



Department of History

HTST 397.01

Sub-Saharan Africa (c.500 BCE to the present)

Fall, 2020

Instructor: Simon I Bayani

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Office Hours and Method: Mondays & Wednesdays after class (Or by appointment)

Course Delivery: Online

Originally Scheduled Class Times: MWF, 1:00pm-1:50pm

Synchronous Class Times: MWF, 1:00pm-1:50pm

Description

This course introduces students to 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 focus on conquest and resistance to colonial rule, economic and social changes, the impacts of the World Wars and the era of 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 HIV/AIDS pandemic and conflicts over valuable resources.

Learning Outcomes

At the end of this course, students should understand the evolutionary patterns in African history from the pre-historic era to the present. The course aims equip students with rudimentary historical research skills using primary and secondary sources. They should be able to identify, analyze and interpret those sources in order to critically draw information from them to construct historically sound arguments/ theses in a research paper format. Ultimately, the course will introduce students to writing like an historian, using proper citation methods

Required Texts for Purchase

Erik Gilbert and Jonathan T. Reynolds, *Africa in World History: From Prehistory to the Present*,

Upper Saddle River, N.J.: Pearson, 3rd edition, 2012

Recommended Texts

The History Student's Handbook – A Short Guide to Writing History Essays, Department of History, University of Calgary, 2019 (<https://arts.ucalgary.ca/history/current-students/undergraduate/student-handbook>).

Assessment

Assessment Method	Weight	Due Date
Participation During Lectures: Students will earn extra grades through their responses to questions and constructive comments during lectures and discussions.	5%	N/A
Paper/Essay Proposal: Students are to select a topic from the provided list but should feel free to consult with the instructor if they have a different one in mind. The proposal should be between 500 and 750 words and must include the following; The proposal should include the following elements: 1. Topic or Title of the Research Essay 2. Concise Explanation of the topic. This section should state the research question and a tentative thesis statement which is a one sentence answer to the question. No citations are required here. 3. Annotated Bibliography. This must include at least <u>5 academic secondary sources</u> such as scholarly books, book chapters and/or journal articles that are relevant to the topic. Do not cite the course textbook. Each source you list must be accompanied by brief explanation of its significance to your topic.	25%	Friday 9 October by 11:59 pm

Research Paper/Essay: Students then develop their proposals into full essays that are between 6 and 8 double spaced or 1500 – 2000 words excluding your bibliography. Due at 11:59pm on Friday November 6th via D2L drop box.	35%	Friday 6 November by 11:59 pm
Final Open Book Exam: The exam handed out on the last day of class, and due on Monday December 14th at 1:00 pm. It shall examine students on various topics covered throughout the course. <u>Students will receive a set of essay questions via email and will be expected to answer two and submit them in 24 hours via a D2L drop box.</u>	35%	Monday 14 December at 1:00 pm

Late Submissions Policy

If you have problems meeting deadlines, you are invited to discuss your situation with the instructor as early as possible. Extensions will only be granted when appropriate.

On-Line Instruction Statement:

This course will be delivered through a synchronous method; that is, it will be in real time through Zoom. Each class will commence at 1:00pm on Monday, Wednesday and Friday. Students must mark these times in their calendars and ensure that they are available for class. Please ensure that you are in a quiet and conducive place for you to be fully present and be able to engage in class discussions.

Learning Technologies Requirements

There is a D2L site for this course which contains required readings and other relevant class resources and materials (see d2l.ucalgary.ca). In order to successfully engage in their learning experiences at the University of Calgary, students in this course will need reliable access to the following technology: A computer with a supported operating system; a current and updated web browser; a webcam (built-in or external); a microphone and speaker (built-in or external or headset); current antivirus and/or firewall software enabled; broadband internet connection.

Guidelines for Synchronous Sessions

Zoom is a video conferencing program that will allow us to meet at specific times for a “live” video conference, so that we can have the opportunity to meet each other virtually and discuss relevant course topics as a learning community. To help ensure Zoom sessions are private, do not share the Zoom link or password with others, or on any social media platforms. Zoom links and passwords are only intended for students registered in the course. Zoom recordings and materials presented in Zoom, including any teaching materials, must not be shared, distributed or published without the instructor’s permission. The use of video conferencing programs relies on participants

to act ethically, honestly and with integrity; and in accordance with the principles of fairness, good faith, and respect (as per the Code of Conduct). When entering Zoom or other video conferencing sessions (such as MS Teams), you play a role in helping create an effective, safe and respectful learning environment. Please be mindful of how your behaviour in these sessions may affect others. Participants are required to use names officially associated with their UCID (legal or preferred names listed in the Student Centre) when engaging in these activities. Instructors/moderators can remove those whose names do not appear on class rosters. Non-compliance may be investigated under relevant University of Calgary conduct policies (e.g Student Non-Academic Misconduct Policy). If participants have difficulties complying with this requirement, they should email the instructor of the class explaining why, so the instructor may consider whether to grant an exception, and on what terms. For more information on how to get the most out of your zoom sessions visit: <https://elearn.ucalgary.ca/guidelines-for-zoom/>.

Schedule

Date	Topic & Reading	Assignments/Due Dates
Sept 8-11	Course Introduction and Housekeeping. The Historiography of Africa Readings: Gilbert and Reynolds, Preface and Chapters 1 and 2. (pp. xxi – 24)	
Sept 14 – 18	Pre-Colonial Africa: The Expansion of Bantu Languages, Early Iron Age and Later Iron Age (to c.1600 CE) Reading: Gilbert and Reynolds, Chapters 3 and 4. (pp. 25 – 66)	
Sept 21–25	The Advent of Christianity in Africa Reading: Gilbert and Reynolds, Chapter 6. (pp. 85 – 97)	
Oct. 28-Oct 2	Pre-Colonial West Africa: Trans-Sahara Trade, Trans-Atlantic Trade and Jihads (c. 500-1900 CE) Reading: Gilbert and Reynolds, Chapter 7. (pp. 98 – 115)	
Oct 5-9	Islam in Sub-Saharan Africa Reading: Gilbert and Reynolds Chapter 7, (pp. 115 – 119)	Research Paper/Essay Proposals due: Friday 9 October via D2L Drop Box

Oct 13-16	<p>Islam and the Transformation of East Africa Reading: Gilbert and Reynolds, Chapter 8, (pp. 120 – 127)</p> <p>Urban and Economic Transformation of East Africa. Reading: Gilbert and Reynolds, Chapter 8, (pp. 127 – 138)</p>	
Oct 19-23	<p>East Africa to 1850 Reading: Gilbert and Reynolds, Chapter 12, (pp. 219 – 240)</p>	
Oct 26-30	<p>West and Central Africa 1500 – 1880 Reading: Gilbert and Reynolds, Chapter 10, (pp. 175 – 198)</p>	
Nov 2-6	<p>Southern Africa: Early Colonization and Mineral Revolutions (1600-1900) Reading: Gilbert and Reynolds, Chapter 13, (pp. 241 – 261)</p> <p>The Scramble for Africa, Part I: Resistance to Colonial Rule (1880-1939) Reading: Gilbert and Reynolds, Chapter 14, (pp. 262 – 270)</p>	Research Paper/Essay Due: Friday 6 November via D2L Drop Box.
Nov 9-13	Reading Week – No Classes	
Nov 16-20	<p>The Scramble for Africa, Part II: The Ideology of Empire in Africa Reading: Gilbert and Reynolds. Chapter 14, (pp. 271 – 285)</p> <p>Varieties of Colonial Administration: Direct and Indirect Rule in Africa Reading: Gilbert and Reynolds, Chapter 16, (pp. 314 – 331)</p>	
Nov 23-27	<p>Africa in the Era of the World Wars (1914 – 45) Reading: Gilbert and Reynolds, Chapter 16, (pp. 331 – 338)</p>	

	African Nationalism and Decolonization 1945-1980 Reading: Gilbert and Reynolds, Chapter 18, (pp. 360 – 376)	
Nov 30-Dec 4	Challenges to African Independence: Case Study Congo Crisis, 1960s Readings: Gilbert and Reynolds, Chapter 18, (pp. 376 – 386) The end of the Cold War (1990 and beyond) Reading: Gilbert and Reynolds, Chapter 19, (pp. 388 – 409) Course conclusions and exam preparations	
Dec 7-9		Receive Take-home Final Exam, Dec 9
Exam Period		Final Exam Due: Monday, 14 December at 1:00pm via D2L Dropbox

Class Policies

My task as an instructor is to facilitate learning while making sure that you do that in the best possible way. I implore every one of my students to feel welcome to express their ideas openly without fear of prejudice or any kind of discrimination. I strive to create a welcoming and accessible learning environment for all my students so if you require any accommodations in this course, please let me know at your earliest convenience so that I can do my best in accordance within university guidelines. I have stipulated office hours meant to be utilised to enhance your learning experience but if under some circumstances you are not able to make those hours please feel free to email me any questions, comments or concerns during working hours/days and I will do my best to respond to you as promptly as I can. Please treat all emails to me as formal communication and always use the subject **HTST 397**.

Research Proposals Essay Examples:

The following are some generalized examples of topics you can focus on for your research topics. You are expected to narrow them down to more specific ideas. If you have a different topic from

the ones listed here please consult with the instructor before you start working on your proposal.

The origins of a major pre-colonial state (eg. Lunda, Buganda, Asante, Zulu)
The impact of the Trans-Atlantic Slave Trade on part of West Africa (eg. 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 (eg. Anglo-Zulu War of 1879)
Cocoa Boycotts in the Gold Coast (c.1930s)
The Industrial and Commercial Workers' Union (ICU) of South Africa (1920s-30s)
The Indian Community in East Africa
The Indian community in South 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 (eg. the Mobutu regime in Zaire)
The Soweto Uprising in South Africa (1976)
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 (eg Rhumba in Congo)
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?
Homophobia in post-colonial Africa (Uganda would be a useful case study)
Islamist Insurgency in Post-Cold War Africa (pick an example such as Somalia or Nigeria's Boko Haram)

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

Percentage	Letter Grade	Grade Point Value	Description
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.

Program Advising and Student Information Resources:

- For program advising in the Faculty of Arts, contact the Arts Students Centre (ASC). For information on how to reach the ASC team please see <https://arts.ucalgary.ca/current-students/undergraduate/academic-advising>
- For Enrolment Services advising (such as admissions, student awards, course registration support, financial aid and student fees) or registration issues, contact the Office of the Registrar. For information on how to reach their team please see <https://www.ucalgary.ca/registrar/contact-us/enrolment-services-advising>
- For information on Registration Changes and Exemption Requests please see <https://www.ucalgary.ca/registrar/registration/appeals>

Attention history majors: *History 300 is a required course for all history majors. You should normally take it 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.

D2L: Throughout the course, important material such as lecture outlines and study guides will be regularly posted on D2L. Students are advised to check this regularly.

Plagiarism:

Plagiarism occurs when one submits or presents one's work in a course, or ideas and/or passages in a written piece of work, as if it were one's own work done expressly for that particular course, when, in fact, it is not. Please see *The History Student's Handbook*, <https://arts.ucalgary.ca/history/current-students/undergraduate/student-handbook>.

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 of Calgary Calendar, Section K: Integrity and Conduct*, <https://www.ucalgary.ca/pubs/calendar/current/k.html>

Academic Accommodations:

Students needing an accommodation because of a disability or medical condition should contact Student Accessibility Services (<https://www.ucalgary.ca/access/>) in accordance with the Procedure for Accommodations for Students with Disabilities ucalgary.ca/policies/files/policies/student-accommodation-policy.

Students needing an accommodation based on a protected ground other than disability should contact, preferably in writing, the course instructor.

Copyright:

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 reading 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. For more information on the University of Calgary's copyright policy, see <http://library.ucalgary.ca/copyright>.

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 policy available at <https://www.ucalgary.ca/policies/files/policies/sexual-violence-policy.pdf>

Other Useful Information:

Please see <https://www.ucalgary.ca/registrar/registration/course-outlines> 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
- Campus Security and Safewalk (220-5333)

Department Twitter @ucalgaryhist

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