UNIVERSITY of GUELPH

Department of History

HIST*3620: Modern Africa

Winter 2025

Credit Weight: .50

Pre-Requisites: 7.50 credits

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1 Course Details

1.1 Course Description

The course will explore the crucial experiences of African societies from the late 19th century until the recent past. It will focus on African peoples' interactions with each other and with the expanding forces of global capitalism and European colonialism and on their struggle for political independence. It will also examine Africa's more recent post-colonial experiences of the politics of nation-building and state formation and the struggle for economic development. It will give attention to African agency and to the internal historical dynamics within the continent even as its peoples grappled with the global social, economic, political, and cultural currents that impacted them during this period.

1.2 Delivery Method

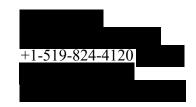Face-to-face, classroom.

1.3 Timetable

Tuesday & Thursday: ██████████ || Venue: ██████████

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2 Instructional Support

2.1 Instructional Support Team

Instructor: ██████████
Email: ██████████
Telephone: +1-519-824-4120 ████
Office: ██████████
Office Hours: ██████████

3 Learning Resources

3.1 Required course materials:

Collins, Robert O, and James McDonald Burns. *A History of Sub-Saharan Africa*. Second edition. Cambridge: Cambridge University Press, 2014.

Links to all assigned course materials, including primary source documents, are available on Course Link or will otherwise be freely available via OMNI or Google search.

3.2 Costs of all mandatory and optional learning materials

No purchases are required. The textbook is available online through the university library.

4 Learning Outcomes

4.1 Course Learning Outcomes

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

- Become conversant with the basic subject matter of the history of the people and states of Africa since the 19th century.
- Learn to appreciate the different perspectives that inform the interpretation of historical texts and evidence.
- Learn to relevantly use primary source evidence in historical interpretation and reconstructions of the history of modern Africa.
- Be able to critically analyze and synthesize information by doing the required and recommended reading assignments.
- Develop and improve writing and oral presentation skills by completing the required writing and presentation assignments.

5 Teaching and Learning Activities

Course Schedule

Jan. 7/9.   Introduction

a   Curtis Keim, "Changing Our Mind about Africa", *Mistaking Africa: Curiosities and Inventions of the American Mind* 2nd Edition. (Westview Press, 2009): pp. 3-14 (on CourseLink)

b *Binyavanga Wainaina Tells Us 'How to Write about Africa'. Washington: NPR, 2019. ProQuest. Web. 9 Dec. 2024*. https://www.proquest.com/blogs-podcasts-websites/binyavanga-wainaina-tells-us-how-write-about/docview/2228943954/se-2?accountid=11233

Jan.14/16. Europe colonises Africa

a   Collins, R. O., & Burns, J. M. (2013). The European conquest of Africa. In *A History of Sub-Saharan Africa* (pp. 263–278). https://doi.org/10.1017/CBO9781139795333.022
b   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.
c   A. Djeba,"Women, Children, Oxen Dying in Caves." [Primary source document excerpts]

Jan.21/23.   Transformations

a   Collins, Robert O, and James M Burns. "The Colonial Legacy." In *A History of Sub-Saharan Africa*, 308–28, 2013. https://doi.org/10.1017/CBO9781139795333.025.
b   Eric Allina, "Captive to Civilization: Law, Labor Mobility and Violence in Colonial Mozambique" in Darshan Vigneswaran and Joel Quirk, *Mobility Makes States: Migration and Power in Africa,* University of Pennsylvania Press, 2015, pp. 59-78.
c   R. Mugo Gatheru, Child of Two Worlds: A Kikkuyu's Story (New York: Praeger, 1964), pp. 88-95 - Primary source document

Jan.28/30   Colonial administration

a   Collins, Robert O, and James M Burns. "European Colonial Rule in Africa." In *A History of Sub-Saharan Africa*, 295–307, 2013. https://doi.org/10.1017/CBO9781139795333.024.
b   Semakula Kiwanuka, "Colonial Policies and Administrations in Africa: The Myths of the Contrasts (https://www-jstor-org.subzero.lib.uoguelph.ca/stable/pdf/216218/)", African Historical Studies, Vol. 3, No. 2 (1970), pp. 295-315. [OMNI]
c   Carl Müller-Crepon, "Continuity or Change? (In) Direct Rule in British and French Colonial Africa (https://www-cambridge-org.subzero.lib.uoguelph.ca/core/services/aop-cambridge-core/content/view/E50B6590C8868F4A1C2D56E2A232F8DD/S0020818320000211a.pdf/div-class-title-continuity-or-change-in-direct-rule-in-british-and-french-colonial-africa-div.pdf)" International Organization 74, no. 4 (2020): 707–41 [OMNI]

Feb.4/6. Anti-colonial nationalism

a   Collins, Robert O, and James M Burns. "Nationalism and the Independence of Colonial Africa." In *A History of Sub-Saharan Africa*, 331–43, 2013. https://doi.org/10.1017/CBO9781139795333.027.
b   "The Atlantic Charter. (https://www.nato.int/cps/en/natohq/official_texts_16912.htm)" - Primary source
c   Gwekwerere, Tavengwa, and Reiland Rabaka. "Pan-Africanism and the Anti-Colonial Movement in Southern Africa, 1950s–1990s." In *Routledge Handbook of Pan-Africanism*, 1st ed., 317–29. Routledge, 2020. https://doi.org/10.4324/9780429020193-21.

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Feb.11/13.   In/Dependence

    a   Collins, Robert O, and James M Burns. "Cold War Africa." In *A History of Sub-Saharan Africa*, 366–76, 2013. https://doi.org/10.1017/CBO9781139795333.030.

    b   Robert Blanton, T. David Mason & Brian Athow, "Colonial Style and Post-Colonial Ethnic Conflict in Africa *Journal of Peace Research*, vol. 38, no. 4. (2001): 473-491. https://journals-sagepub-com.subzero.lib.uoguelph.ca/doi/epdf/10.1177/0022343301038004005/

    c   F. Fanon, "Truths on the Colonial Problem" [Primary source document excerpts]

February 14:   Deadline to submit your **Reaction Paper #1**

Feb.18/20   Winter Break

Feb.25/27.   Insurgencies in Africa

    a   Morten Bøås, and Kevin C. Dunn. 2017. *Africa's Insurgents: Navigating an Evolving Landscape*. Boulder, Colorado: Lynne Rienner Publishers. https://search.ebscohost.com/login.aspx?direct=true&AuthType=shib&db=nlebk&AN=1502068&authtype=shib&site=ehost-live&scope=site.

    b   Osondu, Chukwudi S, Toyin Falola, Martin S Shanguhyia, Martin S Shanguhyia, and Toyin Falola. "Conflict, Insecurity, and Sustainable Development in Africa: The Boko Haram Insurgency in Nigeria." In *Development in Modern Africa*, 1st ed., 132–43. United Kingdom: Routledge, 2020. https://doi.org/10.4324/9780429292149-8.

Mar.4/6.   March 4 – **Working with primary sources** | Catch-Up day - March 6

Mar.11/13.   Religious dynamics

    a   Hanretta, S., Reid, R., & Parker, J. (2013). New Religious Movements. In The Oxford Handbook of Modern African History. Oxford University Press. https://doi.org/10.1093/oxfordhb/9780199572472.013.0016

    b   Kolapo, F.J. (2018). Political Ramifications of Some Shifts in Nigeria's Pentecostal Movement. In: Afolayan, A., Yacob-Haliso, O., Falola, T. (eds) Pentecostalism and Politics in Africa. African Histories and Modernities. Palgrave Macmillan, Cham. https://doi.org/10.1007/978-3-319-74911-2_13

Mar.18/20.   Development struggles

    a   Carmody Padraig, "Globalization: Recolonization or Renaissance"? Lynne Rienner Publishers, (2010), pp. 11-33.

    b   Yoweri K. Museveni, *What Is Africa's Problem*? University of Minnesota Press, (2000), pp. 168-176.

    c   Buba, Imrana Alhaji. 2018. "Aid, Intervention, and Neocolonial 'Development' in Africa." *Journal of Intervention and State building* 13 (1): 131–38. doi:10.1080/17502977.2018.1470136. https://doi.org/10.1080/17502977.2018.1470136

March 21st: Deadline to submit your **Reaction Paper #2 .**

Mar.25/27.   **Development prospects**

   a   Jerven, M., Reid, R., & Parker, J. (2013). Economic Growth. In *The Oxford Handbook of Modern African History*. Oxford University Press. https://doi.org/10.1093/oxfordhb/9780199572472.013.0022

   b   Hilary, J. (2010). Africa: Dead Aid and the return of neoliberalism. *Race & Class*, *52*(2), 79–84. https://doi.org/10.1177/0306396810377010

   c   Kapijimpanga, O. (2023). Debt Sustainability in the Context of African Dependency and Underdevelopment. *Development (Society for International Development)*, *66*(3–4), 251–259. https://doi.org/10.1057/s41301-023-00393-0

Apr. 1/3.   Course Review

Final Exam – In-person on April 21, 2025**.**

6 Assessments

6.1 Assessment Details

Class Participation   **(50%)**

     In two or three short paragraphs (250-300 words total), submit to the CourseLink Discussion board a reflective analysis of what you learned in class from the lecture and discussion sessions on the topic of the week. You are allowed to <u>include</u> a concise account of your contribution to class discussion. Ensure that your paragraphs are written in complete and connected sentences. Submit <u>within 24 hours</u> of the end of our Thursday class.

     You are required to submit these reflective analyses for every week except for the week of March 4 and the week of April 1.The <u>best 8</u> (out of 10) records of participation will count for your final participation grade. You must be present in class to submit a participation record. There will be **no make up** for this assessment component.

Two response assignments   **(30%)**

First, write a thoughtful essay question based on class lecture and discussion on your choice of a weekly topic. Then write two outlines (brief sketches) mapping out <u>two different arguments</u> in response to your question. You will do this twice: first during the first half of the semester and second during the second half.

- Use at least 4 secondary sources, including all the course materials assigned to your topic.
  Deadlines: Response paper #1 – February 14, 2025 || Response paper #2 – March 21st, 2025
- **Word limit**: 2000-2200 words including cover page information and References.
- **Submit** to Dropbox in Course Link

Final Exam   **(20%)**

This is a cumulative examination to be written in class on 21st April 2025.
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7 Course Statements

Late Penalty Policy

Assignments (Reflective analysis & Response Papers) submitted late <u>will</u> not be graded, except for sudden emergencies and ill-health.

Artificial Intelligence Use Policy

The use of ChatGPT, Aria, or other AI systems to **<u>mimic independent analysis and generate text</u>** for all assignments in this course **<u>is strictly prohibited</u>**. 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.

8 University Statements

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.

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.

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.

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.

Drop Date

Students will have until the last day of classes to drop courses without academic penalty. The deadline to drop two-semester courses will be the last day of classes in the second semester. 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.

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.

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.

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).

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.

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.

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.](#)

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