

University of South Florida, Tampa.
AFH 3200-001: AFRICAN HISTORY SINCE 1850
SUMMER B 2013. MWF: 11:00 am-1;20 pm. Rm. SOC 286.

NOTE: *This course is part of the University of South Florida's Foundations of Knowledge and Learning (FKL) Core Curriculum. It is certified for **Humanities** Core Area and for the following dimensions: **Critical Thinking, Inquiry-based Learning, Global Context, Human Historical Context and Processes**. Students enrolled in this course will be asked to participate in the USF General Education assessment effort. This might involve submitting copies of writing assignments for review, responding to surveys, or participating in other measurements designed to assess the FKL Core Curriculum learning outcomes.*

Type: **Class Lecture (and Discussion)**

Dr. Edward Kissi.

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Office Hours: MW 10:00am-12:00 pm. Tel.: 974-7784.

Required Books: [Available for purchase at the USF Bookstore]

1. Kevin Shillington. *History of Africa*. Third Edition. New York: Palgrave Macmillan, 2012. [Read only Introduction, and Chapters 16 to 32].
2. Richard J. Reid. *A History of Modern Africa: 1800 to the Present*. Second Edition. Malden, MA: Wiley-Blackwell, 2012.
3. Leonce Ndikumana and James K. Boyce. *Africa's Odious Debts: How Foreign Loans and Capital Flight Bled A Continent*. New York: Zed Books, 2011.
4. I.W. Mabett. *Writing History Essays: A Student's Guide*. New York: Palgrave Macmillan, 2007.

Recommended Books for Further Reading:

1. A. Adu Boahen. *African Perspectives on Colonialism*. Baltimore: The Johns Hopkins University Press, 1987.
2. Roland Oliver and Anthony Atmore. *Africa Since 1800*. Fifth Edition. Cambridge: Cambridge University Press, 2005.
3. Dambisa Moyo. *Dead Aid: Why Aid is Not Working and How There is a Better Way for Africa*. New York: Farrar, Straus and Giroux, 2009.

[As part of fulfilling the Inquiry-Based Learning dimension of this course, students are required to do independent reading, beyond the required course materials, to inform themselves about what has happened on the African continent recently (since 2000).]

Recommended Web resources:

<http://www.Congowarresource.org>

<http://www.su1.stanford.edu/depts/ssrg/africa/history.html>.

<http://www.bbc.co.uk/worldservice/africa/features/storyofafrica/index.shtml> .

<http://www.utexas.edu/conferencesafrica>.

Course Description:

This course deals with some very important themes in African history since 1850. It assesses the role that the African continent has played in the functioning of our contemporary global economy and society and the relevance of the study of African history in a liberal arts education. By taking a balanced look at the condition of the African continent at the beginning of 1850, the course analyses the historical factors that made European colonization of Africa, in the second half of the nineteenth century, possible; how various African societies reacted to colonization and eventually regained their independence. Furthermore, the course examines what independent African nation-states have achieved for their diverse citizens since the end of colonial rule and the challenges they have faced in promoting democracy and economic development. On the subject of development in post-colonial Africa, the course offers an in-depth study of two important themes in the postcolonial history of Africa. One, the political and economic misfortunes of the Democratic Republic of the Congo. Two, the effects of growing debt on political stability, poverty-alleviation and economic growth in Africa.

This thematic approach to the study of African history since 1850 should allow us to reaffirm the importance of Africa to the global economy and the significance of the study of African history in a liberal arts education. Above all, it will allow us to put the successes and failures of nation-state building in post-colonial Africa in their proper historical and global context.

Course Objectives:

This course is intended to help students:

1. **Understand the historical contexts in which the academic study of the history of Africa since 1850 has evolved.**
2. **Acquire skills that enable them to distinguish “historical facts” about Africa from “interpretations” of those facts by scholars and assess the soundness of those interpretations.**

3. **Demonstrate understanding of the local and global factors that help explain the similarities and differences between Africa and the rest of the world.**
4. **Develop a passion for reading a wide range of historical materials and communicating ideas in a clear and coherent fashion.**

Student Outcomes:

At the end of the course students who enrolled in it, and took the course seriously, would be able to:

1. **Demonstrate understanding of important events in Africa since 1850 and critically assess the various ways in which scholars who have studied those events have explained them.**
2. **Compare and evaluate many and sometimes contradictory historical evidence about Africa and interpret those evidence in ways that allow them to reach their own conclusions about what happened on the African continent since 1850.**
3. **Think seriously about how to measure “success”; “development”; “progress” and “failure” in the history of people and nations in Africa and the roles that human, natural, internal and external factors play in that history.**
4. **Develop critical thinking skills and refine their oral and written communication skills as well.**

Grading Scale

90-100=A
80-89 =B+
70-79 =B
60-69 =C
50-59 =D
0-49 =F

Grades To Be Determined As Follows:

First analytic essay.....	[July 17].....	20%
In-class Multiple-choice test.....	[July 24].....	25%
In-class short-essay test.....	[Aug. 2].....	15%
Participation in class discussions.....		10%
Final Multiple-choice test.....	[Aug. 9].....	30%

EXPECTATIONS.

(1). **Come to class regularly.** If you are unable to attend a particular class because of a religious holiday or some other reason, send the professor an e-mail or call him by phone to explain why you would be absent from class. Bring a physician's report or note to back up an excuse for missing a class on medical grounds. If you miss a class, go and talk to the professor during his office hours so that he can go over the materials or lectures you missed with you.

(2). To do well in this course, you will need to read all required course materials. The book chapters and/or pages that appear under "required readings" are the places where students can find information and other ideas about the themes to be examined. Students are encouraged to **read all the required readings or substantial portions of them in order to be able to follow the professor's lectures on a particular topic and participate actively in class discussions. Every student should have completed the required readings before class. As you read, look for information or take notes on ideas that are relevant to the topic under discussion. Pay closer attention to the arguments and analyses the authors make in the course materials because test questions will be based on most of them.** Send an e-mail to the professor or visit his office to lodge any complaint you have about the course, seek clarification on a lecture in class or difficult issues in the assigned readings and other course materials.

(3). This course is organized around formal lectures and in-class general discussions. Come to class ready and prepared to participate in discussions. **Participation grades will be awarded on the bases of how frequently a student participated in class discussions and the quality of ideas the student offered in those discussions.**

(4). **Clear and coherent expression of ideas** will be very important factors in the grading of all written work. All written examinations would test the extent of students' understanding of both lectures and course materials. **The professor expects students who want very good grades in this course to demonstrate critical thinking skills; ability to identify relevant facts and use them to compose arguments that are clear, coherent and persuasive. PLEASE SEE THE ATTACHED GRADING RUBRIC FOR THIS COURSE.**

(5). Take-home assignments are due on the dates specified so that the professor can mark and return essays quickly with the necessary feedback. If you are unable to complete an assignment on schedule, be prepared to turn in what you have accomplished or accept a zero point or mark. **There will be no make-up exams. The Professor will also not accept any requests and/or pleas for grade change, or extra work to improve a grade, after final grades in the course have been submitted, through OASIS.**

GRADES: I will adopt a simple point system in determining final grades. Only numerical grades or marks shall be assigned to class tests and final examination. Letter grades would be assigned to your overall performance in the course ONLY after the final examination papers have been marked. Your final letter grade would be determined by a simple addition of all the

numerical marks or points you obtained on each class test, the class discussions and the final examination. Your total numerical marks [90 or 40], on class test, discussions and the final examination, would then be checked against the corresponding letter grade or grade range on this course outline to determine your letter grade in the course. If you have any problem in understanding the grading system for this course, please talk to the professor at anytime.

OTHER IMPORTANT THINGS TO NOTE:

“I” Grade [Incomplete Grade]

In the event that some unforeseen circumstances prevent a student from completing this course, Professor may consider giving that student an “I” grade. Two key criteria will guide that consideration. One, the student should provide compelling evidence of the circumstances that prevented him or her from completing the course work. Two, “I” grade will be awarded when the student requesting it has already completed a substantial portion of course work and assignments and earning a grade of “C” or higher at the time of the request. Students requesting “I” grades must contact the Registrar’s or the Undergraduate Studies Office to seek more information about USF’s requirements for obtaining an Incomplete Grade.

Students with Disabilities

“Students in need of academic accommodations for a disability may consult with the office of Services for Students with Disabilities to arrange appropriate accommodations. Students are required to give reasonable notice (typically 5 working days) prior to requesting an accommodation.”

Academic Dishonesty Policy

The University of South Florida discourages academic dishonesty including such practices as plagiarism. Plagiarism occurs when an author borrows or lifts the published work of others or uses the exact words of another author without acknowledging through quotation marks; in-text citations or footnotes, that the author has used other people’s works or words. Plagiarism comes in many forms. They include cutting and pasting small or large chunks of other people’s written work from the internet or other sources into one’s work or essays without the necessary acknowledgement of the source or sources of that information. Please note that the “University of South Florida has an account with an automated plagiarism detection service which allows instructors to submit students’ assignments to be checked for plagiarism.” Instructor reserves “the right to submit written assignments to this detention system. Assignments are compared automatically with a huge database of journal articles, web articles, and previously submitted papers. The instructor receives a report showing exactly how a student’s paper was plagiarized.”(SOURCE: *USF Undergraduate Studies--- Anatomy of A Syllabus*. <http://www.ugs.usf.edu/ugc/syllabus.htm>). Students engaging in plagiarism should expect an automatic FF grade in the course. All students who have registered for this course should visit the USF regulations page [USF3-0015 http://usf.edu/usfgc/ogc%20web/currentreg.htm](http://usf.edu/usfgc/ogc%20web/currentreg.htm) to read the university’s regulations, policies and penalties on academic dishonesty.

Religious Observance and absence policy:

Students who hope to be absent from class as a result of the observance of a religious holiday must give a written notice of the days and dates to the instructor by the second class meeting.

Emergencies:

In the event of an emergency, it may be necessary for USF to suspend normal operations. During this time, USF may opt to continue delivery of instruction through methods that include but are not limited to: Blackboard, Elluminate, Skype, and email messaging and/or an alternate schedule. It is the responsibility of the student to monitor Blackboard site for each class for specific communications, and the main USF, College and department websites, emails and MoBull messages for important general information.

Course Schedule and Required Readings

July 1: Explaining course objectives, requirements and grading system and conversation with students on their interests in Africa and post-1850 African history.

July 3: WHY STUDY AFRICA, AND AFRICAN HISTORY SINCE 1850?

[Lecture on basic facts about Africa; the relevance of Africa to the global economy and the importance of studying African history since 1850].

Required readings:

Reid, Ch.1.

Shillington, Introduction (pp. 1-8).

July 5: THE STATE OF ARICA BETWEEN 1850 AND 1884.

[As part of fulfilling the Global Context and Human Historical Context and Processes dimensions of this course, lecture on this topic will focus on the debate among historians over the condition of the African continent at the beginning of 1850, and from that period until the European partition of Africa into colonial spheres of influence after 1884].

Required readings:

Reid, pp. 17-21; Ch. 2.

Shillington, Chs. 16-19.

July 8: CLASS DISCUSSION:

QUESTION: *From what you have learned, so far, about the condition of the African continent in 1850, which opinions or conclusions have you reached on the academic debate over the state of Africa in the second half of the 19th Century?*

July 10: “AFRICANS” AND THE EUROPEANS: IN SEARCH OF A POST-SLAVE TRADE RELATIONSHIP.

[Lecture explores the European search for a new framework of relationship with Africa manifested in the “scramble” for and subsequent “partition” of Africa into colonial spheres of influence, and the debate among scholars about European intentions in Africa at this period, and African perceptions of European interests].

Required readings:

Reid. Ch. 2; pp. 113-118; Chs. 8-10.

Shillington, Chs. 20-22.

July 12: CLASS DISCUSSION [This is a critical thinking and inquiry-based learning exercise]

QUESTIONS:

Based on the historical evidence that you have noted in the required readings and other materials you have independently read, how would you assess the reasons and methods that some European nations used to acquire colonies in Africa, in the nineteenth century, and the “role” that people in Africa played in that historical process ?

In your view (a) was colonialism “inevitable” in African history at this period, and (b) could people in Africa have prevented the European partition of their societies into colonies?

July 15, 17: EUROPEAN COLONIAL RULE IN AFRICA: EFFECTS AND AFRICAN REACTIONS.

[Lectures examine European colonial policies in Africa (EMPHASIS ON BRITISH AND FRENCH COLONIAL REGIMES) and the debate among scholars about the impact of colonialism on African societies].

Required readings:

Reid. Ch. 10; pp. 183-188; Ch. 11.

Shillington. Chs. 23-24.

On how colonial subjects responded to colonial rule and what impact their reactions had on the colonial system, especially the internal and external factors that contributed to the end of colonial rule in Africa, read:

Shillington. Chs. 24-28.

Reid. pp. 113-118; Chs. 12-13; pp. 245-249; Chs. 14-16.

JULY 17: FIRST ANALYTICAL ESSAY [20%] DUE IN CLASS.

This exercise is intended to assess two of the key dimensions of this course: Critical Thinking Skills and Inquiry-based Learning. Students are expected to produce essays that demonstrate the development of critical thinking skills. Essays should also reflect research beyond the information available in the assigned course-materials.

Under the topic: COLONIAL RULE IN AFRICA, each student will write a FIVE-page, typed and double-spaced (Times Roman 12 point font) research and analytic essay on the following question:

1. How should students and scholars view or interpret the “colonial period” in African history?

PLEASE CONSULT I.W. MABETT’S STUDENT’S GUIDE ON WRITING HISTORY ESSAYS FOR SOME DIRECTIONS ON HOW TO WRITE AN ANALYTIC ESSAY AND ALSO DOCUMENT SOURCES USED IN BOTH THE TEXT AND IN THE REFERENCE PAGE.

Mabett offers excellent guidance in her chapters on “The History Essay as a Process”; “Knowing your Sources”; Reading Critically”; “Noting What You Read”; “Documenting Your Essay” and “The Importance of Good English Expression.”

GIVE A STAPLED HARD COPY OF YOUR ESSAY TO THE PROFESSOR IN CLASS. UNDER NO CIRCUMSTANCES SHOULD ANY STUDENT SUBMIT THE ESSAY BY E-MAIL.

July 19: POST-COLONIAL AFRICA: THE SEARCH FOR SOVEREIGN NATIONAL IDENTITIES AND PATHS TO ECONOMIC DEVELOPMENT.

(NO LECTURE. ENTIRELY CLASS DISCUSSION)

[Discussions on this topic will focus on the tasks and challenges that some independent African nation-states initially faced; how their leaders addressed those challenges and the debate among scholars about the successes and failures of post-colonial African leadership and development policies. Discussions should highlight some of the local and global factors that have affected (positively and/or negatively) nation-state building in post-colonial Africa].

Required readings:

Reid, Ch. 16; pp. 297-301; Chs. 17-18.

Shillington. Chs. 29-32.

July 22: TELEVISED BBC DEBATE. “DOES MINING BENEFIT AFRICA”?

NOTE: Students are expected to take good notes on the issues discussed in this debate for a class discussion after the debate.

JULY 24: IN-CLASS MULTIPLE-CHOICE TEST [25%]

There will be TWENTY-FIVE multiple-choice questions on this test to be taken during class period. Each question is worth one point. The questions will be drawn from the topics covered in class up to the test date.

July 26, 29: WAR AND HUMAN RIGHTS IN AFRICA: A CASE-STUDY OF THE DEMOCRATIC REPUBLIC OF THE CONGO (DRC).

Guest lecture on this subject by Mr. Bob Hill, Congo War Resource Docent.

NOTE: Students should do further research and reading on what has happened to the DRC (formerly Zaire) between the time of the country’s independence and the beginning of 2013.

Required readings:

Reid, Chs. 18-19.

Shillington, Ch. 32.

July 31; Aug. 5, 7: DEBT AND UNDERDEVELOPMENT IN AFRICA

[Lectures and discussions explore the effects of loans; international financial practices and capital flight on the human condition in many Independent African countries].

Required readings:

Ndikumana and Boyce, **Read the Entire Book.**

Shillington, Chs. 30-32.

AUGUST 2: IN-CLASS ESSAY-TYPE TEST [15%]

There will be THREE questions on this test each carrying FIVE points or marks that will require essay-type answers. **NOTE THAT YOU WILL NOT BE GIVEN THE TEST QUESTIONS AHEAD OF TIME.** The test is intended to find out how well students have read the textbooks, understood lectures and other course materials and are able to identify and use relevant information to formulate clear, coherent and thoughtful responses to questions.

PLEASE CONSULT THE ATTACHED GRADING RUBRIC.

SAMPLE QUESTION: According to historian Richard J. Reid, European colonial rule in Africa “cannot be understood as some great unilateral imposition” (Reid 2012:3). What specific

reasons does Reid offer to support this view, and what are the strengths and weaknesses of his argument based on the historical evidence about colonialism in African history after 1850?

Aug. 7: TAKING STOCK OF AFRICAN HISTORY SINCE 1850.

[This class discussion should offer us an opportunity to remember what we have learned in this semester about African history since 1850, and think critically about the steps that some nation-states in Africa can take to address their economic development and human security problems in the 21st Century].

Aug. 9: LAST DAY OF CLASS. IN-CLASS MULTIPLE-CHOICE TEST [30%].

There will be **THIRTY** multiple-choice questions on this test to be taken during class period. Each question is worth one point. The questions will be drawn from the topics covered throughout the semester. This test represents the final examination in this course.

SUMMER B 2013: African History Since 1850
Grading Rubric for tests requiring essay-type answers.

A	<ul style="list-style-type: none"> • Answer shows a thorough understanding of the question asked. • Relevant facts or evidence are provided in response to the question. • Student interprets the facts or uses the evidence to construct persuasive arguments that adequately answer the question. • Student has excellent to outstanding writing skills and uses those skills in impressive ways to answer the question.
B+	<ul style="list-style-type: none"> • Answer shows student understood the question. • But the answer provided contains very good facts or evidence that are not properly used or interpreted to answer the question. • Student writes well; identifies very good facts, but does not provide clear, coherent and persuasive arguments.
B	<ul style="list-style-type: none"> • Answer shows partial understanding of question. • Answer has some good facts or evidence, but other facts that have no bearing on the question are introduced. • Student makes a good effort to use some of the evidence to construct satisfactory, but not clear, coherent or persuasive arguments that address the question. • Student's writing skills need improvement.
C	<ul style="list-style-type: none"> • Answer shows weak understanding of the question. • Facts introduced are not relevant to the question. • Student fails to use the facts to formulate a satisfactory response to the question. • Student's writing skills are poor, thus making the argument offered unclear and, in some parts, incoherent.
D F	<ul style="list-style-type: none"> • Answer does not indicate that the student understood the question before answering it. • Student does not appear to have attended lectures, carefully taken or read notes, or even read and understood the textbooks. • No facts relating to the question exist in the answer provided. • Very poor writing skills and extremely weak arguments offered in response to question.

