



Department of History

HTST 402
Military History of Africa
Winter 2021

Instructor: Dr. Tim Stapleton

Email: timothy.stapleton@ucalgary.ca

Office Hours and Method: Tuesdays and Thursdays 10:00 to 10:50am via Zoom

Course Delivery: Online Synchronous (Zoom)

Originally Scheduled Class Times: Tuesdays and Thursdays 11am to 12:15pm

Synchronous Class Times: as above

Description

This course examines the history of warfare and military structures in Africa from precolonial times to the present. Most of the emphasis will be on Africa south of the Sahara. Important themes will include the use of horses and firearms in different parts of precolonial West Africa, late nineteenth century wars of European colonial conquest, the world wars in Africa, the development of colonial and post-colonial African militaries, and the impact of the global Cold War on post-colonial African conflicts. While there will be considerable focus on the broader social and political context of warfare in Africa, some specific conflicts and engagements will be discussed in detail.

Learning Outcomes

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

1. Display an understanding of developments and changes in the military history of Africa.
2. Write an historical essay based on engagement with secondary sources.

Required Texts for Purchase

Richard Reid, *Warfare in African History*, Cambridge University Press, 2012.

Timothy Stapleton, *Africa: War and Conflict in the Twentieth Century*, London: Routledge, 2018.

Both textbooks are available online through the University of Calgary Library website.

Assessment

| Assessment Method | Weight | Due Date |
|--------------------------------------------------------------------------------------------------|--------|------------|
| Research Essay Proposal | 20% | 4 February |
| Research Essay | 40% | 11 March |
| Final Take Home Exam (The exam questions will be emailed to students on 19 April) | 40% | 23 April |
| Please note: All three of these evaluation pieces will be submitted via the D2L drop box. | | |

RESEARCH ESSAY PROPOSAL:

This assignment represents the first step in creating the research essay which is due later in the course. The aim here is for students to develop their topics and begin research. While students are free to select any topic relating to the military history of Sub-Saharan Africa, they are strongly advised to consult with the instructor before finalizing their topics. There is a list of suggested topics at the end of this outline. The proposal should include the following elements:

1. **Topic or Title** of the Research Essay
2. **Concise Explanation** of the topic. This section should be around **300 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 for this section.
3. **Preliminary Bibliography**. This section must cite at least **6 academic secondary sources** such as scholarly books, book chapters and/or journal articles which are relevant to the topic. Do not include the course textbooks.

RESEARCH ESSAY:

Completing a research paper represents a central activity of this course. The research paper should address a specific question and present a clear thesis (a one sentence answer to that question). It must be clearly organized into an introduction, body and conclusion, and contain a bibliography with at least **8 academic secondary sources**. It must be written in a clear and concise manner. The essay may employ quotations but students should do so sparingly and use appropriate rules and citation methods. The paper should be roughly **1500 words long** supported by footnotes or endnotes, and a bibliography. Students are to avoid using course texts, lecture notes or websites (online academic resources like JSTOR are fine) as cited sources in essays. The research for the paper, as reflected in the citations (footnotes or endnotes) and the bibliography, should focus on scholarly secondary sources such as academic books, book chapters and/or journal articles.

For guidance on essay writing, including citation methods, see the Department of History's online student handbook: <https://arts.ucalgary.ca/history/current-students/undergraduate/student-handbook>

TAKE HOME EXAM: – This will require students to answer broad questions relating to a range of lectures and course readings. Students will receive the exam questions/instructions by email on 19 April and have to submit their answer document to the D2L drop box no later than 23 April.

Late Submissions Policy

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.

On-Line Instruction Statement:

This course consists of fully synchronous lectures presented during scheduled class time (Tuesdays and Thursdays 11am to 12:15pm) via Zoom.

Office hours will be held on Zoom immediately prior to the classes.

Lecture outlines including important headings and terms will be posted on D2L. These outlines will appear on D2L immediately after each lecture.

Guidelines for writing the tests and the article review will be posted on D2L.

Assigned reading for the course come from the books by Wayne Lee and Timothy Stapleton (listed above) and are available online via the U of C Library website.

All assessed work (see Evaluation section above) will be submitted by students on the D2L drop box.

The research essay proposal and research essay will require students to conduct research involving secondary sources available online via the U of C Library website and associated databases. Given the pandemic situation, students are not required to use physical books from the library though minimum requirements for sources must be satisfied.

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) and lectures/office hours will operate via Zoom. 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/>. Please be prepared, as best as you are able, to join class in a quiet space that will allow you to be fully present and engaged in Zoom sessions.

The instructor may record online Zoom class sessions for the purposes of supporting student learning in this class – such as making the recording available for review of the session or for students who miss a session. Students will be advised before the instructor initiates a recording of a Zoom session. These recordings will be used to support student learning only and will not be shared or used for any other purpose.

Inclusiveness, Accommodation, and Classroom Conduct

I am committed to creating an inclusive learning environment for all registered students. If you have conditions or circumstances that require accommodations, you are encouraged to contact Student Accessibility Services and to contact me by email or during office hours to discuss reasonable measures that will ensure your success in this course. Such accommodation may include disability (physical or mental wellness, whether visible or not), the need to nurse or occasionally bring a child to class, the wish to be called a different name or pronoun, assistance with writing, or adjusting deadlines because of personal circumstances.

Part of creating an inclusive learning environment involves respecting your fellow classmates. In

meeting any university’s mandate of encouraging free and open inquiry, we will occasionally discuss topics about which you might be uncomfortable or have a set viewpoint. In such situations, it is essential that we understand that others share different experiences and perspectives, and that listening respectfully to and showing tolerance toward opposing viewpoints is part of the process of emerging as active, engaged citizens.

To protect the privacy of others, students may not record in any format any activity that occurs within the classroom or online. Permission to record lectures will only be given to students registered with Student Accessibility Services. All material in this course, including but not limited to lectures, quizzes, worksheets, handouts, and the textbook, are under the protection of copyright and may not be distributed to third parties under any circumstances.

Schedule

Lectures for this course will be synchronous following this schedule:

| Date | Topic | Reading/Assignments/Due Dates |
|-----------------------|--------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------|
| 12 and 14 January | Course Introduction | |
| 19 and 21 January | Pre-colonial Warfare: West Africa | Reading: Reid, Chapters 1 and 2 |
| 26 and 28 January | Pre-colonial Warfare: East, Central and Southern Africa | Reading: Reid, Chapter 3 and 4 |
| 2 and 4 February | Wars of Colonial Conquest *Submit Research Essay Proposal on 4 February | Reading: Reid, Chapter 5; Stapleton, Introduction and Part II, “Wars of Colonial Conquest.” |
| 9 and 11 February | The First World War in Africa | Reading: Reid, Chapter 6; Stapleton, Part II, “Africa and the World Wars” (First World War section) |
| 14 to 20 February | Reading Week | |
| 23 and 25 February | The Second World War in Africa | Reading: Stapleton, Part II, “Africa and the World Wars” (Second World War section) |
| 2 and 4 March | Decolonization Wars in Africa | Reading: Stapleton, Part III, “Decolonization Wars.” |
| 9 and 11 March | Cold War Era Conflicts: Civil Wars | Reading: Stapleton, Part III, |

| | | |
|----------------------|------------------------------------------------------------------------------|---------------------------------------------------------------------|
| | *Submit Research Essay on 11 March | “Post-colonial Civil Wars.” |
| 16 and 18 March | Cold War Era Conflicts: Southern Africa | |
| 23 and 25 March | Cold War Era Conflicts: Interstate Wars | Reading: Stapleton, Part III, “Post-colonial Interstate Conflicts.” |
| 30 March and 1 April | Post-Cold War Conflicts: Africa’s World War | |
| 6 and 8 April | Post-Cold War Conflicts: Civil Wars and Insurgencies in West and East Africa | |
| 13 and 15 April | Exam Review - Course conclusion | |
| 23 April | *Submit Take- Home Exam | |

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.

| 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 |

| Percentage | Letter Grade | Grade Point Value | Description |
|------------|--------------|-------------------|------------------------------------------------------------------------------------|
| 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 questions about admissions, student awards, common registration issues, financial aid and student fees, contact [Enrolment Services](#)
- Sometimes unexpected circumstances may affect your time table. 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 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](#).

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 of Calgary Calendar*, [Section K: Integrity and Conduct](#).

Academic Accommodations

Students needing an accommodation because of a disability or medical condition should contact

[Student Accessibility Services](#) in accordance with the Procedure for Accommodations for Students with Disabilities in the [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. Please see the [University of Calgary copyright page](#).

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

Campus Security (220-5333)

Department of History Twitter @ucalgaryhist

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