



## Department of History

HTST 573  
Topics in African History: Decolonization 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:** Thursday 2pm to 4:45pm

**Synchronous Class Times:** Thursday 2pm to 4:45pm

### 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:** All assigned readings are journal articles available via the University of Calgary

Library website and student-authored research papers.

### Recommended Reading

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*, 4<sup>th</sup> Edition, MacMillan/Red Globe Press, 2019.

### Assessment

Assessment Method	Weight	Due Date
Participation	20%	
Proposal (of research paper)	10%	4 February
Presentation of Research Paper	10%	See schedule
First Draft of Paper	20%	One week prior to presentation
Final Paper	30%	22 April
Critique of Research Paper	10%	See schedule
<b>Please note:</b> All submissions should be emailed to the instructor. Seminar papers for presentation should be emailed to the whole class.		

**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 on 6 February. 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.

### **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 seminars held on Zoom on Thursdays from 2pm to

4:45pm.

Office hours will be held on Zoom on Tuesday and Thursdays at 10am to 10:50am. In addition, students can email the instructor to set up a Zoom meeting at other times.

Assigned reading for the course comprise journal articles available electronically via the U of C Library website. Students will have to search for these articles.

All assessed work (see Evaluation section above) will be submitted and returned via email.

Completing the research paper proposal and research essay will require students to find appropriate sources via the U of C Library website.

### **Learning Technologies Requirements**

There is a D2L site for this course which contains relevant class resources and materials (see [d2l.ucalgary.ca](https://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:

<b>Date</b>	<b>Topic</b>	<b>Reading/Assignments/Due Dates</b>
14 January	Course Introduction	
21 January	Overview of Decolonization	John Flint, “Planned Decolonization and its Failure in British Africa,” <i>African Affairs</i> , Vol. 82, No. 328 (July 1983), 389-411. Barnaby Crowcroft, “Egypt’s Other Nationalists and the Suez Crisis of 1956,” <i>The Historical Journal</i> , Vol. 59,

		No. 1 (2016), 253-285.
28 January	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?" <i>The Journal of Imperial and Commonwealth History</i> , Vol. 39, No. 5 (2011), 699-712. Francis K. Danquah, "Rural Discontent and Decolonization in Ghana, 1945-51," <i>Agricultural History</i> , Vol. 68, No. 1 (Winter 1994), 1-19.
4 February	Decolonization in French and Belgian Africa  Submit Research Paper Proposals	Louisa Rice, "Between Empire and Nation: Francophone West African Students and Decolonization," <i>Atlantic Studies</i> , Vol. 10, No. 1 (2013), 131-147. Alessandro Iandolo, "Imbalance of Power: The Soviet Union and the Congo Crisis, 1960-61," <i>Journal of Cold War Studies</i> , Vol. 16, No. 2 (Spring 2014), 32-55.
11 February	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,'" <i>Human Right Quarterly</i> , Vol. 34, No. 2 (May 2012), 329-360. Susan Geiger, "Tanganyika Nationalism as 'Women's Work: Life Histories, Collective Biographies and Changing Historiography," <i>The Journal of African History</i> , Vol. 37, No. 3 (1996), 465-478.
14 to 20 February	Reading Week	
25 February	Religion and Decolonization in Africa	Darcie Fontaine, "Treason or Charity? Christian Missions on Trail and the Decolonization of Algeria," <i>International Journal of Middle East Studies</i> , 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,” <i>The International Journal of African Historical Studies</i> , Vol.46, No. 2 (2012), 205-227.
4 March	Portuguese Africa, Rhodesia (Zimbabwe) and South Africa  First round of student papers circulated	Luis Nuno Rodrigues, “The United States and Portuguese Decolonization,” <i>Portuguese Studies</i> , Vol. 29, No. 2 (2013), 164-185. Enocent Msindo and Nicholas Nyachega, “Zimbabwe’s Liberation War and the Everyday in Honde Valley, 1975-79,” <i>South African Historical Journal</i> , Vol. 71, No. 1 (2019), 70-93.
11 March	Student Presentations, Critiques, Discussion (schedule to be circulated) Student Presentations, Critiques, Discussion	
18 March	Student Presentations, Critiques, Discussion	
25 March	Student Presentations, Critiques, Discussion	
1 April	Student Presentations, Critiques, Discussion	
8 April	Student Presentations, Critiques, Discussion	
15 April	Course conclusion	

**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
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**

*Winter 2021*