## Late Assignments:

If you are unable to meet the due date of an assignment deadline, please discuss the situation **BEFORE** the assignment's due date with the instructor. Extensions can be granted when appropriate.

## Learning Technologies Requirements

To participate more fully in this course, students should be acquainted with D2L. All required course readings, assignment instructions and rubrics will be made available on the course home page on D2L.

To learn more about D2L, please visit: <https://elearn.ucalgary.ca/d2l-getting-started/>

To successfully engage in this learning experience, students will also require a reliable access to a computer, an updated web browser, a microphone and speaker, and a good internet connection. Microsoft word document is the preferred version for written assignments.

## Inclusiveness, Accommodation, Privacy and Conduct

If you have conditions that require a formal accommodation, be sure to register with the Students Accessibility Services as soon as possible.

**To protect the privacy of others, no activity that occurs within the classroom or online should be recorded in any format. No teaching material should be shared, distributed, or published without the instructor's permission.**

## Schedule

Date	Topic & Reading	Important Dates
Jan 10 -14	Course Introduction 1. The Historiography of Africa  Toyin Falola and Timothy Stapleton, <i>A History of Africa: Combined Edition</i> (pp. 3-20)	
Jan 17 - 21	An Introduction to Pre-colonial Africa 1. Bantu Language 2. Iron Age  North Africa to 1880  Toyin Falola and Timothy Stapleton, <i>A History of Africa: Combined Edition</i> (pp. 26 – 59, 201-213)	

Jan 24 - 28	Religions in Africa: African Traditional Beliefs, Christianity & Islam in Africa (Toyin Falola and Timothy Stapleton, <i>A History of Africa: Combined Edition</i> (pp. 223-227; 291-293)	
Jan 31 - Feb 4	East and Central Africa to 1850 Toyin Falola and Timothy Stapleton, <i>A History of Africa: Combined Edition</i> (pp. 136-175; 246-249)	Due Date: Quiz 1 - January 31, 2022
Feb 7 - 11	Southern Africa to 1900 Toyin Falola and Timothy Stapleton, <i>A History of Africa: Combined Edition</i> (pp. 178-196; 264-279)	Due Date: Essay Proposal - February 11 2022
Feb 14 - 18	Precolonial West Africa: The Trans-Saharan Trade and Trans-Atlantic (1500-1800) Toyin Falola and Timothy Stapleton, <i>A History of Africa: Combined Edition</i> (pp. 82-95; 114-134, 217-238)	
Feb 21 - 25	Term Break, no lectures	
Feb 28 – Mar 4	The Scramble for Africa 1. Resistance to Colonial Rule  The Transformation of African Societies Under Colonial Rule I 2 Politics & the Economy  Toyin Falola and Timothy Stapleton, <i>A History of Africa: Combined Edition</i> (pp. 296-331)	Due Date: Quiz 2 - February 28 2022
Mar 7 - 11	The Transformation of African Societies Under Colonial Rule II 1. Social and Cultural Change 2. Women in African History  Toyin Falola and Timothy Stapleton, <i>A History of Africa: Combined Edition</i> (pp. 380-420)	
Mar 14 - 18	Africa during the World Wars	

	<p>Toyin Falola and Timothy Stapleton, <i>A History of Africa: Combined Edition</i> (pp.425-444)</p>	
<p>Mar 21 - 25</p>	<p>The Rise and Fall of Apartheid in South Africa (1948-94)</p> <p>Toyin Falola and Timothy Stapleton, <i>A History of Africa: Combined Edition</i> (pp. 492-518)</p> <p>Decolonization and African Nationalism</p> <p>Toyin Falola and Timothy Stapleton, <i>A History of Africa: Combined Edition</i> (pp. 446-489)</p>	<p>Due Date: Quiz 3 - March 21 2022</p>
<p>March 28 – Apr 1</p>	<p>Independent Africa during the Cold War Era</p> <p>Toyin Falola and Timothy Stapleton, <i>A History of Africa: Combined Edition</i> (pp. 520 -572)</p>	
<p>Apr 4 – 8</p>	<p>Post-Cold War Africa (Economy &amp; Conflict)</p> <p>Toyin Falola and Timothy Stapleton, <i>A History of Africa: Combined Edition</i> (pp.574 - 600)</p>	<p>Due Date: Quiz 4 - April 6 2022</p>
<p>Apr 11</p>	<p>Post-Cold War Africa (Health, Environment and Culture)</p> <p>Toyin Falola and Timothy Stapleton, <i>A History of Africa: Combined Edition</i> (pp. 604-626)</p>	<p>Due Date: Final Essay - April 11 2022</p>

University Closed April 15-18. **There is no registrar-scheduled final exam.**

**Research Essay – a few examples of possible topics – these are starting points and will need to be narrowed down**

The origins of a major pre-colonial state (e.g., Lunda, Buganda, Asante, Zulu)  
The impact of the Trans-Atlantic Slave Trade on part of West Africa (e.g., Niger Delta)  
The Impact of the Portuguese on the Kingdom of Kongo  
Queen Nzinga of Angola (or another prominent African leader from any period)  
The impact of Christian missionaries in a region of Africa (West, East or Southern)  
The expansion of the slave trade in East Africa (1800s)  
Any war of European colonial conquest (e.g., Anglo-Zulu War of 1879)  
The Indian Community in East Africa  
The experience of African women under colonialism (select a country as a case study)  
Decolonization in any African country (focus on one)  
Military Coups and/or Regimes in Post-colonial Africa (pick a country and a coup)  
Personalist Dictatorships in Post-Colonial Africa (e.g., the Mobutu regime in Zaire)  
The rise of football (soccer) as a popular sport in Africa  
The Nigerian Civil War (1967-70) (or any other post-colonial conflict)  
The impact of the AIDS pandemic in Africa  
The rise of Nollywood (Nigerian film industry)  
Debt relief for African countries  
The history of popular music in an African country or region  
African refugees (pick a specific region, country, conflict, or theme)  
The African Union (or one of the regional international organizations like ECOWAS)  
The Impact of the United Nations in an African Conflict (eg. Rwanda in 1994)  
China's growing interest in Africa  
Africa and the "Resource Curse" (select a country as a case study)  
Why has Botswana become a "successful" African country?  
Islamist Insurgency in Post-Cold War Africa (pick an example such as Somalia)

## Departmental Grading System

The following percentage-to-letter grade conversion scheme is used in all Canadian Studies, History, and Latin American Studies courses, except for HTST 200.

Percentage	Letter Grade	Grade Point Value	Description
90-100	A+	4.00	Outstanding performance
85-89	A	4.00	Excellent performance
80-84	A-	3.70	Approaching excellent performance
77-79	B+	3.30	Exceeding good performance
73-76	B	3.00	Good performance
70-72	B-	2.70	Approaching good performance
67-69	C+	2.30	Exceeding satisfactory performance
63-66	C	2.00	Satisfactory performance
60-62	C-	1.70	Approaching satisfactory performance.
56-59	D+	1.30	Marginal pass. Insufficient preparation for subsequent courses in the same subject
50-55	D	1.00	Minimal Pass. Insufficient preparation for subsequent courses in the same subject.
0-49	F	0	Failure. Did not meet course requirements.

**Please Note:** Students are expected to reach the grade range to receive that letter grade (ie. to receive an A- a student will have earned an 80 or 3.7 in the course). Assume that there will be no rounding up unless a faculty member announces otherwise.

## Program Advising and Student Information Resources

- For program advising in the Faculty of Arts, contact the [Arts Students Centre](#) (ASC).
- For questions about admissions, student awards, common registration issues, financial aid and student fees, contact [Enrolment Services](#)
- Sometimes unexpected circumstances may affect your schedule. You can change your registration during the course change period. Please see the [Registration Changes and Exemption Requests](#) page.

*Attention history majors: History 300 is a required course for all history majors. You should normally take this course in your second year.*

## Writing

All written assignments and written exam responses are assessed partly on writing skills. Writing skills include surface correctness (grammar, punctuation, sentence structure, etc.) and general clarity and organization. Research papers must be properly documented according to the format described in [The History Student's Handbook](#).

## **Academic Misconduct**

Academic Misconduct refers to student behavior which compromises proper assessment of a student's academic activities and includes: cheating; fabrication; falsification; plagiarism; unauthorized assistance; failure to comply with an instructor's expectations regarding conduct required of students completing academic assessments in their courses; and failure to comply with exam regulations applied by the Registrar.

For more information, please see the University of Calgary [Student Academic Misconduct Policy](#) documents, and visit the [Academic Integrity Website](#).

## **Plagiarism**

Plagiarism occurs when students submit or present the ideas and/or writing of others as if they were their own or when they submit their own work to two different classes. Please see [The History Student's Handbook](#) for more details, but to summarize, plagiarism may take several forms:

- Failing to cite sources properly
- Submitting borrowed, purchased, and/or ghostwritten papers
- Submitting one's own work for more than one course without the permission of the instructor(s) involved
- Extensive paraphrasing of one or a few sources, even when referenced properly, unless the essay is a critical analysis of those works

Plagiarism is a serious academic offence, and written work that appears to contain plagiarized passages will not be graded. All such work will be reported to the Faculty of Art's associate deans of students who will apply the penalties specified in [the university calendar](#).

## **Academic Accommodation**

It is the student's responsibility to request academic accommodations according to the [Student Accommodations policy](#). Students needing an accommodation based on disability or medical concerns should contact Student Accessibility Services (SAS) in accordance with the [Procedure for Accommodations for Students with Disabilities](#). Students who require an accommodation in relation to their coursework based on a protected ground other than Disability should communicate this need in writing to their Instructor.

SAS will process the request and issue letters of accommodation to instructors. For additional information on support services and accommodations for students with disabilities, visit [Student Accessibility Services](#).

## **Research Ethics**

If a student is interested in undertaking an assignment that will involve collecting information from members of the public, they should speak with the course instructor and consult the [CFREB Ethics](#) website before beginning the assignment.

## **Instructor Intellectual Property**

Course materials created by instructors (including presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the instructor. These materials may NOT be reproduced, redistributed or copied without the explicit consent of the

instructor. The posting of course materials to third party websites such as note-sharing sites without permission is prohibited. Sharing of extracts of these course materials with other students enrolled in the course at the same time may be allowed under fair dealing.

### **Copyright Legislation**

All students are required to read the University of Calgary policy on [Acceptable Use of Material Protected by Copyright](#) and requirements of [the Copyright Act](#) to ensure they are aware of the consequences of unauthorised sharing of course materials (including instructor notes, electronic versions of textbooks etc.). Students who use material protected by copyright in violation of this policy may be disciplined under [the Non-Academic Misconduct Policy](#).

### **Copyright of Educational Materials**

The University of Calgary has opted out of the Access Copyright Interim Tariff proposed by the Copyright Board. Therefore, instructors in all University of Calgary courses will strictly adhere to Copyright Act regulations and the educational exceptions permitted by the Act for both print and digital course material. No copyrighted material may be placed on course D2L or web sites without the prior permission of the copyright holders. In some cases, this may mean that instructors will require you to purchase a print course pack from the University of Calgary bookstore or consult books on reserve at the library. Please see the [University of Calgary copyright page](#).

### **Freedom of Information and Protection of Privacy**

Student information will be collected in accordance with usual classroom practice. Students' assignments will be accessible only by the authorized course faculty and teaching assistants. Private information related to the individual student is treated with the utmost regard.

### **Media Recording**

The instructor may use media recordings to record the delivery of a lecture for various reasons, including lecture capture and self-assessment. Students will be informed of media recordings in advance and the recording device will be fixed on the instructor. In the event that incidental student participation is recorded, the instructor will ensure that any identifiable content (video or audio) is masked, or will seek consent from identifiable students, before making a recording available to the class.

### ***Media Recording for the Assessment of Student Learning***

The instructor may use media recordings as part of the assessment of students, by prior arrangement. This may include but is not limited to classroom discussions, presentations, clinical practice, or skills testing that occur during the course. These recordings will be used for student assessment purposes only and will not be shared or used for any other purpose.

### **Sexual Violence Policy**

The University recognizes that all members of the University Community should be able to learn, work, teach and live in an environment where they are free from harassment, discrimination, and violence. The University of Calgary's sexual violence policy guides us in how we respond to incidents of sexual violence, including supports available to those who have

experienced or witnessed sexual violence, or those who are alleged to have committed sexual violence. It provides clear response procedures and timelines, defines complex concepts, and addresses incidents that occur off-campus in certain circumstances. Please see the [sexual violence policy](#).

### **Other Useful Information**

Please see the Registrar's [Course Outline Student Support and Resources](#) page for information on:

- Wellness and Mental Health
- Student Success
- Student Ombuds Office
- Student Union (SU) Information
- Graduate Students' Association (GSA) Information
- Emergency Evacuation/Assembly Points
- Safewalk

**Department of History Twitter @ucalgaryhist**

*Winter 2022 (in-person)*