



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

HTST 637
Topics in Military History: Conflict in Africa

Instructor: Dr. Tim Stapleton

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

Classroom Location, Days and Times: Social Science 639, Tuesday 1400-1650

Course Delivery: In-person

Description

This course represents a graduate level seminar on the history of armed conflict and military structures in Africa from pre-colonial times to the present. Most of the focus will be on the colonial and post-colonial periods. Adopting a war and society approach, the course will discuss a wide variety of themes such as colonial conquest, the world wars in Africa, African colonial military service, women in African conflicts, child soldiers, post-colonial civil wars, state vs. state conflicts, counter-insurgency and insurgency, peacekeeping and genocide.

Learning Outcomes

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

1. Display an advanced comprehension of issues related to the history of armed conflict and military structures in Africa.
2. Critically assess major scholarly works in the field of African military history.
3. Research, write and present a graduate level academic paper on a topic related to African military history.

Reading Material

All required course texts are available online via the University of Calgary Library website. See the weekly schedule below.

Recommended Texts [optional]

Reid, Richard, *Warfare in African History* (Cambridge University Press, 2012) – online access via U of C Library website

Reno, William, *Warfare in Independent Africa* (Cambridge University Press, 2011)

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

Assessment

Assessment Method	Weight	Due Date
Book Review 1	10%	7 February
Book Review 2	10%	14 March
Book Review 3	10%	11 April
Book Presentation	10%	Schedule TBA
Participation	20%	
Paper Presentation	10%	Schedule TBA
First Draft Paper	10%	One week (7 days) before presentation
Final Paper	20%	18 April

Book Reviews: Each student must submit three written book reviews on any of the books listed below. Each review should be around 800 words long.

Book Presentation: Each student will give a 20 minute presentation to the class on one of the books listed below. These presentations will take place during the regularly scheduled sessions. The book that a student presents can also form the subject of one of the written book reviews. The book presentation will be conducted on the date given below for the discussion of the relevant book. The presentation will be followed by a discussion of the book and the broad themes it relates to. Students will sign up for book presentations with the instructor, there will be no duplications and the instructor will circulate a schedule of book presentations via email.

Participation: Students are expected to prepare for each seminar by reading the assigned book for that day and (during the second half of the course) the pre-circulated student papers. All the books listed below are available online through the university library. Students are also expected to contribute to the discussions of books and papers.

Paper Presentation: During the second half of the semester, each student will present a research paper to the class during one of the sessions. The presentation should be around 20 minutes long and will be followed by a seminar discussion of the paper. The instructor will circulate (via email) a schedule of student paper presentations. We will try to avoid having the same student

present a book and a paper on the same day.

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 the class and the instructor via email. All students are expected to read each other's research papers and be prepared to discuss them during the appropriate session. 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 and the instructor's written comments, students will revise their first draft papers for final submission at the end of the course (due date is **18 April**). The final paper should be around 3500-4000 words long and supported by endnotes/footnotes and a bibliography. Students will submit the final paper via email.

Paper Topics: Students are free to select any research topic that broadly relates to the theme of the course. That said, all topics must be approved by the instructor so it is essential to email or talk to the instructor about your paper **no later than 31 January**. 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 useful if students made use of some primary source material in their research. For this course, most available primary sources will be online material such as colonial era newspapers, published diaries and collections of documents, UK parliamentary papers and UN reports. Many of these are accessible through the University of Calgary Library website (see databases). As this will be a graduate level paper, students are expected to make thorough use of relevant secondary sources and to demonstrate historiographical awareness. Problems accessing sources should be discussed with the instructor.

Grading Policy

All written submissions are graded based on quality of writing, content, analysis, research, and appropriate citation methods. All submitted 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.

Learning Technologies Requirements

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	Book Reading, etc
10 January	Course introduction – organize book presentations	Schedule of book presentations will be circulated by email after the first class
17 January	Pre-Colonial Warfare	Thornton, John, <i>Warfare in Atlantic Africa, 1500-1800</i> (London: UCL Press, 1999)
24 January	Colonial Conquest	Vandervort, Bruce, <i>Wars of Imperial Conquest in Africa, 1830-1914</i> (London: UCL Press, 1998)
31 January	African Colonial Military Service	<p>Moyd, Michelle, <i>Violent Intermediaries: African Soldiers, Conquest and Everyday Colonialism in German East Africa</i> (Athens: Ohio University Press, 2014)</p> <p>*Discuss paper topic with instructor no later than this date.</p> <p>*A schedule of paper presentations will be circulated by the end of this week.</p>
7 February	World Wars in Africa	<p>Korieh, Chima, <i>Nigeria and World War II: Colonialism, Empire and Global Conflict</i>, Cambridge University Press, 2020.</p> <p>*Submit Book Review 1 by email</p>
14 February	Decolonization Wars	Bennett, Huw, <i>Fighting the Mau Mau: The British Army and Counter-Insurgency in the Kenya Emergency</i> (Cambridge University Press, 2013)
28 February	Post-Colonial Military Coups, Regimes and Mutinies	Dwyer, Maggie, <i>Soldiers in Revolt: Army Mutinies in Africa</i> (Oxford University Press, 2018)
7 March	Southern Africa during the Cold War *Paper Presentations	Gleijeses, Piero, <i>Visions of Freedom: Havana, Washington, Pretoria, and the Struggle for Southern Africa, 1976-91</i> , University of North Carolina Press, 2013.
14 March	Women in African Conflicts	Decker, Alicia, <i>In Idi Amin's Shadow: Women,</i>

	and Military Regimes *Paper Presentations	<i>Gender and Militarism in Uganda</i> (Athens: Ohio University Press, 2014) *Submit Book Review 2
21 March	Post-Colonial Secessionist Wars *Paper Presentations	Thomas, Charles and Falola, Toyin, <i>Secessionist and Separatist Conflicts in Post-Colonial Africa</i> (University of Calgary Press, 2020) https://press.ucalgary.ca/books/9781773851266/
28 March	Genocide *Paper Presentations	Straus, Scot, <i>The Order of Genocide: Race, Power and War in Rwanda</i> (Ithaca: Cornell University Press, 2006)
4 April	Post-Cold War Conflict in Africa *Paper Presentations	Stearns, Jason, <i>Dancing in the Glory of Monsters: The Collapse of Congo and the Great War of Africa</i> , New York: Public Affairs, 2012)
11 April	Course Conclusion	*Submit Book Review 3
18 April		*Submit Final Papers

Departmental Grading System

The following percentage-to-letter grade conversion scheme is used in all History graduate level courses. See the university grading system in the calendar:

<https://www.ucalgary.ca/pubs/calendar/current/f-1-2.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	Very good performance
77-79	B+	3.30	Good performance
73-76	B	3.00	Satisfactory performance
70-72	B-	2.70	Minimum pass
67-69	C+	2.30	All grades of "C+" or lower are indicative of failure at the graduate level and cannot be counted toward Faculty of Graduate Studies course requirements. Individual programs may require a higher passing grade.
63-66	C	2.00	
60-62	C-	1.70	
56-59	D+	1.30	
50-55	D	1.00	

Percentage	Letter Grade	Grade Point Value	Description
0-49	F	0	
	CR		Completed Requirements. Carries no weight in calculating the grade point average. This will be noted in the calendar description as “Not Included in GPA” where applicable.

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 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

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