Modern Africa
HIST 390R-002
Tues/Thurs, 8-9:15 am; B140 JFSB

Instructor: Dr. Hadfield
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Office Hours: Tues 3-4, M/W 10-12, or by appointment
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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, and a writing assignment. 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 and novels present you with African voices and often conflicting perspectives. In-class discussions will allow you to ask questions, challenge and critique the lecture content and readings, weigh conflicting perspectives, and analyze evidence. The quizzes and writing assignment will focus on primary documents and evaluating historical works.
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
- Roland Oliver and Anthony Atmore, *Africa since 1800*
- 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.

*Document/Reading Quizzes:* I will give six small unannounced quizzes throughout the semester. These quizzes will be in the form of short answer questions and/or identification and you will be allowed to use your notes and books. They will test your understanding of the assigned readings as well as your ability to analyze documents as they relate to course lectures and 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.

*Written Assignment/Research Paper:*
There will be one written assignment, 7-10 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 a 20th century African history, and draw upon library and online archival material 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. These paper components will not be graded; however, if you do not turn them in, you will forfeit 20% of your final paper grade. Final drafts are due the last day of class. Further
instructions will be distributed in class. I encourage everyone to come speak with me about their paper ideas during my office hours.

*Exams*: The mid-term and final will consist of identification questions and one essay question, 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**
- Map quiz……………………………… 10 pts
- Document/Reading Quizzes……… 50 pts (10 pts each)
- Midterm exam……………………… 100 pts
- Written assignment………………… 100 pts
- Final exam…………………………… 100 pts
  Total: 360 pts

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

**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 (preceeded by “Sincerely,” “Thanks,” etc).

*Academic Honesty*: Academic dishonesty is presenting someone else’s work, writing, or ideas as your own (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:** Jan 4 & Jan 6  
Introduction to the course, introduction to African history and geography, and sources for history  
Background Reading: Oliver and Atmore, Chapters 1-7

**Week 2:** Jan 11 & Jan 13  
Pre-colonial Africa (African states, Islam and trade networks, Atlantic Slave Trade)  
Reading for discussion on Thursday: Niane, _Sundiata: An Epic of Old Mali_  
♦MAP QUIZ

**Week 3:** Jan 18 & Jan 20  
Imperialism and Colonization, conflict, and minerals in Southern Africa  
Background Reading: Oliver and Atmore, Chapters 8-10

**Week 4:** Jan 25 & Jan 27  
Colonial conquest and resistance  
Reading for discussion on Thursday: Achebe, _Things Fall Apart_

**Week 5:** Feb 1 & Feb 3  
Patterns of colonial rule: political administration and the case of the British in Nigeria  
Background Reading: Oliver and Atmore, Chapter 11  
Reading for Tuesday: Frederick Lugard, “The Dual Mandate” (Blackboard); John Iliffe, “The Creation of Tribalism” (Blackboard)  
♦TOPIC STATEMENT AND 5 SOURCES DUE – THURSDAY, FEB 3, IN CLASS
Week 6: Feb 8 & Feb 10
Patterns of colonial rule: the French in Senegal and the Belgians in the Congo
Reading for Thursday: *King Leopold’s Ghost*

Week 7: Feb 15 & Feb 17
Colonial cultural change: faith, class, past times, and dress
Background Reading: Oliver and Atmore, Chapter 12

**MIDTERM EXAM – THURSDAY, FEB 17, IN CLASS**

Week 8: Feb 22 & 24
NO CLASS ON TUESDAY, FEB 22 – MONDAY INSTRUCTION ON THIS DAY
Africa and the World Wars, the growth of African nationalism
Background Reading: Oliver and Atmore, Chapters 13-14, and 16

Week 9: Mar 1 & Mar 3
The imposition of Apartheid, African independence in the 1950s
Reading for discussion on Tuesday: Mandela, *Long Walk to Freedom*, pp. 95-176.

Week 10: Mar 8 & Mar 10
African Liberation Movements in the 1960s and 1970s and the Cold War
       Oliver and Atmore, Chapters 17-19

Week 11: Mar 15 & Mar 17
The transition to independence and its challenges
Reading for Thursday: Ousmane, *God’s Bits of Wood*

Week 12: Mar 22 & Mar 24
The promises and disappointments of independence: economic development and politics in the
1970s and 1980s
Reading: Frederick Cooper, “Development and disappointment: social and economic change in
an unequal world, 1945-2000,” in *Africa Since 1940* (Blackboard)

**INTRODUCTION, THESIS STATEMENT, PAPER OUTLINE AND BIBLIOGRAPHY
DUE – THURSDAY, MAR 10, IN CLASS**

Week 13: Mar 29 & Mar 31
The environment, women, and social movements
Reading for Thursday: Maathai, *Unbowed*

Week 14: April 5 & April 7
Challenges and Achievements of the 1990s: Rwanda, South Africa, and HIV/AIDS
       Frederick Cooper, “Africa at the century’s turn: South Africa, Rwanda, and beyond,” in
*Africa Since 1940* (Blackboard)
Week 15: April 12 & April 14
Review, Africa and the World, Current Events

❖ PAPERS DUE
NO CLASS ON THURSDAY, APRIL 14 – EXAM PREPARATION DAYS

❖ FINAL EXAM: Tuesday, April 19, 11:00 am – 2:00 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