



UNIVERSITY OF  
CALGARY

## Department of History

HTST 397.01  
**Sub-Saharan Africa (c. 500 BCE to the present)**  
Winter 2020

**Instructor:** Bafumiki Mocheregwa

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**Office Hours:** Tuesdays and Thursdays: 1 – 2pm (or by appointment)

**Class Time: Tuesday & Thursday: 11 – 12:15**

**Location:** MS 211

### **Course 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.

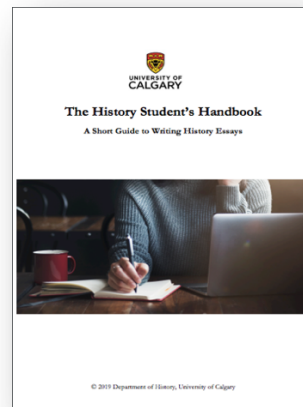
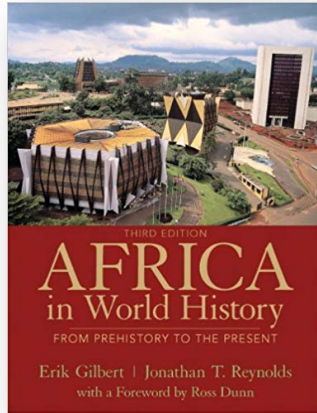
### **Course Outcomes:**

At the end of this course, students should have an understanding of 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, analyse 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 Text:**

Erik Gilbert and Jonathan T. Reynolds, *Africa in World History: From Prehistory to the Present*, Upper Saddle River, N.J.: Pearson, 3rd edition, 2012

**Additional Text:** *The History Student's Handbook – A Short Guide to Writing History Essays*, Department of History, University of Calgary, 2019.



<b>Evaluation:</b>		
<b>Assessment Method</b>	<b>Description</b>	<b>Weight</b>
Participation	A grade associated with students' responses to questions, constructive comments and in class discussions	5%
Map Quiz	This short test will be written in class. It will require students to identify the names of countries on a map of contemporary (2019) Africa. <b>Tuesday February 4<sup>th</sup></b>	10%
Paper 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 an annotated bibliography showing the significance of at least 5 of the books/journal articles that students have chosen to cite. An example of this is made available on D2L. <b>Due at 11:59pm on Thursday, February 13<sup>th</sup> via D2L drop box.</b>	25%
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. <b>Due at 11:59pm on Tuesday March 24<sup>th</sup> via D2L drop box.</b>	35%
Final Test	This will be written <b>during our last day of class</b> . It shall examine students on various topics covered throughout the course. <b>Tuesday, April 14<sup>th</sup>.</b>	25%

**Late Work:**

These are **NOT BE ACCEPTED**. 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.

**Class schedule:**

Date	Topic & Reading	Assignments/Due Dates
Week 1: 14 and 16 January	<u>Tuesday 14<sup>th</sup></u> <b>Course Introduction and Housekeeping</b>  <u>Thursday 16<sup>th</sup></u> <b>Introduction to Sources (Primary and Secondary)</b> <b>Writing Thesis Statements</b> Reading: The History Students' Handbook (Available on D2L)	
Week 2: 21 and 23 January	<u>Tuesday 21<sup>st</sup></u> <b>The Historiography of Africa</b> Readings: Gilbert and Reynolds, Preface and Chapters 1 and 2. (pp. xxi – 24)  <u>Thursday 23<sup>rd</sup></u> <b>Pre-Colonial Africa: The Expansion of Bantu Languages, Early Iron Age and Later Iron Age (to c.1600 CE)</b> Reading: Gilbert and Reynolds, Chapters 3 and 4. (pp. 25 – 66)	
Week 3: 28 and 30 January	<u>Tuesday 28<sup>th</sup></u> <b>The Advent of Christianity in Africa</b> Reading: Gilbert and Reynolds, Chapter 6. (pp. 85 – 97)  <u>Thursday 30<sup>th</sup></u> <b>Pre-Colonial West Africa: Trans-Sahara Trade, Trans-Atlantic Trade and Jihads (c. 500-1900 CE)</b>	

	Reading: Gilbert and Reynolds, Chapter 7. (pp. 98 – 115)	
Week 4: 4 and 6 February	<u>Tuesday 4<sup>th</sup></u> <b>Map Quiz</b> (written in class)  <u>Thursday 6<sup>th</sup></u> <b>Islam in Sub-Saharan Africa</b> Reading: Gilbert and Reynolds Chapter 7, (pp. 115 – 119)	
Week 5: 11 and 13 February	<u>Tuesday 11<sup>th</sup></u> <b>Islam and the Transformation of East Africa</b> Reading: Gilbert and Reynolds, Chapter 8, (pp. 120 – 127)  <u>Thursday 13<sup>th</sup></u> <b>Urban and Economic Transformation of East Africa.</b> Reading: Gilbert and Reynolds, Chapter 8, (pp. 127 – 138)	<b>Research Proposals Due by 11:59pm Via D2L Dropbox</b>
Week 6: 18 and 20 February	No Classes – Reading Week	
Week 7: 25 and 27 February	<u>Tuesday 25<sup>th</sup></u> <b>East Africa to 1850 Part I</b> Reading: Gilbert and Reynolds, Chapter 12, (pp. 219 – 229)  <u>Thursday 27<sup>th</sup></u> <b>East Africa to 1850 Part II</b> Britain and the End of the Indian Ocean Slave Trade Reading: Gilbert and Reynolds, Chapter 12, (pp. 229 – 240)	
Week 8: 3 and 5 March	<u>Tuesday 3<sup>rd</sup></u> <b>West and Central Africa 1500 – 1880 Part I</b> Reading: Gilbert and Reynolds, Chapter 10, (pp. 175 – 189)	

	<p><u>Thursday 5<sup>th</sup></u>  <b>West and Central Africa 1500 – 1880 Part II</b>  Reading: Gilbert and Reynolds, Chapter 10, (pp. 189 – 198)</p>	
<p>Week 9:  10 and 12 March</p>	<p><u>Tuesday 10<sup>th</sup></u>  <b>Southern Africa: Early Colonization and Mineral Revolutions (1600-1900)</b>  Reading: Gilbert and Reynolds, Chapter 13, (pp. 241 – 261)</p> <p><u>Thursday 12<sup>th</sup></u>  <b>The Scramble for Africa, Part I: Resistance to Colonial Rule (1880-1939)</b>  Reading: Gilbert and Reynolds, Chapter 14, (pp. 262 – 270)</p>	
<p>Week 10:  17 and 19 March</p>	<p><u>Tuesday 17<sup>th</sup></u>  <b>The Scramble for Africa, Part II: The Ideology of Empire in Africa</b>  Reading: Gilbert and Reynolds. Chapter 14, (pp. 271 – 285)</p> <p><u>Thursday 19<sup>th</sup></u>  <b>Varieties of Colonial Administration: Direct and Indirect Rule in Africa</b>  Reading: Gilbert and Reynolds, Chapter 16, (pp. 314 – 331)</p>	
<p>Week 11:  24 and 26 March</p>	<p><u>Tuesday 24<sup>th</sup></u>  <b>Africa in the Era of the World Wars (1914 – 45)</b>  Reading: Gilbert and Reynolds, Chapter 16, (pp. 331 – 338)</p> <p><u>Thursday 26<sup>th</sup></u>  <b>Africa in the Era of the Cold War (1960s – 1990): The Rise of Nationalism</b>  Reading: Gilbert and Reynolds, Chapter 18, (pp. 360 – 376)</p>	<p><b>Research Paper/ Essay Due by 11:59pm via D2L</b></p>

Week 12: 31 March and April 2	<p><u>Tuesday 31<sup>st</sup></u>  <b>Challenges to African Independence: Case Study Congo Crisis, 1960s</b>  Readings: Gilbert and Reynolds, Chapter 18, (pp. 376 – 386)</p> <p><u>Thursday 2<sup>nd</sup></u>  <b>The end of the Cold War (1990 and beyond)</b>  Reading: Gilbert and Reynolds, Chapter 19, (pp. 388 – 409)</p>	
Week 13: 7 and April 9	<p><u>Tuesday 7<sup>th</sup></u>  <b>The HIV Pandemic in Africa and Solutions</b>  Reading: Gilbert and Reynolds, Chapter 19, (pp. 409 – 415)</p> <p><u>Thursday 9<sup>th</sup></u>  <b>Course conclusions and test preparations</b></p>	
Week 14: 14 April	<p><u>Tuesday 14<sup>th</sup></u>  <b>Final Test (Written in Class)</b></p>	

**Classroom 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
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) in SS 102, call 403-220-3580, email [artsads@ucalgary.ca](mailto:artsads@ucalgary.ca), or book an appointment with an ASC advisor at <https://arts.ucalgary.ca/current-students/undergraduate>.
- For further information on academic advising and degree planning for arts students, see <https://arts.ucalgary.ca/current-students/undergraduate/academic-advising>.
- For registration issues, paying fees, and assistance with MyUofC, contact Enrolment Services in MacKimmie Tower Room 116, call 403-210-ROCK (7625), or visit <http://www.ucalgary.ca/registrar/>.
- **Attention history majors:** History 300 is a required course for all history majors. You should normally take it in your second year.
- Registration Changes and Exemption Requests: <https://www.ucalgary.ca/registrar/registration/appeals>

**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.

### **Red Box Policy:**

If your instructor requires paper copies of an essay and/or assignment, and the essay/assignment can be handed in outside of class, you can drop them in the red box located outside of the History Department office (Social Sciences, Room 656). Please include the following information on your assignment: 1) **course name and number**, 2) **instructor**, 3) **your name**, and 4) **your student number**. Assignments received after 4:00 p.m. are date stamped the next business day. We do not time stamp any papers. Please do not bring your paper into the office to be stamped. The box is emptied at 4:00 p.m. Monday to Friday.

### **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](#).

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](#).

### **Academic Accommodations:**

The student accommodation policy can be found at: [ucalgary.ca/access/accommodations/policy](http://ucalgary.ca/access/accommodations/policy).

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](http://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 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>.

**Other Useful Information:**

- Department Twitter @ucalgaryhist

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
- Safewalk

*Winter 2020*