Spring 2014 Syllabus  
HST 372 – History of Modern Africa  
Times and Hours: MWF: 12:00pm – 12:50pm, Location: MO 208

Dr. Nana Akua Amponsah  
Office: MO 221  
Office Hours: MWF 8:00 – 9:00; 11:00 – 12:00; or by appointment  
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Course Description

This course surveys the history of Africa from the eve of colonial rule to the early post-independence period. The central themes the course considers include: the role of gender in the experiences of ordinary men and women; the nature of authority in indigenous polities; the European scramble for Africa and African responses; colonial administrative and economic policies; urbanization; colonial education; Christianity; the development of African nationalism; and the economic, social, and political realities and challenges of post-colonial Africa. This course is based on a rigorous reading schedule intended to facilitate students’ understanding of class lectures and to help develop students’ reading and analytical skills. Because a fundamental part of studying history is also learning with work with others and with primary documents, the research component in this course will require students to conduct group research projects based on primary documents/oral history.

Course Objectives

Students must be able to:

1. Develop skills in expressing themselves both orally and in writing
2. Learn to analyze and critically evaluate ideas, arguments and points of view
3. Acquire interest in learning more by asking their own questions and seeking answers
4. Describe events, people, and places of historical importance to African history
5. Be able to think critically about African history and learn to identify underlying assumptions in historical analysis and varied intellectual perspective

Learning Outcome

1. Students demonstrate awareness of interpretive differences
2. Students develop an interpretation based on evidence

Course Materials

5. Course Documents [available on blackboard]

Primary Sources on Reserve

Robert Collins, *Documents from the African Past*
Worger, Clark, and Alpers (eds.) *Africa and the West*

Course Evaluation

The course evaluation will consist of a combination of a Map Quiz, three (3) Reaction Papers, and a Group Research Project. In addition, class participation will form a substantial part of the course evaluation. Written papers must utilize appropriate citation, grammar, punctuation, and must reflect students own understanding of course materials and analytical skills.

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<thead>
<tr>
<th>ASSIGNMENT</th>
<th>POINTS</th>
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<tr>
<td>Map Quiz</td>
<td>10</td>
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<tr>
<td>Class Participation</td>
<td>10</td>
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<tr>
<td>Reaction Papers (3)</td>
<td>30</td>
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<td>Mid-Term Exam</td>
<td>15</td>
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<tr>
<td>Group Research Project</td>
<td>35</td>
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<td>TOTAL</td>
<td>100</td>
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The grading scale for the course will be as follows:

90 – 100% = A; 80 – 89% = B; 70 – 79% = C; 60 – 69% = D; below 60% = F.

Course Evaluation Overview

Map Quiz
To enable students connect historical events and peoples to places on the African continent, a map quiz is incorporated into this course. There is no make-up for this test, unless prearranged with the instructor or a student has a documented emergency excuse. A blank map of Africa will be provided and students will fill in with countries and other important geographical features in Africa, south of the Sahara (Sub-Saharan Africa). For a current map, see: 

Reaction Papers

Students will write a 2-3 page reaction papers on Things Fall Apart, So Long A Letter, and Nervous Conditions based on class discussions and on questions drawn from the books. Students will be given the questions before hand. Students must combine synthesis and reflection on the ideas and issues presented in the books. Also, it is important to stay within the page limits as extra pages will not be graded! Due dates are not negotiable; hence late assignments will not be accepted. Please plan to submit your work on time.

Class Participation

Class participation forms an essential part of this course. It forms 10% of your grade and it will be checked strictly. Keeping up with assigned readings and reading around scheduled topics/themes is the best way to participate in class discussions effectively. Participating in class discussions is also important to help students refine their selected research topics, and to talk about their research projects and to use the feedbacks and questions from their colleagues to strengthen their essays.

Mid-Term Exam: There will be an in-class mid-term exam. The format will consist of short identification type questions and an essay type question. There will be an in-class review of the covered course materials prior to the mid-term.

***We have no final exam in this course***

Group Research Project

In pre-assigned groups, students will undertake a Group Research Project on a topic of their interest in modern African history, but staying within the general confines of the course outline. The research paper must combine both primary and secondary sources, which could be drawn from the course materials in the syllabus. The group will make a presentation of their project at the end of the semester. There will be opportunities throughout the semester for students to talk about their work and their progress and get feedbacks from their colleagues and the instructor. The group must be creative in formulating a research topic for their project and this will be discussed in class. The project must provide the necessary background information, including sources, the basis of the project, and the focus group(s)/country. Arguments made in the final paper or the story of the project must be supported with evidence. To ensure that each group member takes an equal part in the project, group members will evaluate themselves at the end of
the project and turn their comments in to the instructor. Students’ grades will be based on their participation and the specificity of their research.

**Presentation of Research**

Each group will have 20 minutes of class period to present their final research project. Students are allowed to use power point presentation, podcast, and other technological mediums that they find appropriate for their particular case. The presentations will be scheduled toward the end of the semester and the research paper is due on the day of the presentation.

**Writing a Superior, Good, and Basic Paper**

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<tr>
<th>Criteria</th>
<th>Basic Paper</th>
<th>Good Paper</th>
<th>Superior Paper</th>
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<tbody>
<tr>
<td><strong>Timeliness</strong></td>
<td>Submitted minutes before due date/time or submitted late; limited self-initiative</td>
<td>Submitted within a 24 hour period prior to due date/time</td>
<td>Submitted at least 24 hours prior to due date/time; demonstrates good self-initiative</td>
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<tr>
<td><strong>Critical Thinking</strong></td>
<td>Generally competent, information is thin and commonplace, focus may not address the topic, extensive use of direct quotes from literature without analysis</td>
<td>Substantial information; thought, insight, and analysis has taken place, some weakness in focus and cohesiveness, use of direct quotes sparingly from literature</td>
<td>Rich in content; full of thought, insight and analysis, well focused arguments, cohesive, use of paraphrasing rather than direct quotes from literature</td>
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<tr>
<td><strong>Stylistics</strong></td>
<td>Obvious grammatical or stylistic errors; errors interfere with content (5 or more), grossly negligent of page count. Difficult to understand due to writing taking away from clarity. Several inconsistencies with APA and writing guidelines</td>
<td>Some grammatical or stylistic errors (3 or more), incorrect page count. Some awkwardly phrased sentences and poor transitions between paragraphs, discrepancies in citations</td>
<td>Few grammatical or stylistic errors (2 or less), correct page count. Structure conforms to guidelines. Sources are cited correctly in text and on reference page. Excellent transitions from point to point. Paragraphs support solid topic sentences</td>
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**Writing Expectations**

- Use correct grammar, sentence structure, punctuation, and spelling
- Margins are to be 1 inch on all sides, papers are to be double-spaced.
- One space between sentences
- Cite all sources
Course Policies

**Emailing:** I encourage all students to email me with questions and/or concerns anytime for a much quicker response outside of my office hours. However, emails sent over the weekend will be responded to during the following weekday. I strongly advice that you keep your emails to me very formal (proper salutation, body and end) in order to generate a response from me!

**Cell Phone Policy:** Students are not permitted to conduct phone conversations (including text messaging) during class time. Students found conducting phone conversations will be asked to leave class and will be noted absent for the rest of the class period.

**Academic Honor Code:** Plagiarism and other forms of academic dishonesty will not be tolerated in any of the assignments in this course, and will result in failing the course. By accepting admission to this university, each student also accepts the standards of conduct, both in the classroom and outside of the University community. One of the most important of these standards is academic honesty. You are expected to know what the Academic Honor Code says and to apply the provisions of that Code to your conduct at the University and in this course. [http://uncw.edu/stuaff/odos/honorcode/index.html](http://uncw.edu/stuaff/odos/honorcode/index.html)

**Attendance Policy:** Attendance is critical to a student’s success in this course. There are no opportunities to earn extra credits/make-ups/incompletes/extensions in this course, except in cases allowed by university policy. It is important that students attend classes on regular bases and keep up with the assigned readings. Unless a student has the permission of the instructor to be absent from class, students are expected to attend all class sections in order to fulfill the class requirements. Attendance will be checked strictly in this course. **Missing three (3) class periods without a prior permission of the instructor or without a documented emergency will result in a drop in grade, five (5) unexcused absences with result in a failure in the course.** Students are responsible for any material covered in class at the time for which they were absent.

**Classroom Behavior:** Please plan to be in class on time and avoid wandering in and out of class as a courtesy to your colleagues and to the instructor. Please come to class prepared to listen and to participate. Refrain from bringing food into the classroom. Please come on time and keep to your seat until class is over. If you absolutely need to leave early, make sure you let me know before class begins. Disruptive behavior will result in dismissal from the class.

**Citation:** All students enrolled this course are required to use the Chicago or Turabian citation style. You will lose points in writing assignments if you do not use these citation styles. Chicago/Turabian manuals can be purchased in the bookstore. There are copies at the University library. Also, refer to the [Library resource for Chicago style manual](http://uncw.edu/stuaff/odos/honorcode/index.html).
ATTENTION: THIS SYLLABUS IS SUBJECT TO CHANGE. CHANGES WILL BE ANNOUNCED IN CLASS AND STUDENTS ARE RESPONSIBLE FOR KEEPING TRACK OF ANY CHANGES

Course Schedule

Week 1: Course Introduction and African Geography
- **Jan 13**: Course Introduction
- **Jan 15 & 17**: Class Lecture/Discussion—land area, peoples, languages, and geography
- **African Map (South of the Sahara)**
- **Start Reading** *Things Fall Apart*

Week 2: The Crucible of Africa’s Modernity
- **Jan 20**: No Classes
- **Jan 22 & 24**: Class Lecture/Discussion—end of the Atlantic Slave Trade, economic, social, and political legacies of the slave trade
- **Jan 24**: Map Quiz, Research Topics, and Proposal
- **Continue Reading** *Things Fall Apart*

Week 3: The Scramble for Africa
- **Jan 27, 29 & 31**: Class Discussion—partition of Africa, African and World War I, and the consequences of the war in Africa.
- **Assigned Reading**: Davidson, chapter 1: 3-10; “World War 1 and its effects” [course Document]
- **Web Media Link**: BBC World Service’s “The Story of Africa:” “Part 17: Africa on the Eve of Colonialism” (Windows Media Player or Real Player)
- **Finish Reading** *Things Fall Apart*

Week 4: Colonial Africa
- **Feb 3 & 5**: Class Discussion—military to civilian rule, economic exploitation, economic changes, rural women and colonial rule, and women and urban migration.
- **Feb 7**: Class Discussion—*Things Fall Apart*
- **Assigned Reading**: Davidson, chapter 2: 11-21.
- **Feb 7**: Group Research Proposal Due in Class – **No Late Submission**
Week 5: African Responses to Colonial Rule
- **Feb 10, 12 & 14**: Class Discussion— early resistance activities, new social elites, nationalism, and pan-Africanism, women and independent churches, women and social protests
- **Assigned Reading**: Davidson: chapters 3 & 4: 22-45.
- **Feb 14**: First Reaction Paper Due through Safe-Assign – **No Late Submission**
- Start Reading *So Long A Letter*

Week 6: Colonialism under Strain
- **Feb 17 & 19**: Class Discussion— economic collapse, conflicts between the imperial powers, World War II, African war efforts and effects
- **Assigned Reading**: Davidson: chapters 5-6: 45-65.
- **Feb 21**: Review/Discussion of Mid-term Exam
- Continue Reading *So Long A Letter*

Week 7: Colonialism under Strain/Decolonization
- **Feb 24**: Mid-term Exam
- **Feb 26 & 28**: Class Discussion— the road to independence and conditions of decolonization
- **Assigned Reading**: Davidson: chapters 7-8: 69-89.
- Finish Reading *So Long A Letter*

Week 8: Spring Break
- **March 1-9**: **No Classes**

Week 9: Decolonization
- **March 10 & 12**: Class Discussion— roles of nationalists, the progress of decolonization in West, East, North, and Southern Africa, and decolonization in settler states
- **March 14**: Class Discussion— *So Long A Letter*
- **Assigned Reading**: Davidson, chapters 9-16: 98-178.

Week 10: History Begins Anew
- **March 17, 19, & 21**: Class Discussion— political gains, economic structures and strategies, revolution in education, gains of independence, women and work and education
- **Assigned Reading**: Davidson, chapter 17.
- **March 21**: Second Reaction Paper Due through Safe-Assign – **No Late Submission**
- Start Reading *Nervous Conditions*

Week 11: National Stability and Development
March 24, 26 & 28: Class Discussion— independence or dependence? Neo-colonialism, legacy of political division, political and economic instability, women and poverty, underdevelopment, and searching for solutions

Assigned Reading: Davidson, chapter 18-19.
Start Reading Nervous Conditions

Week 12: African Unity
March 31, April 2 & 4: Class Discussion— a new vision and understanding, Pan-Africanism, OAU, the Arab League, and the African Union
Assigned Reading: Davidson, chapter 20.
Finish Reading Nervous Conditions

Week 13: Construction or Reconstruction of African Identity
April 7 & 9: Class Discussion— rethinking the nation-state, self-development, globalization, and women and the African family
April 11: Class Discussion—Nervous Conditions
Assigned Readings: Davidson, chapter 21.

Week 14: Human Rights and Identity Politics
April 14 & 16: Class Discussion— child labor, social rituals, feminine, sexuality culture and beauty, and ethnic identities
Assigned Reading: (New York Times Article)
April 16: Third Reaction Paper Due through Safe-Assign – No Late Submission
April 18: No Classes

Week 15: Group Research Review
April 21 & 23: Discussion of Draft of Research Papers
April 25: Presentation of Group Research Project

Week 16: Group Research Presentations
April 28 & 30: Presentation of Group Research Project

Week 17: Finals Week