Department of History

HTST 573
Topics in African History: Decolonization of Africa
Fall 2021

Instructor: Dr. Tim Stapleton
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Office Hours and Location: Monday and Wednesday, 10-1050, SS 632
Course Delivery: In person
Scheduled Class Times: Wednesday, 2pm – 4:45pm
Classroom location: SS 639

Description

This course focuses on the transition of African countries from European-ruled colonies to independent states that took place mostly in the late 1950s and 1960s though in some cases this process continued into the 1970s and 1980s. While most African states became independent through negotiation, some became the scene of armed liberation struggles. Important themes in the course include the impact of the Second World War, the Cold War context, policies of the outgoing colonial powers, African nationalism, Pan-Africanism, protest, negotiation, insurgency and counter-insurgency. The first half of the course involves discussions of relevant themes through engagement with a series of scholarly journal articles. During the second half of the course, student research papers undergo critique and discussion with a view to submitting revised and improved versions at the end of the course.

Learning Outcomes

By the end of this course, successful students will:
1. Explain the key factors and themes involved in the decolonization of Africa
2. Critically read and assess primary and secondary literature and place arguments within broader historical debates
3. Debate historical questions by engaging with other students and scholarship
4. Develop research, writing, and analytical skills within the context of historical scholarship

Reading Materials

All assigned readings are journal articles available via the University of Calgary Library website

and student-authored research papers.

Recommended Reading (Optional)
For students lacking background in African History, one of these introductory texts will prove useful:
Erik Gilbert and Jonathan T. Reynolds, *Africa in World History: From Prehistory to the Present*, Upper Saddle River, N.J.: Pearson, 3rd edition, 2011.
Kevin Shillington, *History of Africa*, 4th Edition, MacMillan/Red Globe Press, 2019.

Assessment

Assessment Method	Weight	Due Date
Participation	20%	
Proposal (of research paper)	10%	22 September
Presentation of Research Paper	10%	See schedule
First Draft of Paper	20%	One week prior to presentation
Final Paper	30%	8 December
Critique of Research Paper	10%	See schedule
Please note: All submissions should be emailed to the instructor. Seminar papers for presentation should be emailed to the whole class.		

Grading Policy
All written submissions are graded based on quality of writing, content, analysis and research. First draft and final papers are also expected to employ appropriate citation methods. All work will receive numerical grades based on percentages.

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

Participation: This involves students preparing for seminar by completing the assigned readings (journal articles and circulated student papers) and engaging in a discussion of these works.

Proposal: Students must submit a proposal for their research essays. The proposal will include a tentative title for the paper, a 500-word explanation of the topic including a research question, and a bibliography including at least 6 scholarly secondary sources (books, book chapters in edited books and/or journal articles).

Paper Presentation: During the second half of the semester, each student will present a research paper to the class. The presentation should be around 15 minutes long and will be followed by a student critique and seminar discussion. The instructor will circulate a schedule of paper presentations and critiques.

First Draft Paper: One week prior to the paper presentation, the student doing the presentation will circulate the first draft of his or her research paper to all other students and the instructor. Papers will be circulated by email. All students will read each other's research papers prior to the relevant seminar. The first draft of the paper should be around 3000 words long and supported by endnotes/footnotes and a bibliography.

Final Paper: Based on seminar discussions, critiques and the instructor's written comments, students will revise their first draft papers for final submission at the end of the course. The final paper should be around 4000 words long and supported by endnotes/footnotes and a bibliography.

Critique: During the second half of the course, each student will present a verbal critique of another student's paper. The critique should be around 8 to 10 minutes long and focus on substantive questions and areas for improvement. In preparing the critique, a student must read not only the relevant student paper but also other appropriate scholarly material. The instructor will circulate a schedule of student paper presentations and critiques.

Paper Topics: Students are free to select any research topic that broadly relates to the theme of the course. Paper topics might include the decolonization of a specific African country (eg. Nigeria, Senegal, Zimbabwe, Kenya etc.), the decolonization experience of a specific colonial power (Britain, France, Portugal, Belgium, Spain), an important event such as the Suez Crisis or Mau Mau Rebellion, or a key political leader such as Kwame Nkrumah, Sekou Toure or Patrice Lumumba. That said, all topics must be approved by the instructor so it is essential to email or talk to the instructor about your paper before the submission of proposals. We will avoid duplicating paper topics. While the nature of this course means that primary sources will be

unavailable for many possible topics and are not required for the papers, it would be helpful if students made use of some primary source material in their research, if possible. For this course, most available primary sources will comprise online material such as newspapers and collections of documents including UK parliamentary papers and UN reports. Many of these are accessible through the University of Calgary Library website (see databases). Furthermore, published memoirs could prove relevant.

Learning Technologies Requirements
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; current antivirus and/or firewall software enabled; broadband internet connection.

Schedule

Lectures for this course will be synchronous following this schedule:

Date	Topic	Reading/Assignments/Due Dates
8 September	Course Introduction	
	Overview of Decolonization	John Flint, "Planned Decolonization and its Failure in British Africa," *African Affairs*, Vol. 82, No. 328 (July 1983), 389-411. Barnaby Crowcroft, "Egypt's Other Nationalists and the Suez Crisis of 1956," *The Historical Journal*, Vol. 59, No. 1 (2016), 253-285.
15 September	Violent and Negotiated Decolonization in British Africa	David M. Anderson, "Mau Mau in the High Court and the 'Lost' British Empire Archives: Colonial Conspiracy of Bureaucratic Bungle?" *The Journal of Imperial and Commonwealth History*, Vol. 39, No. 5 (2011), 699-712. Francis K. Danquah, "Rural Discontent and Decolonization in Ghana, 1945-51," *Agricultural History*, Vol. 68, No. 1 (Winter 1994), 1-19.
22 September	Decolonization in French and	Louisa Rice, "Between Empire and

	Belgian Africa Submit Research Paper Proposals	Nation: Francophone West African Students and Decolonization," *Atlantic Studies*, Vol. 10, No. 1 (2013), 131-147. Alessandro Iandolo, "Imbalance of Power: The Soviet Union and the Congo Crisis, 1960-61," *Journal of Cold War Studies*, Vol. 16, No. 2 (Spring 2014), 32-55.
29 September	Human Rights and Women in Africa's Decolonization	Meredith Terretta, "`We Had Been Fooled into Thinking That the UN Watches Over the Entire World:' Human Rights, UN Trust Territories, and Africa's Decolonization," *Human Right Quarterly*, Vol. 34, No. 2 (May 2012), 329-360. Susan Geiger, "Tanganyika Nationalism as `Women's Work:' Life Histories, Collective Biographies and Changing Historiography, *The Journal of African History*, Vol. 37, No. 3 (1996), 465-478.
6 October	Religion and Decolonization in Africa	Darcie Fontaine, "Treason or Charity? Christian Missions on Trail and the Decolonization of Algeria," *International Journal of Middle East Studies*, Vol. 44, No. 4 (November 2012), 733-753. Zachery Valentine Wright, "Islam and Decolonization in Africa: The Political Engagement of a West African Muslim Community," *The International Journal of African Historical Studies*, Vol.46, No. 2 (2012), 205-227.
13 October	Portuguese Africa, Rhodesia (Zimbabwe) and South Africa First round of student papers circulated	Luis Nuno Rodrigues, "The United States and Portuguese Decolonization," *Portuguese Studies*, Vol. 29, No. 2 (2013), 164-185. Enocent Msindo and Nicholas Nyachega, "Zimbabwe's Liberation War and the Everyday in Honde Valley, 1975-79," *South African Historical Journal*, Vol. 71, No. 1 (2019), 70-93.

20 October	Student Presentations, Critiques, Discussion (schedule to be circulated)	Student papers
27 October	Student Presentations, Critiques, Discussion	Student papers
3 November	Student Presentations, Critiques, Discussion	Student papers
8-12 November	Reading Week	
17 November	Student Presentations, Critiques, Discussion	Student papers
24 November	Student Presentations, Critiques, Discussion	Student papers
1 December	Student Presentations, Critiques, Discussion	Student papers
8 December	Course conclusion Submit final paper	

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.

Percentage	Letter Grade	Grade Point Value	Description
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 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 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 U of C Student Academic Misconduct Policy and Procedure 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

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Fall 2021 (in-person)