



HIST*2180: Introduction to African History

Fall 2024
Section(s): C01

Department of History
Credit Weight: .50

1 Course Details

1.1 Calendar Description

This course will introduce students to the history of Africa through a chronological examination of key themes and topics from the earliest times until the recent post-independence period. Highlighting the interdisciplinary methodologies that anchor history, the course will consider archeological evidence, oral traditions, historical linguistics, and written documents in its examination of the most significant developments of the African past. These developments will include the creation of modern human culture, early state building efforts, the introduction of Christianity and Islam, the Atlantic Slave trade, colonialism and nationalism, and Africa's relationship with globalization. The course will enable students to develop an understanding of historical factors that have shaped and continue to influence the history of the African continent. (H)

Pre-Requisites: 2.00 credits

1.2 Course Description

Using a combination of interesting videos/documentaries and written text materials, this course will introduce students to key themes and topics in the history of Africa from the earliest times until the recent post-independence period. We will examine some of the most significant developments of the African past such as early state building efforts, the introduction of Christianity and Islam, slavery and the Atlantic Slave trade, colonialism and nationalism, and Africa's relationship with globalization. The course will enable students to develop an understanding of historical factors that have shaped and continue to influence the history of the African continent.

1.3 Timetable

Mondays & Wednesdays: [REDACTED]

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Venue: [REDACTED]

2 Instructional Support

2.1 Instructional Support Team



3 Learning Resources

All the required course materials (journal articles, selected chapters from monographs, and primary source documents/ books) are available to you via the CONTENTS and LINKS icons on CourseLink or otherwise are accessible using the library's OMNI or Google search. You do not need to purchase any of them.

3.1 Required Resources

Palmer, Eustace. *Africa : An Introduction*. 1st ed. London ; Routledge, 2022. (E-book on OMNI).

Parker, John, and Richard Rathbone. *African History: A Very Short Introduction*. 1st ed. Oxford: Oxford University Press, 2007.

4 Learning Outcomes

4.1 Course Learning Outcomes

By the end of this course, you should be able to:

- be conversant with major themes in the history of Africa.
 - examine and apply African perspectives to the historical scholarship on the experiences of the continent.
 - critically analyze and synthesize information about Africa from extant sources, including films and videos.
 - develop writing and oral presentation skills.
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5 Teaching and Learning Activities

5.1 Lecture

Sept 9/11 **Re/presentations of Africa – popular**

View video:

- Chimamanda Ngozi Adichie’s “The Danger of a single story”

Read:

- Eustace Palmer, *Africa*, pp.1-7.

Sept 16/18 **Precolonial African Civilizations**

View video:

- Basil Davidson, *Africa: Episode 1 - Different but Equal*

Read:

- Eustace Palmer, *Africa*, pp.25-32 [especially from p.15].

Sept 23/25 **Slavery and slave trade**

View video:

- The Diambourou: Slavery and Emancipation in Kayes-Mali (2014)
<https://vimeo.com/245704289>

Read:

- Eustace Palmer, *Africa*, pp.34-49.

Sept 30/ 2 Oct **Africa and European colonialism**

View video:

- Basil Davidson, *Africa: Episode 6 - This Magnificent African Cake*

Read:

- Parker and Rathbone, *African History, Chapter 5*
- Femi J. Kolapo, “The Political Impact of European Rule”, in *Toyin Falola, Africa: vol. 3. Colonial Africa, 1885-1939, (Carolina Academic Press, 2002), pp. 87 – 105. (access from CourseLink)*

Oct 7/9 **Independence Struggles**

View video:

- Donald McWilliams, *A time there was: stories from the last day of Kenyan colony - Mau Mau*

Read:

- Parker and Rathbone, *African History, Chapter. 6, pp.114-122.*
- Eustace Palmer, *Africa, Chap. 4, pp.74-93.*

Oct 16 Midterm exam in class

Oct 21/23 **Independent Africa and the Cold war**

View video:

- Raoul Peck, *Lumumba*

Read:

- Kent, John. 2017. "The Neo-Colonialism of Decolonisation: Katangan Secession and the Bringing of the Cold War to the Congo." *The Journal of Imperial and Commonwealth History* 45 (1): 93–130. doi:10.1080/03086534.2016.1262644.

Oct 28/30

Racism/Apartheid in Africa

View video: Euzhan Palcy, *A Dry White Season*

Read:

- William Beinart, and Saul Dubow. 1995. *Segregation and Apartheid in Twentieth Century South Africa*. (Rewriting Histories. London: Routledge), pp.1-24. [online via OMNI]
- Eustace Palmer, *Africa*, 87-93

Nov 4/6

Governance and Violence in post-independence Africa

View video:

- Raoul Peck, *Sometimes in April* [WARNING: it includes graphic representations of scenes of genocide]

Read:

- Eustace Palmer, *Africa*, pp.95-112
- Sara E. Brown, "Female Perpetrators of the Rwandan Genocide." *International Feminist Journal of Politics* 16 no.3 (2014.): 448–69. doi:10.1080/14616742.2013.788806

Nov 11/13

Gender

View video:

- Sembene Ousmane, *Moolaade*

Read:

- Fuambai Ahmadu, "Rites and Wrongs: An Insider/Outsider Reflects on Power and Excision" at <https://thisisnotthat.com/tintdocs/Ahmadu-single.pdf>
- Eustace Palmer, *Africa*: Chap. 10, pp.191-208.

Nov 18/20

Africa and globalization

View video:

- Africa: War is Business [<https://youtu.be/Xyzo8Pjr1ZY?si=dzON4-55zKWW0Zj0>]

Read:

- Kamola, Isaac. "Africa and 'Globalization'." In *The SAGE Handbook of Globalization*, 231-44. London: SAGE Publications Ltd, 2014. <https://doi.org/10.4135/9781473906020>.

Nov 25/27

Review

Final Exam: NA

6 Assessments

6.1 Assessment Details

- **Weekly Class Discussions led by collaborating groups on Wednesdays** 50%
 due weekly starting from the week of Sept.16.
 - A. Individual preparation (20%): Each group member must prepare a 1½ -2-page analysis of the video and topic assigned to their group.
 - i. identify 3-4 major claims, arguments or evidence in the video
 - ii. show how the assigned readings (primary/secondary source and the lecture) support or contrariwise challenge them or produce a new or different perspective on the issue.
 - iii. Post this to your Courselink group discussion board, latest by midnight of the Monday before the Wednesday that you are due to lead the class discussion.
 - B. Group preparation & leading of class discussion (20%). Each group meets (face-to-face, on Teams, by Zoom, or using the chat tool on CourseLink) latest a day before the Wednesday class that they will lead class discussion) to discuss and prepare a **Group Discussion Brief** which they will use to lead the class discussion on Wednesday.
 - i. compare group members' individual analysis and decide on the **best 6-8 points** out of all the members' analyses to bring to class for discussion. You must submit this Brief to the professor after the class – either electronically or in hard copy.
 - ii. decide who (one or **at most** 2 persons) will lead the discussion for a maximum of 15 minutes, reading or explaining each of the 6- 8 major claims or arguments of the video and how your assigned readings relate to those claims or arguments. All group members must be ready to answer questions, though.
 - iii. For the remaining 20-30 minutes of class time, the non-presenting groups will apply a modified version of the THINK-PAIR-SHARE discussion method to analyze the week's presentation and follow up with comments and questions
 - iv. You don't have to prepare a PowerPoint for this.
 - C. Class participation (10%)
- **Midterm exam - 1-hour in-class exam on Oct 16, 2024** 20%
- **Final Essay - online submission deadline is 4th Dec. 2024** 30%

Choose any weekly topic from the course outline for your essay. Use at least 1 primary source evidence and at least 5 peer reviewed articles/book chapters to review or evaluate the video assigned to the topic. In separate paragraphs, identify and discuss the major areas that your 5 secondary and 1 primary sources support the representation of history or the arguments made in the video and those areas where they either do not or where they add more information or provide for better analyses. Conclude by indicating what aspect of the history element (rather than the visual or cinematic) based on your sources you would require the producer to change if they were to re-do the video.

7 University Statements

7.1 Email Communication

As per university regulations, all students are required to check their <uoguelph.ca> e-mail account regularly: e-mail is the official route of communication between the University and its students.

7.2 When You Cannot Meet a Course Requirement

When you find yourself unable to meet an in-course requirement because of illness or compassionate reasons please advise the course instructor (or designated person, such as a teaching assistant) in writing, with your name, id#, and e-mail contact. See the Undergraduate Calendar for information on regulations and procedures for [Academic Consideration](#).

7.3 Drop Date

The final day to drop Fall 2024 courses without academic penalty is the last day of classes: November 29

After this date, a mark will be recorded, whether course work is completed or not (a zero is assigned for missed tests/assignments). This mark will show on the student's transcript and will be calculated into their average.

This applies to all undergraduate students except for Doctor of Veterinary Medicine and Associate Diploma in Veterinary Technology (conventional and alternative delivery) students. The regulations and procedures for course registration are available in the [Undergraduate Calendar - Dropping Courses](https://www.uoguelph.ca/registrar/calendars/undergraduate/current/c08/c08-drop.shtml): <https://www.uoguelph.ca/registrar/calendars/undergraduate/current/c08/c08-drop.shtml>

7.4 Copies of Out-of-class Assignments

Keep paper and/or other reliable back-up copies of all out-of-class assignments: you may be asked to resubmit work at any time.

7.5 Late Penalty Policy

Assignments (critical reflection papers and the final essay) submitted late will not be graded, except for sudden emergencies and ill-health.

7.6 Artificial Intelligence Use Policy

The use of ChatGPT, Aria, or other AI systems to mimic independent analysis and generate text for all assignments in this course is strictly prohibited. The unauthorized use of AI systems will be considered a violation of the university's academic misconduct policies.

Your course assignments must reflect your own intellectual work and demonstrate the application of critical thinking and analysis.

7.7 Accessibility

The University promotes the full participation of students who experience disabilities in their academic programs. To that end, the provision of academic accommodation is a shared responsibility between the University and the student.

When accommodations are needed, the student is required to first register with Student Accessibility Services (SAS). Documentation to substantiate the existence of a disability is required; however, interim accommodations may be possible while that process is underway.

Accommodations are available for both permanent and temporary disabilities. It should be noted that common illnesses such as a cold or the flu do not constitute a disability. Use of the SAS Exam Centre requires students to make a booking at least 10 days in advance, and no later than the first business day in November, March or July as appropriate for the semester. Similarly, new or changed accommodations for online quizzes, tests and exams must be approved at least a week ahead of time. For students at the Guelph campus, information can be found on the [SAS website](#).

7.8 Academic Integrity

The University of Guelph is committed to upholding the highest standards of academic integrity and it is the responsibility of all members of the University community – faculty, staff, and students – to be aware of what constitutes academic misconduct and to do as much as possible to prevent academic offences from occurring. University of Guelph students have the responsibility of abiding by the University's policy on academic misconduct regardless of their location of study; faculty, staff and students have the responsibility of supporting an environment that discourages misconduct. Students need to remain aware that instructors have access to and the right to use electronic and other means of detection.

Please note: Whether or not a student intended to commit academic misconduct is not relevant for a finding of guilt. Hurried or careless submission of assignments does not excuse students from responsibility for verifying the academic integrity of their work before submitting it. Students who are in any doubt as to whether an action on their part could be construed as an academic offence should consult with a faculty member or faculty advisor.

The [Academic Misconduct Policy](#) is outlined in the Undergraduate Calendar.

7.9 Accommodation Of Religious Obligations

If you are unable to meet an in-course requirement due to religious obligations, please email the course instructor within two weeks of the start of the semester to make alternate arrangements.

See the Academic calendar for information on regulations and procedures for [Academic Accommodations of Religious Obligations](#).

7.10 Recording of Materials

Presentations that are made in relation to course work - including lectures - cannot be recorded or copied without the permission of the presenter, whether the instructor, a student, or guest lecturer. Material recorded with permission is restricted to use for that course unless further permission is granted.

7.11 Resources

The Academic Calendars are the source of information about the University of Guelph's procedures, policies and regulations which apply to undergraduate, graduate and diploma programs.

7.12 Health And Wellbeing

The University of Guelph provides a wide range of health and wellbeing services at the [Vaccarino Centre for Student Wellness](#). If you are concerned about your mental health and not sure where to start, connect with a [Student Wellness Navigator](#) who can help develop a plan to manage and support your mental health or check out our [mental wellbeing resources](#). The Student Wellness team are here to help and welcome the opportunity to connect with you.

7.13 Illness

Medical notes will not normally be required for singular instances of academic consideration, although students may be required to provide supporting documentation for multiple missed assessments or when involving a large part of a course (e.g.. final exam or major assignment).
