Modern Africa
HIST 261
M/W/F, 12:00-12:50 pm; B030 JFSB

Instructor: Dr. Hadfield
Office: 2135 JFSB; (801) 422-8013
Office Hours: Tues 2-3, or by appointment
Email: leslie_hadfield@byu.edu

Course Overview
This course will survey major issues in African history from the beginning of the “scramble for Africa” by European colonial powers in the late 1800s to the end of the twentieth century. It focuses on the experiences and perspectives of Africans and the consequences and nature of Africa’s interactions and relationships with the rest of the world. We will explore a range of topics: religion and conversion, gender relations, economies and politics, responses to colonialism, liberation movements, and post-colonial challenges and possibilities. The course will highlight continuities and changes in African power relations, cultures and identities, gender and generational tensions, and global relations in this period of intense change.

Africa is geographically large, with diverse cultures, languages, and historical experiences. One semester does not give us adequate time to gain in-depth understanding of the entire continent. Thus, we will focus on the experiences of the people in the regions of five modern countries with varying histories of colonialism and independence: Senegal, claimed by the French; Nigeria, claimed by the British; Congo, claimed by the Belgians; and South Africa and Kenya, both with large settler populations, but different social, political, and geographical dynamics.

Lectures will provide the main content of the course, with a narrative and interpretation of the themes outlined above. The readings will offer more information and allow us to zoom-in on specific events, transformations, and personal experiences. We will also have in-class discussions, quizzes, presentations, and writing assignments. Historians interpret the past based on primary evidence and constantly evaluate the work of other scholars. You will have the opportunity to do this as well. Primary documents, novels, and memoirs present you with African voices. In-class discussions will allow you to ask questions, challenge and critique the lecture content and readings, weigh conflicting perspectives, and analyze evidence. The term paper will help you explore one issue in greater depth.

By the end of the course students should have:
- greater knowledge of major events, developments, and questions in modern African history
- a historical understanding of African societies, cultures, and peoples
- improved ability to weigh evidence, assess conflicting viewpoints, and evaluate arguments
- improved ability to write clearly and organize evidence to build an argument
- a greater understanding of how Africa has related to the rest of the world

Books
- Gilbert and Reynolds, *Africa in World History*
- DT Niane, *Sundiata: An Epic of Old Mali*
- Chinua Achebe, *Things Fall Apart*
- Sembene Ousmane, *God’s Bits of Wood*
- Adam Hochschild, *King Leopold’s Ghost*
- Nelson Mandela, *Long Walk to Freedom*
- Wangari Maathai, *Unbowed*

Additional reading will be found in Blackboard.

Course Requirements

*Map Quiz*: We will have a short quiz at the end of the second week. You must identify 20 places and features on a blank map of Africa out those I have listed at the end of the syllabus.

*Reading Quizzes*: I will give five small unannounced quizzes throughout the semester. These quizzes will be in the form of multiple choice and short answer questions. They will test your understanding of the assigned readings. If you attend class and do the readings, you will be familiar with the material and should not find these quizzes difficult. You must notify me ahead of time if you will be absent or you will receive a zero (see late work policy for other assignments below). Your lowest score will be dropped.

*Short Writing Assignments/Presentations*: There will be four unannounced short writing assignments and/or presentations that you will be required to complete throughout the semester. Some of these will be in-class document analysis assignments whereas at other times, class members will be asked to prepare brief presentations on specific places and events in African history. These assignments will test your ability to analyze documents as they relate to course lectures and readings and will give you an opportunity to explore a particular place or event in more detail on your own. If approved by the instructor ahead of time, you may also substitute one of these assignments with a brief presentation on a song or other art form related to the course content. Like the reading quizzes, your lowest score will be dropped.

*Term Paper*: There will be one longer written assignment, 8-10 pages in length (12 pt. Times New Roman or other standard font, double spaced, 1 in margins). You have two choices for this paper. You may either write a historiographical essay or a research paper. Historiographical essays should cover the history of the ways scholars have approached a certain topic (of your choosing) in African history. Research papers should investigate a research question on a topic related to 20th century African history, and draw upon library and online archival materials to gather evidence to answer the question in the paper.
Throughout the semester, you will be required to submit your paper at different stages: 1) a topic statement with 5 sources, 2) an introduction with thesis statement, paper outline, and bibliography, and 3) final paper. The first two paper components will not be graded; however, if you do not turn them in, you will forfeit 20% of your final paper grade. Final papers are due the last day of class. Further instructions will be distributed. I encourage everyone to come speak with me and the TA about their paper ideas during our office hours.

**Exams:** The mid-term and final will consist of identification questions (worth 40 points) and one essay question (worth 60 points), taken largely from class lectures. The goal of the midterm and final exams is to test your analytical ability and knowledge of the course information. You will be asked to identify and analyze the significance of certain people, events, and places. Essentially you must answer five questions: who, what, when, where, and most importantly *why they are significant*. On the exam I will give you 8 identifications out of which you must answer 5. I will give you three essay questions before the exam and you will be asked to write on one of two presented on the exam.

**Grading**

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<thead>
<tr>
<th>Component</th>
<th>Points</th>
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<tbody>
<tr>
<td>Map quiz</td>
<td>10 pts</td>
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<tr>
<td>Reading Quizzes</td>
<td>40 pts</td>
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<tr>
<td>Short assignments/Presentations</td>
<td>30 pts</td>
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<tr>
<td>Midterm exam</td>
<td>100 pts</td>
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<tr>
<td>Term Paper</td>
<td>100 pts</td>
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<tr>
<td>Final exam</td>
<td>100 pts</td>
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<tr>
<td><strong>Total</strong></td>
<td>380 pts</td>
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Grading scale: A = 95-100%; A- = 90-94.9%; B+ = 87-89.9%; B = 83-86.9%; B- = 80-82.9%; C+ = 77-79.9%; C = 73-76.9%; C- = 70-72.9%; D+ = 67-69.9%; D = 63-66.9%; D- = 60-62.9%; Below 60% = F

Note: Grades will be recorded in gradebook, the university’s online system, but the percentages listed above may not be the same as appear in gradebook. The above grading scale will apply to final grades regardless of the letter grade assigned in gradebook.

**Guidelines and Policies**

*Late work penalty:* 25% will be deducted from a final assignment grade for every day the assignment is late. The first day is counted immediately after class on the day the assignments are due. Late work may be given full points in cases of extenuating circumstances regarding a student’s health or family emergency, proven by documentation.

*Classroom etiquette:* Please show respect to everyone in the class during discussions and debates. Please listen while others are speaking and refrain from reading the newspaper, texting, or otherwise communicating electronically with others during lectures and discussions. Please help keep disturbances to a minimum by turning off your cell phones.

*Email etiquette:* Your communication with your professors should be respectful and professional. When communicating by email, always begin with “Dear ___” and address the person with the
appropriate title. Explain clearly the issue or subject of your email and always sign your name (preceded by “Sincerely,” “Thanks,” etc).

Academic Honesty: Academic dishonesty is presenting someone else’s work, writing, or ideas as your own or using unapproved notes or other sources to answer questions on exams and quizzes (see university honor code for further explanation). Please use correct citation (see assignment handouts and style guides) and present your own ideas and writing. Do not turn in assignments prepared in part or in full by others, fail to quote entirely the words of others, or fail to cite the source of the writings and ideas of others. Violations of academic honesty may result in a failing grade in the course and additional disciplinary action by the university.

Honor Code Standards and Preventing Sexual Discrimination or Harassment: Students are expected to abide by all Honor Code standards. In particular, students are expected to adhere to the Dress and Grooming Standards. Adherence demonstrates respect for yourself and others and ensures an effective learning and working environment. (For questions call the Honor Code Office at 422-2847.)

Sexual discrimination or harassment (including student-to-student harassment) is prohibited both by the law and by Brigham Young University policy. If you feel you are being subjected to sexual discrimination or harassment, please bring your concerns to the professor. You may also lodge a complaint with the Equal Employment Office (D-240C ASB) or the Honor Code Office (4440).

Students with Disabilities: If you have a disability that may affect your performance in this course, please contact the office of Services for Students with Disabilities (1520 WSC). We can work with this office to assess your needs and arrange for reasonable accommodations.

Course Schedule

Week 1: August 29 & 31, September 2
Introduction to the course, introduction to African history and geography, and sources for history
Background Reading: Gilbert and Reynolds, Chapters 2-3
Film Showing: Basil Davidson’s Caravans of Gold

Week 2: September 7 & 9 – NO CLASS ON MONDAY – LABOR DAY
Pre-colonial Africa (African states, Islam and trade networks, Atlantic Slave Trade)
Background Reading: Gilbert and Reynolds, Chapter 9
Reading for discussion on Wednesday: Niane, Sundiata: An Epic of Old Mali
◆ MAP QUIZ on FRIDAY

Week 3: September 12, 14 & 16
Imperialism and Colonization; Conflict and minerals in Southern Africa
Background Reading: Gilbert and Reynolds, Chapters 10-12
Friday Guest Presentation: Harindrato Rasolo (from Madagascar)
Week 4: September 19, 21 & 23
The ‘Scramble for Africa’: Colonial conquest and resistance
Reading for discussion on Friday: Achebe, Things Fall Apart

Week 5: September 26, 28 & 30
Patterns of colonial rule: political administration and the case of the British in Nigeria
Background Reading: Gilbert and Reynolds, Chapters 14-15
Reading for Monday: Frederick Lugard, “The Dual Mandate” (Blackboard);
Reading for Wednesday: John Iliffe, “The Creation of Tribalism” (Blackboard)
Film Showing: Basil Davidson’s Magnificent African Cake
♦ TOPIC STATEMENT AND 5 SOURCES DUE – Friday September 30, IN CLASS

Week 6: October 3, 5 & 7
Patterns of colonial rule: the French in Senegal and the Belgians in the Congo
Reading for Friday: King Leopold’s Ghost, Introduction – Chapter 5, Chapters 15, 17, and 19;
Chapters 7-11 assigned to specific students

Week 7: October 10, 12 & 14
Colonial cultural change: faith, class, past times, and dress
Background Reading: Gilbert and Reynolds, Chapter 16; Mandela, Long Walk to Freedom, pp. 1-92.
♦ MIDTERM EXAM – IN TESTING CENTER, [Wednesday through Friday]

Week 8: October 17, 19 & 21
Africa and the World Wars, the growth of African nationalism
Reading for Wednesday: Ousmane, God’s Bits of Wood
NO CLASS ON FRIDAY – WORK ON TERM PAPERS

Week 9: October 24, 26 & 28
African independence in the 1950s, the imposition of Apartheid,
Reading for Friday: Mandela, Long Walk to Freedom, pp. 95-195.

Week 10: October 31, November 2 & 4
African Liberation Movements into the 1970s

Week 11: November 7, 9 & 11
The transition to independence and its challenges, Africa and the Cold War
Background Reading: Gilbert and Reynolds, Chapter 17
Film Showing: Basil Davidson’s The Rise of Nationalism and The Legacy
♦ INTRODUCTION, THESIS STATEMENT, PAPER OUTLINE AND BIBLIOGRAPHY
DUE – FRIDAY, NOVEMBER 11, IN CLASS
Week 12: November 14, 16 & 18
The promises and disappointments of economic development and African experiments
Reading: Frederick Cooper, “Development and disappointment: social and economic change in an unequal world, 1945-2000,” in Africa Since 1940 (Blackboard)
Africa and the LDS Church
Wednesday Film showing: Pioneers in Africa
Friday Discussion on film and LDS Church in Africa

Week 13: November 21 & 22 – FRIDAY CLASS INSTRUCTION ON TUESDAY
The environment, women, and social movements
Reading for Tuesday: Maathai, Unbowed

November 23-25: THANKSGIVING HOLIDAY

Week 14: November 28, 30 & December 2
Challenges and Achievements of the 1990s: Rwanda and the end of apartheid in South Africa
Reading: Mandela, Long Walk to Freedom, pp. 561-625.
Frederick Cooper, “Introduction,” in Africa Since 1940 (Blackboard)

Week 15: December 5 & 7
Understanding current events from a historical perspective (HIV/AIDS epidemic, popular culture and political conflicts)

– NO CLASS ON FRIDAY – EXAM PREPARATION DAY

♦ PAPERS DUE LAST DAY OF CLASS, WEDNESDAY, DECEMBER 7

♦ FINAL EXAM: WEDNESDAY, DECEMBER 14, 2:30-5:30 PM, IN CLASS

MAP IDENTIFICATIONS:
- All current African countries
- Cities: Dakar, Lagos, Nairobi, Cape Town, Brazzaville, Kinshasa, Johannesburg
- Rivers and Lakes: Nile, Volta, Gambia, Zambezi, Limpopo, Zaire (Congo), Niger, Lake Chad, Lake Victoria, Lake Malawi