



**Faculty of Arts
Department of History
Course Outline
Winter 2023**

HTST 397.01
African History

Instructor: Dr. T. Stapleton

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Office Hours and Location/Method: Social Science 632; TR 1000-1050; in-person

Classroom Location, Days and Times: SB 105; TR 1100-1215

Course Delivery: In-person

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 world wars and decolonization. Focusing on the independence era from around 1960, the course will conclude with issues such as the impact of the Cold War and its end on Africa, and political, economic and social themes.

Learning Outcomes

By the end of the course, students should be expected to:

1. Display a basic understanding of fundamental developments and changes in the history of Sub-Saharan Africa.
2. Write a basic essay on an aspect of African History employing secondary sources.

Reading Material

Course textbook (required)

Toyin Falola and Timothy Stapleton, *A History of Africa*, Combined volume, Oxford University Press, 2022.

While the book will be available for purchase at the U of C bookstore, here are some links for acquiring the textbook from other sources:

https://www.amazon.ca/History-Africa-Combined-Toyin-Falola/dp/0190690992/ref=sr_1_2?crid=17VVEBKEAAFOG&keywords=falola+and+stapleton+history+of+africa&qid=1668016039&srefix=falola+and+stapleton+history+of+afric%2Caps%2C368&sr=8-2

<https://www.vitalsource.com/en-ca/products/a-history-of-africa-toyin-falola-timothy-v9780197543016>

Assessment

Method	Due Date	Weight	Learning Outcome
Essay Proposal	26 January	10%	1 and 2
Test	16 February	20%	1
Essay	14 March	40%	1 and 2
Final Exam	See Exam Schedule (15-26 April)	30%	1

Grading Policies

All submissions will be graded based on writing, content, and analysis. All student work will receive numerical grades.

Late submissions will not be accepted without prior approval of the course instructor. Students are encouraged to email the instructor if there is a problem with meeting a deadline. Extensions can be negotiated.

Details on Methods of Assessment

Test

The test will be written in class. Students will have the entire time of that session to complete the test. The test will consist of a map quiz based on the current countries of Africa and a short-answer section based on content from the lectures and textbook.

Essay Proposal

This short-written assignment is meant to prepare students to write the longer essay. In thinking about the proposal, students should familiarize themselves with the essay requirements below. The essay proposal will consist of an essay title, a 200-word explanation of the topic including a research question, an outline for your essay listing at least three sub-topics, and a bibliography listing at least six relevant scholarly secondary sources to be used in producing the essay. The

secondary sources will comprise publications like books, edited books, journal articles or chapters in edited books. Students are advised to consult the History Student’s Handbook for citation methods: <https://arts.ucalgary.ca/history/current-students/undergraduate/student-handbook>

Essay

This longer written assignment comprises an essay on a specific topic relevant to African History. A list of suggested essay topics will be posted on D2L. Students can devise their own topics that relate to African History and are approved by the instructor. The essay must include an introduction, body (with at least three paragraphs), conclusion and bibliography. The essay must be supported by citations (footnotes or endnotes) as explained in the History Student’s Handbook (see link above). The bibliography must contain at least eight relevant scholarly secondary sources (books, edited books, chapters in edited books and/or journal articles) all of which must have been used in the citations. The essay will be around 1200 words including citations and bibliography. Essays that are substantially under or over 1200 words will be penalized. I define “substantially” here as more than 50 words under or over the limit. In writing the essay, students are free to deviate from the information provided in the proposal.

Final Exam

This course will conclude with a registrar scheduled final examination. The exam schedule will be posted later in the semester. Each question will be broad requiring students to write an essay mobilizing information from a variety of lectures and textbook chapters. Students will be required to answer one question out of a choice of 4 or 5 questions.

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). 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; current antivirus and/or firewall software enabled; broadband internet connection.

Schedule

Date	Topic & Reading	Important Dates
10 and 12 January	Course Introduction/Historiography Textbook, Introduction	
17 and 19 January	Earliest Times/West Africa and the Trans-Sahara Trade Textbook, Chapters 1 and 4	
24 and 26 January	West Africa and the Atlantic Trade/East Africa and the Indian Ocean Trade Textbook, Chapters 6 and 7	Submit Essay Proposal on 26 January
31 January and 2 February	Central and Southern Africa to c.1800 Textbook, Chapters 8 and 9	

7 and 9 February	West and East Africa in the 1800s Textbook, Chapters 11 and 12	
14 February	Southern Africa in the 1800s Textbook, Chapter 12 and Conclusion to Part 1	
16 February	Test (written in class)	Test 16 February
21 and 23 February	Break	
28 February and 2 March	Scramble for Africa/Southern Africa's Mineral Revolution Textbook, Chapters 14, 15 and 16	
7 and 9 March	Colonial Rule in Africa/Africa and the World Wars Textbook, Chapters 17, 18, 19, 20	
14 and 16 March	Decolonization Textbook, Chapters 21 and 22	Submit Essay on 14 March
21 and 23 March	Apartheid South Africa/Cold War in Africa Textbook, Chapters 23 and 24	
28 and 30 March	Cold War and Post-Cold War Africa Textbook, Chapters 25 and 26	
4 and 6 April	Contemporary Africa Textbook, Chapter 27, Conclusion to Part 2 and Epilogue	
11 April	Course Conclusion	

Final Exam to be scheduled by Registrar during exam period, Apr. 15-26

**THE FOLLOWING INFORMATION APPEARS ON ALL DEPARTMENT OF
HISTORY COURSE OUTLINES**

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. See the university grading system in the calendar: <https://www.ucalgary.ca/pubs/calendar/current/f-1-1.html>.

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.

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

Students are advised that any research with human participants – including any interviewing (even with friends and family), opinion polling, or unobtrusive observation – must have the approval of the [Conjoint Faculties Research Ethics Board](#) or the [Conjoint Health Research Ethics Board](#). In completing course requirements, students must not undertake any human subjects research without discussing their plans with the instructor, to determine if ethics approval is required. Some courses will include assignments that involve conducting research with human participants; in these cases, the instructor will have applied for and received ethics approval for the course assignment. The instructor will discuss the ethical requirements for the assignment with the students.

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 IN LEARNING ENVIRONMENTS

Media Recording for Study Purposes (Students)

Students who wish to audio record lectures for personal study purposes need to follow the guidelines outlined in [Section E.6 of the University Calendar](#). Unless the audio recording of lectures is part of a student accessibility requirement, permission must be sought by the course instructor to audio record lectures.

Media recording for lesson capture

The instructor may use media recordings to capture the delivery of a lecture. These recordings are intended to be used for lecture capture only and will not be used for any other purpose. Recordings will be posted on D2L for student use and will normally be deleted at the end of term. Students are responsible for turning off their camera and/or microphone if they do not wish to be recorded.

Media recording for assessment of student learning

The instructor may use media recordings as part of the assessment of students. 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. The recording will be destroyed as specified by [retention rule 2000.01](#) “Examinations and Student Assignments.”

Media recording for self-assessment of teaching practices

The instructor may use media recordings as a tool for self-assessment of their teaching practices. Although the recording device will be fixed on the instructor, it is possible that student participation in the course may be inadvertently captured. The recording will be destroyed as specified by [retention rule 98.0011](#) “Draft Documents & Working Materials.”

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 and gender-based 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
- Campus Security 220-5333

Department of History Twitter @ucalgaryhist

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