History 382 History of Africa
4 credits
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Course Content: This course will introduce students to the history of modern Africa – that is, Africa between the early 19th to early 21st centuries. We will examine: Europe’s increased interest in the interior of Africa in the 19th century; how African societies responded to European imperialism; the economic and political institutions of European colonialism; responses to and impact of European missionary activities; the development of African nationalism; and issues that have confronted African states since independence. To facilitate this understanding, we will examine in a number of societies, located in a variety of regions, from Africa’s more recent historical past.

- This course will be delivered via Blackboard, your online learning community, where you will interact with classmates and with the instructor. Within the course Blackboard site you will access the syllabus and view some videos; discuss issues; submit assignments; take exams; and, email other students and the instructor. To preview how an online course works, visit the Ecampus Course Demo. For technical assistance, Blackboard and otherwise, please see http://ecampus.oregonstate.edu/services/technical-help.htm. The instructor will not be able to help you with technical questions.

Measurable student learning outcomes:
1. Be able to identify both general regions and specific locations of historical sites in Africa.
2. Compare and contrast the different historical processes of economic, political and cultural development of African societies as they came under the control of European imperialism.
3. Define the historical causes and effects of European imperialism.
4. Discuss the influence of European Christian missionary activities in Africa during the 19th and 20th centuries.
5. Describe political and economic institutions developed as part of European colonialism in Africa.
6. Demonstrate an ability to read, write, interpret, analyze and evaluate historical information from a multiple sources to reach logical conclusions.
7. Student skills in the above areas will be measured by their written work as presented in responses to a map exercise and quiz, study questions, essay exams and a book review.

- Baccalaureate Core: Successful completion of this course partially fulfills OSU’s Baccalaureate Core course requirements in the Cultural Diversity category.
Learning resources:
1. Required textbooks:
   a. Toyin Falola, *Africa: V. 3 – Colonial Africa, 1885-1939*
   b. Frederick Cooper, *Africa Since 1940*
   d. Barbara Kingsolver, *The Poisonwood Bible*

2. Videos:
   a. “The Bible and the Gun”
   b. “This Magnificent African Cake”
   c. “Winds of Change: The End of Colonialism in Africa”
   d. “Africa: Who Is To Blame?”

Evaluation of student performance:
Students’ learning will be measured by evaluating their work on the following:
1. Midterm (30%);
   * Students will answer two to three essay questions (from a list of four to five);
     - all percentages are of total course grade);
2. Book Review (15%)
   * A book, other than one of required texts, that looks at some aspect of the history of 19th through 21st century Africa. For example, books dealing with European imperialism in Africa, colonial society, missionary activities, the rise of African nationalism or the post-independence period will be acceptable. In addition, Africa has produced a large number of very good novelists, many of them writing about issues which will be examined in this course – any of those works are acceptable. If you have a question about a specific book, please email the instructor with your question.
     * Reports will be submitted via email, and should be double-spaced with one-inch margins. Final book reports should be four to five pages in length.
3. Discussion questions (15%)
   * Students will respond weekly to questions taken from the Falola texts.
4. Final Exam (40%)
   * Similar in format to midterm; questions will deal with course materials covered after the midterm exam.

The final grade will be determined using the following scale:
100 – 90 A
89 – 80 B
79 – 70 C
69 – 60 D
Below 60% - F

Course Policies:

Exams: Makeup exams will be given after evidence in support of a reasonable excuse is provided to the instructor. Evidence could include items such as a doctor’s or hospital bills, etc.
For missed exams that can be anticipated prior to scheduled exams, advance permission from the instructor to miss the exam will be necessary. Excused absences will not be given for airline reservations, routine illnesses (flu, colds, etc) or other common ailments. Regrades of exams will be performed when there is an error and the student requests it. All requests for regrades must be made within 3 working days of the day the exam is returned. After that time grades will be fixed and will not be changed.

**Incompletes:** Take this course only if you plan to finish it in a timely manner (i.e. by the end of the specified term). I am generally willing to give an incomplete (“I”) for the course only when a student can make a strong and compelling case (a major illness or accident, the death of a close relative, military call-up). To be eligible for an incomplete, the student must have completed a minimum of 50% of the total course work listed above.

To avoid being placed in a situation where you are thinking about an incomplete, if you are having any trouble that might prevent you from completing the course during the term, please contact me as soon as possible – don’t wait until the end of the term.

**Statement Regarding Students with Disabilities:**
Accommodations are collaborative efforts between students, faculty and Disability and Access Services (DAS). Students with accommodations approved through DAS are responsible for contacting the faculty member in charge of the course prior to or during the first week of the term to discuss accommodations. Students who believe they are eligible for accommodations but who have not yet obtained approval through DAS should contact DAS immediately at 541-737-4098.

**Expectations for Student Conduct:**
In an academic community, students and faculty, and staff each have responsibility for maintaining an appropriate learning environment, whether online or in a classroom. Students, faculty and staff have the responsibility to treat each other with understanding, dignity and respect. Disruptions to teaching, administration, research and other institutional activities is prohibited by Oregon Administrative Rule 576-015-0015 (1) and (2) and is subject to sanctions under university policies, OSU Office of Student Conduct.

**Academic Integrity:** Students are expected to comply with all regulations pertaining to academic honesty, defined as: “An intentional act of deception in which a student seeks to claim credit for the work or effort of another person or uses unauthorized materials or fabricated information in any academic work. For further information, visit Avoiding Academic Dishonesty, or contact the office of Student Contact and Mediation at 541-737-3656.

**Conduct in this online course:** Students are expected to conduct themselves in the course (e.g., on discussion boards, email posting) in compliance with OSU’s regulations regarding civility. Students will be expected to treat all others with the same respect as they would want afforded themselves. Disrespectful behavior to others (such as harassing behavior, personal insults, and inappropriate language) or disruptive behaviors in the course (such as persistent and unreasonable demands for time and attention both in and out of the classroom) is unacceptable and can result in sanctions as defined by Oregon Administrative Rules Division 015 – Student Conduct Regulations.
Link to Statement of Expectations for Student Conduct:
http://oregonstate.edu/admin/stucon/achon.htm

Communications:

Ground Rules for Online Communication & Participation:

- **Online threaded discussions** are public messages, and all writings in this area will be viewable by the entire class. If you prefer that only the instructor sees your communication, send it to me by email, and be sure to identify yourself and the class.
- **Posting of personal contact information** is discouraged (e.g. telephone numbers, addresses, personal websites, etc.)
- **Online Instructor Response Policy**: I will check email frequently and will respond to course-related questions, usually within 24 hours.
- **Observation of “Netiquette”**: All your online communications need to be composed with fairness, honesty and tact. Spelling and grammar are very important in an online course. What you put into an online course reflects on your level of professionalism. Here are a couple of references that discuss
  - Writing online: [http://goto.intwg.com](http://goto.intwg.com)
- Please check the Announcements area and the course syllabus before you ask general course “housekeeping” questions (i.e. how do I submit an assignment?). If you don’t see your answer there, then please contact me.

Guidelines for a productive and effective online classroom:

- The discussion board is your space to interact with your colleagues’ responses to questions or to inquiries raised by a colleague. It is expected that each student will participate in a mature and respectful fashion.
- Participate actively in the discussions, having completed the readings and thought about the issues.
- Pay close attention to what your classmates write in their online comments. Ask clarifying questions, when appropriate. These questions are meant to probe and shed light, not to minimize or devalue comments.
- Think through and reread your comments before posting them.
- Assume the best of others in the class and expect the best from them.
- Value the diversity of the class. Recognize and value the experiences, abilities, and knowledge each person brings to class.
- Disagree with ideas, but do not make personal attacks. Do not demean or embarrass others. Do make sexist, racist, homophobic, or victim-blaming comments at all.
- Be open to be challenged or confronted on you ideas, prejudices or historical perspective.

Student Assistance:

**Contacting the Instructor**: The best and most effective way to contact me is by email; my email address is listed at the beginning of this syllabus. You are also welcome to call me at my telephone number listed above. I will attempt to return your call as quickly as possible. If you live in or near Corvallis, OR and want to see me during the term the class is offered, you can
either call me to make an appointment or telephone the History Department at (541) 737-3421 to find out my weekly office hours.

**Technical Assistance:** If you experience computer problems or need help with downloading or accessing course material, do not contact the instructor. Contact the OSU Help Desk instead. You can call (541) 737-3474, email osuhelpdesk@oregonstate.edu or visit the OSU Computer Helpdesk online.

**Writing:** OSU offers a range of resources to assist you in becoming a better academic writer. Specifically, your are encouraged to utilize the OSU Online Writing Lab and/or the online tutoring service available free through Smarthinking; both of these services are valuable resources to improve your writing.

**Tutoring:** For tutoring information, go to: ecampus.oregonstate.edu/services/student-services/online-tutoring

**Course Evaluation:**
Course evaluation results are extremely important and are used to help me improve this course and the learning experience of future students. Results from the 19 multiple choice questions are tabulated anonymously and go directly to instructors and department heads. Student comments on the open-ended questions are compiled and confidentially forwarded to each instructor, per OSU procedures. The online Student Evaluation of Teaching form will be available toward the end of each term, and you will be sent instructions by Ecampus. You will login to “Student Online Services” to respond to the online questionnaire. The results on the form are anonymous and are not tabulated until after grades are posted.
GUIDE TO COURSE LECTURES AND READING ASSIGNMENTS

Week 1 - Introduction - Africa Before European Colonialism
READINGS: Cooper, Chapter 1. Chamberlain, Chapter 2.

Week 2 - The 19th Century - "Legitimate commerce" and Informal Empire
READINGS: Falola, Chapter 1. Chamberlain, Chapter 3 and documents 1-6.

Week 3 – Imposition of Formal Empire
READINGS: Falola, Chapter 2. Chamberlain, Chapters 4-8 and documents 8-14, 17, and 19 -23.

Week 4 - The Political Economy of Colonial Africa
READINGS: Falola, Chapters 3-6, 16, 18-19; Cooper, Chapter 2. Chamberlain, Chapter 9 and documents 24 – 28.

Week 5 - Colonial Society
READINGS: Falola, Chapters 7-12; MIDTERM QUESTIONS WILL BE AVAILABLE WEDNESDAY TO SUNDAY OF TERM WEEK 5; STUDENT RESPONSES DUE BY SUNDAY OF WEEK 5.

Week 6 - The Development of African Nationalism

Week 7 – Nationalists Struggles in Southern Africa
READINGS: Cooper, Chapter 6.

Weeks 8 to 10 – African Independence and After
READINGS: Cooper, Chapter 5, 7-8. Kingsolver, to be read by the end of Week 10.

BOOK REVIEWS DUE BY SUNDAY OF WEEK 10.

FINAL EXAM QUESTIONS WILL BE AVAILABLE MONDAY TO SUNDAY OF FINALS WEEK – STUDENT RESPONSES ARE DUE BY SUNDAY OF FINALS WEEK.
This course is offered through Oregon State University Extended Campus. For more information, contact:
Web: ecampus.oregonstate.edu    Email: ecampus@oregonstate.edu    Tel: 800-667-1465