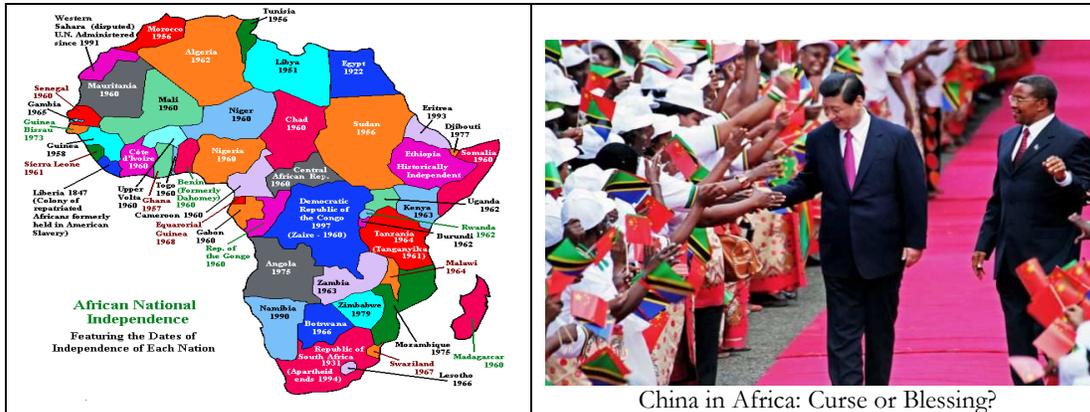


# HISTORY DEPARTMENT BROCK UNIVERSITY

## HIST 2P63: Africa Since 1800 Winter 2014



Professor: Olatunji Ojo (OO)

Lecture: Thur 1-3PM @ TH258

Contact: oojo@brocku.ca or ext. 5146

Sem: (1) M: 12-1PM MCC300 (OO) (2) W: 4-5PM PL411 (TC) (3) Th 3-4PM MCJ205 (TC)

Office Hour: GL 255: 1-3PM Mon

TA: Teresa Chordash (TC)

### Course Description

This course deals with the emergence of modern Africa. It examines African search for modernity, social reforms, the European conquest of Africa, African responses to European rule, end of imperialism, and the post-independence challenges. Specific themes to be explored will include the scramble and partition of Africa, the political economy of colonialism, the rise of nationalism and the formation of nationalist movements, independence, post-independence problems, the military, perennial problems - drought, famine, migration – globalization and its impact on African countries, and the search for socio-economic development. The course is divided into lecture and seminar hours. The lectures will present students with overviews of specific themes while the seminars, on the other hand, will involve detailed assessment of class texts and other sources which contribute further information as well as alternative interpretations about each topic. Finally, the seminars will give you the opportunity to criticize the content of lecture and reading material, to express your own interpretations of events, to raise questions and concerns, and to debate with others. Lectures and seminars are thus complementary: students will not benefit from seminar discussions without attending lectures and reading the texts.

### PRIMARY CLASS TEXTS:

Richard J. Reid, *A History of Modern Africa: 1800 to the Present* 2<sup>nd</sup> ed. (Chichester, 2012).

Chinua Achebe, *There Was a Country: A Personal History of Biafra* (New York, 2012). (FOR REVIEW)

## **COURSE EVALUATION**

<b>Class Presentation:</b>	<b>5%</b>	<b>Seminar Facilitation:</b>	<b>10%</b>
<b>Seminar Participation:</b>	<b>25%</b>	<b>Book Review</b>	<b>10% (Due Feb. 13)</b>
<b>Essay Proposal</b>	<b>5% (Due Jan 30, 2014)</b>	<b>Final Essay</b>	<b>25% (Due April 3, 2014)</b>
<b>Essay 1<sup>st</sup> Draft</b>	<b>20% (Due Feb 27, 2014)</b>		

**Class Presentation:** The class will be divided into groups and each group will give a 15-20 minutes presentation based on assigned readings. Sign up with your TA. **(5%)**

**Seminar Facilitation:** Each student/or group of students will be required to make a presentation on selected readings or theme. The facilitator is responsible for leading seminar discussion for the week focusing on the main ideas covered in the readings and raise questions for the class to discuss. An outline of the presentation will be submitted to the Seminar leader. **10%.**

**Seminar Participation:** Attendance at lectures and seminars, which will make up a significant part of your final mark, is essential. Students are expected to participate fully in seminar discussions which will focus on critical analysis of weekly readings. Assignments must be completed before the class/seminar for which they are assigned. Seminars are vital features of this course. Directly, they make up **25 per cent** of your grade. We meet once a week in 50-minute-long seminar classes. These are required. Each week it is assumed that you will have completed the readings for the class, and you are expected to discuss them. Attendance will be taken, but your grade will be calculated primarily on the quantity and (**especially**) the quality of your contributions. **Attendance is not participation** **(25%)**.

**Rubrics for class and seminar evaluations are included in this syllabus.** Absence from a seminar will result in a grade of 0 for that seminar, except for documented emergencies, at the instructor's discretion. (See below)

**Book Review:** You will write a 4-page review of Achebe,s *There Was a Country*.

**(A historical book review answers all/many of these questions)**

1. With what particular subject or period does the book deal? (2) How thorough is the treatment?  
3. What were the sources used? (4) Is the account given in broad outline or in detail? (5) Is the style that of reportorial writing, or is there an effort at interpretive writing? (6) What is the point of view or thesis of the author? (7) Is the treatment superficial or profound? (8) For what group is the book intended (textbook, popular, scholarly, etc.)? (9) What part does biographical writing play in the book? (10) Is social history or political history emphasized? (11) Are dates used extensively, and if so, are they used intelligently? (12) Is the book a revision? How does it compare with earlier editions? (13) Are maps, illustrations, charts, etc. used and how are these to be evaluated?

**Essay Proposal:** Write a **3-page** essay proposal indicating **clearly** your topic, thesis and sources. Try to avoid too broad or too narrow topics. Your topic should be related to the course and focused on a country or region of Africa. Your essay could be a reaction to one or more of the sources used in class or found relevant to the course. **(5%)—DUE Jan 30.**

**Final Essay:** Your essay must be **13-15-page long** (see above). **[1<sup>st</sup> draft due FEB 27]**

**Essay Guidelines:** Before submitting any written assignment, ask yourself:

a) Do I begin with a strong, clear thesis? (b) Have I developed my argument with supporting evidence and examples? (c) Is my paper well organized and clearly written? (d) Have I proofread my paper and corrected any grammar and spelling errors? (e) Are my sources properly quoted and documented? (See Rampolla, chapter 7)

**Essays will be evaluated on:**

1. Writing and clarity of expression (2) accuracy and effectiveness of description (3) quality of analysis. In general, the third of these - quality of analysis - is the most important, but the others are integral to good analysis. 1<sup>st</sup> draft and Final (based on revision of draft) **(15+25%)**

**Note:** An essay is a secondary source: scholars often use this as a way to “try out” an argument, based on original research. So, you can address the same kinds of questions that you’ll consider in writing your book review. Imagine that you’re submitting your review to an African history journal, or posting it on the Internet, to tell your audience about your topic

**Late Papers:** No make up exam/assignment will be given unless in cases of proven emergencies. **Late papers lose 1% of final grade per day.** NO essay will be accepted beyond a week of submission date

## Weekly Lecture/Seminar Schedule

### Week 1: Jan 9: Intro: The Roaring 19C

**Background Reading:** J. F. Ajayi (eds.), *General History of Africa-VI: Africa in the Nineteenth Century Until the 1880s* (Berkeley, 1989), ch. 1

<http://unesdoc.unesco.org/images/0018/001842/184295eo.pdf>

Analysis of relations within Africa and between Africa and Europe on the eve of 19thC

**Seminar:** Know your TA; sign up for seminar presentation

### Week 2—Jan 16: From Slave Trade to ‘Legitimate’ Commerce

**Lecture and Seminar Reading:** Reid, *Modern Africa*, chs. 2 and 3

**Questions:** Assess the impact of European abolition of the slave trade on African society:

thinks about impact on African social, economic and political sectors

Why did Europeans fail to abolish slavery in Africa?

### Wk 3: Jan 23: Internal Reform in Africa—Islamic Revival

**Lecture:** Reid, *Modern Africa*, ch. 5

**Seminar:** Reid, *Modern Africa*, ch. 6-7

**Issues to ponder:** Origins of Islamic reform in 19C Africa (2) Role of Muslim intellectuals

Discuss the notion that the 19C Sokoto jihad was West African French Revolution

Discuss the ethnic underpinnings of the 19C jihad in West Africa

### Week 4—Jan 30: European Conquest

**Lecture:** Reid, *Modern Africa*, ch. 8

**Seminar:** Reid, *Modern Africa*, ch. 9-10

**Study Questions:** a) What is imperialism? b) What were the 19C features of European imperialism in Africa? c) Theories of imperialism d) Concepts of Informal & Formal

empires e) African origins of scramble f) Identify and discuss reasons for the partition of Africa g) What was/were the goal/s of the Berlin African Conference? i) Discuss how the conference affected European conquest/partition of Africa

## **ESSAY PROPOSAL DUE IN LECTURE TODAY (JAN 30)**

### **Week 5—Feb 6: Colonial Policies**

**Lecture:** Reid, *Modern Africa*, ch. 11

**Seminar:** Reid, *Modern Africa*, ch. 12-13

**Issues to ponder:** a) Dual mandate (b) Indirect Rule (c) White vs. Non-White settler colonies (d) Economic expropriation (e) Race, Identity and Apartheid

### **Week 6: Feb 13: End of Empire**

**Lecture:** Reid, *Modern Africa*, ch. 14

**Seminar:** Reid, *Modern Africa*, ch. 15-16

**Study questions:** What is nationalism? Can African claim nationhood before independence? Examine the internal and external factors behind decolonization in Africa.

How did nationalism and racism reinforce each other in the sustenance of apartheid regime?

Differentiate between nationalist tactics in South Africa and other parts of the continent

What roles did urbanization, youth and workers play in South African liberation struggle?

Discuss the role of African states and non-African countries in ending apartheid rule?

## **\* BOOK REVIEW DUE IN LECTURE TODAY\***

### **Week 7—Feb 20: READING WEEK—NO CLASS/SEMINAR**

### **Week 8—Feb 27: After Independence—(i) Politics (ii) Roots of African Dictatorship**

**Lecture:** Markus Virgil Hoehne, “Counter-terrorism in Somalia: How external interference helped to produce militant Islamism,” <http://hornofafrica.ssrc.org/somalia/>

**Seminar:** Elliot P. Skinner, African Political Cultures and the Problems of Government,” *African Studies Quarterly*, 2.3 (1998) <http://www.africa.ufl.edu/asq/v2/v2i3a3.pdf>

Brian Martin, “Managing outrage over genocide: case study Rwanda,” *Global Change, Peace & Security*, 21.3 (2009), 275–290 [www.tandfonline.com/doi/pdf/10.1080/14781150903168978](http://www.tandfonline.com/doi/pdf/10.1080/14781150903168978)

**Study Questions:** How does foreign rule and/or interference fuel conflicts in Africa?

What are the challenges of building viable nations in Africa? (2) Is continental unity

necessary for African development? (3) Select two civil wars in Africa and discuss their

causes and impact (4) What are the lessons of the Rwanda genocide of 1994?



McDonald's Advert in Morocco

### **Week 9--Mar 6: Economy: Growth Without Development**

**Lecture:** Peter Draper, "Rethinking the (European) Foundations of Sub-Saharan African Regional Economic Integration: A Political Economy Essay," OECD DEVELOPMENT CENTRE, Working Paper #293 (2010) <http://www.oecd.org/dev/46013902.pdf>

**Seminar:** Reid, *Modern Africa*, ch. 17

*Economic Report on Africa 2011*, 29-48, 75-93

**Study Questions:** Examine role of state in African economic development

Assess impact of youth unemployment

Is Chinese and Indian investment in Africa a potential blessing or curse?

### **1<sup>st</sup> DRAFT OF FINAL ESSAY DUE THIS WEEK IN SEMINARS**

### **Week 10—Mar 13: Popular History**

**Lecture:** Kenda Mutongi, "Dear Dolly's" Advice: Representations of Youth, Courtship, and Sexualities in Africa, 1960-1980," *International Journal of African Historical Studies*, 33.1 (2000), 1-23. <http://www.jstor.org/stable/pdfplus/220256.pdf?acceptTC=true>

**Seminar:** P. Alegi, "Rewriting Patriarchal Scripts: Women, Labor, and Popular Culture in South African Clothing Industry Beauty Contests, 1970s-2005," *Journal of Social History*, 42 (2008): 31-56

Abosedo George, "Within Salvation: Girl Hawkers and the Colonial State in Development Era Lagos," *Journal of Social History* 44.3 (2011): 837-59

### **Week 11—Mar 20: ESSAY PREP – NO CLASS**

### **Wk 12: March 27— New Challenges & Contradictions—Terrorism & Peoples' Power**

**Intro:** <http://www.today.com/id/43271397#.Ur4kNidD5Kg>

**Lecture:** Sarah Percy & Anja Shortland "The Business of Piracy in Somalia," *Journal of Strategic Studies*, 36.4 (2013): 541-78

<http://www.tandfonline.com/doi/full/10.1080/01402390.2012.750242#.Ur4F5SdD5Kg>

**Seminar:** Oarhe Osumah & Iro Aghedo, "Who wants to be a millionaire? Nigerian youths and the commodification of kidnapping," *Review of African Political Economy*, 38:128 (2011): 277-87, <http://www.tandfonline.com/doi/pdf/10.1080/03056244.2011.582769>

Michael Watts, "Petro-Insurgency or Criminal Syndicate? Conflict & Violence in the Niger Delta," *Review of African Political Economy*, 34:114 (2007): 637-60

<http://www.jstor.org/stable/20406448>

### **Week 13—April 3: Review & House Cleaning**

### **FINAL ESSAY DUE IN LECTURE TODAY**

**Lecture and Seminar Etiquette:** Students will maintain a proper decorum during lectures and seminars. This means refraining from conversations or any other behaviour that may distract or disturb others.

Laptops and tablets are allowed in class, **but only in order to take notes**. Playing games, watching videos, reading e-mail, checking Facebook, etc. is strictly forbidden. Students caught engaging in these activities will be asked to shut off and put away their laptop for the rest of the class.

Cellphones and smartphones must always be turned off during lectures and seminars, and be kept out of sight for the duration of the class. Texting or tweeting in class is forbidden.

### **Brock University Academic Policies**

Academic misconduct is a serious offence. The principle of academic integrity, particularly of doing one's own work, documenting properly (including use of quotation marks, appropriate paraphrasing and referencing/citation), collaborating appropriately, and avoiding misrepresentation, is a core principle in university study. Students should consult Section XVII, "Academic Misconduct", in the "Academic Regulations and University Policies" entry in the Graduate Calendar, available at <http://brocku.ca/webcal> to view a fuller description of prohibited actions, and the procedures and penalties.

**Academic Accommodation for Students with Disabilities:** As part of Brock University's commitment to a respectful work and learning environment, the University will make every reasonable effort to accommodate all members of the university community with disabilities. If you require academic accommodations related to a documented disability to participate in this course, you are encouraged to contact Services for Students with Disabilities in the Student Development Centre (4th floor Schmon Tower, ex. 3240). You are also encouraged to discuss any accommodations with the instructor well in advance of due dates and scheduled assessments.

**Academic Accommodation due to Religious Obligation:** As for students with disabilities Brock University acknowledges the pluralistic nature of the undergraduate and graduate communities such that accommodations will be made for students who, by reason of religious obligation, must miss an examination, test, assignment deadline, laboratory or other compulsory academic event. Students requesting academic accommodation on the basis of religious obligation should make a formal, written request to their instructor(s) for alternative dates and/or means of satisfying requirements

**Medical Exemption Policy:** The University requires that a student be medically examined in Health Services, or by an off-campus physician prior to an absence due to medical reasons from an exam, lab, test, quiz, seminar, assignment, etc. Students should also supply a signed medical certificate. The Medical Certificate can be found <http://www.brocku.ca/health-services/policies/exemption>

Active class/seminar participation mandatory to pass with the grade of "A" in the course

**Attendance:** More than three absences (included excused ones for illness) will result in a drop of a letter grade from your final grade for the course.

#### **Making Sense of a Historical text**

- 1) **Intent:** What are the major objectives (themes/arguments/ideas) of the book?
- 2) **Sources:** What are the sources used: primary and/or secondary; written and/or other?

- 3) **Methodology:** (a) How do the sources used impact the major themes, arguments, ideas advanced? (b) What techniques (quantitative, oral history, etc.) does the author use to bring out the most of the sources (c) Was this the most appropriate method?
- 4) **Effectiveness:** Does the author get his/her themes, arguments, and ideas across successively?
- 5) **Your Informed/Educated Opinion:** Why is your response to this book (ie., the author's themes, arguments, and ideas) positive OR negative?

You are also encouraged to read a few professional book reviews in leading periodicals of the field, such as: *Journal of African History; African Economic History, American Historical Review* etc

### **CRITERIA FOR EVALUATION OF WRITTEN WORK (GRADES)**

The following grading rubric is commonly used in the Department of History. Though intended for a research paper, the general terms related to writing, analysis, and use of evidence are applicable to any history writing assignment. Grading in history is necessarily subjective, but this offers some guidance to a general framework.

**A – Excellent (80-100%):** The paper stands out and demonstrates commitment to excellence. It is technically well executed: well written, free of errors of spelling and grammar. It is effectively organized and strongly argued and provides comprehensive coverage of its topic with few if any omissions or errors of fact or interpretation; it will be completely documented and properly formatted. (If appropriate, well researched, going beyond minimum requirements). The paper will display maturity and independence of judgment.

**B – Good (70-79%):** The B paper shows good potential and strong effort and stands out from other papers, particularly at the upper B range (77-79). It has a clear thesis, effective research, and uses evidence well, though may not be entirely convincing in the form of its presentation. It may also suffer from minor omissions in research. The analysis amplifies the evidence, but remains somewhat underdeveloped.

**C – Acceptable (60-69%):** The C paper shows some effort and commitment, and a measure of organisation and argument. It is acceptable but lacks originality and needs significant improvement in one or more of the following: style, organization, argument, use of evidence, documentation.

**D – Poor (50-59%):** The D paper exhibits little or no originality, perhaps restating obvious points or failing to address the assignment. It demonstrates no clear argument (or lack of discernable argument entirely); frequent errors of spelling and grammar; content may be weak; formatting may be poor.

**F – Unsatisfactory (>45%):** The F paper will display minimal comprehension of the assignment or simply does not address the assignment at all. Many errors of spelling that mar the paper; writing will require attention; will not display solid knowledge of the subject, and may omit many key issues, facts, or interpretations; formatting problems; inadequately researched. Little effort.

### **Criteria for seminar evaluation**

#### **Letter Grade Means you...**

**A** (excellent preparation & contribution)

- a) did all the assigned readings for the week for the lectures and the seminar;
- b) came to class well-prepared with questions and ideas for discussion;
- c) listened respectfully and attentively to others' comments, encouraged others to participate, and avoided dominating the discussion;

- d) helped keep discussion focused on the assigned readings and issues in them;
- e) and contributed with *substantial, thoughtful comments or questions grounded in the readings* that move the discussion along, and avoided merely stating opinions.



African market women



"Circle of dance" by Chidi Okoye

**B** (good preparation & contribution)

- a) did all the assigned readings for the week for the lectures and the seminar;
- b) came to seminar well-prepared with questions and ideas for discussion;
- c) listened respectfully and attentively to others' comments, encouraged others to participate, and avoided dominating the discussion;
- d) helped keep discussion focused on the assigned readings and issues in them;
- e) and contributed at least once with a *good, reasonable comment or question grounded in the readings* that moves the discussion along, and avoided merely stating opinions.

**C** (satisfactory preparation & contribution)

- a) did most of the assigned readings for the week for the lectures and the seminar;
- b) came to seminar with questions and ideas for discussion;
- c) made an effort to contribute to the discussion but had difficulties in one or more of qualities c), d), and e) in the previous letter grade categories.

**P** ...were present but did not contribute to the discussion, or you did not prepare adequately and can therefore only state your relatively uninformed opinions based on your reaction to the discussion alone. If you attend regularly but make no effort to break the pattern of no contribution or poor preparation, you will receive a grade no higher than F. See your seminar leader if you have questions or concerns.