

RECEIVED

APR 29 2015

OFFICE OF THE
SENATE COUNCIL**Course Information**

Date Submitted: 4/12/2013

Current Prefix and Number: HIS - History , HIS 254 HIS OF SUBSAHARAN AFRICA

Other Course:

Proposed Prefix and Number:

What type of change is being proposed?

Major Change

Should this course be a UK Core Course? Yes

Inquiry - Humanities

Global Dynamics

1. General Information

a. Submitted by the College of: College of Arts & Sciences

b. Department/Division: History

c. Is there a change in 'ownership' of the course? No

If YES, what college/department will offer the course instead: Select...

e. Contact Person

Name: Phil Harling

Email: harling@uky.edu

Phone: 7-1246

Responsible Faculty ID (if different from Contact)

Name:

Email:

Phone:

f. Requested Effective Date

Semester Following Approval: Yes OR Effective Semester:

2. Designation and Description of Proposed Course

a. Current Distance Learning (DL) Status: N/A

b. Full Title: HISTORY OF SUB-SAHARAN AFRICA

Proposed Title: History of Colonial and Postcolonial Africa

c. Current Transcript Title: HIS OF SUBSAHARAN AFRICA

Proposed Transcript Title: His of Colonial and Postcolonial Africa

d. Current Cross-listing: Same as AAS 254

Proposed – ADD Cross-listing :

Proposed – REMOVE Cross-listing:

e. Current Meeting Patterns

LECTURE: 3

Proposed Meeting Patterns

LECTURE: 3

f. Current Grading System: ABC Letter Grade Scale

Proposed Grading System: *Letter (A, B, C, etc.)*

g. Current number of credit hours: 3

Proposed number of credit hours: 3

h. Currently, is this course repeatable for additional credit? No

Proposed to be repeatable for additional credit? No

If Yes: Maximum number of credit hours:

If Yes: Will this course allow multiple registrations during the same semester? No

2i. Current Course Description for Bulletin: systems and political organization of Sub-Saharan Africa since the 16th century but with particular emphasis on the 19th and 20th centuries.

Proposed Course Description for Bulletin: This course is a survey of the history of Africa from the onset of colonial rule in the 1880s to the present. Its main objective is to introduce students to some of the major socio-political and economic developments that made Africa what it is today. The course will explore themes such as the European conquest of Africa and Africans' responses, African nationalism and struggles for independence, as well as post-colonial African politics and economic (under)development.

2j. Current Prerequisites, if any:

Proposed Prerequisites, if any:

2k. Current Supplementary Teaching Component:

Proposed Supplementary Teaching Component:

3. Currently, is this course taught off campus? No

Proposed to be taught off campus? No

If YES, enter the off campus address:

4. Are significant changes in content/student learning outcomes of the course being proposed? Yes

If YES, explain and offer brief rationale: Now that we have enough Africanists to do so, we are dividing the current HIS 254 into 2 courses -- a new course (HIS 253) that will focus on precolonial Africa, and a revised HIS 254 that will focus on colonial and postcolonial Africa. The new learning outcomes for HIS 254 reflect this closer chronological focus on recent African history. They are as follows: •Explain why and how European powers colonized the African continent •Analyze the different strategies Africans deployed in responding to colonial invasion •Identify the socio-cultural, economic and political effects that colonialism had on the peoples of Africa •Examine the rise of African nationalist sentiments and how they relate to anti-colonial struggles in the continent •Analyze the political and economic developments in postcolonial Africa •Demonstrate disciplinary literacy (vocabulary, concepts, methodology) in written work and class discussions

5a. Are there other depts. and/or pgms that could be affected by the proposed change? Yes

If YES, identify the depts. and/or pgms: Yes, as the course is cross-listed with the Africana and African American Studies Program. We have communicated with the Director, Prof. Frank X. Walker, and he is fully supportive of the proposed changes.

5b. Will modifying this course result in a new requirement of ANY program? No

If YES, list the program(s) here:

6. Check box if changed to 400G or 500: No

Distance Learning Form

Instructor Name:

Instructor Email:

Internet/Web-based: No

Interactive Video: No

Hybrid: No

1. How does this course provide for timely and appropriate interaction between students and faculty and among students? Does the course syllabus conform to University Senate Syllabus Guidelines, specifically the Distance Learning Considerations?

2. How do you ensure that the experience for a DL student is comparable to that of a classroom-based student's experience? Aspects to explore: textbooks, course goals, assessment of student learning outcomes, etc.

3. How is the integrity of student work ensured? Please speak to aspects such as password-protected course portals, proctors for exams at interactive video sites; academic offense policy; etc.

4. Will offering this course via DL result in at least 25% or at least 50% (based on total credit hours required for completion) of a degree program being offered via any form of DL, as defined above?

If yes, which percentage, and which program(s)?

5. How are students taking the course via DL assured of equivalent access to student services, similar to that of a student taking the class in a traditional classroom setting?

6. How do course requirements ensure that students make appropriate use of learning resources?

7. Please explain specifically how access is provided to laboratories, facilities, and equipment appropriate to the course or program.

8. How are students informed of procedures for resolving technical complaints? Does the syllabus list the entities available to offer technical help with the delivery and/or receipt of the course, such as the Information Technology Customer Service Center (<http://www.uky.edu/UKIT/>)?

9. Will the course be delivered via services available through the Distance Learning Program (DLP) and the Academic Technology Group (ATL)? NO

If no, explain how student enrolled in DL courses are able to use the technology employed, as well as how students will be provided with assistance in using said technology.

10. Does the syllabus contain all the required components? NO

11. I, the instructor of record, have read and understood all of the university-level statements regarding DL.

Instructor Name:

SIGNATURE|PETRONE|Karen Petrone|HIS 254 CHANGE Dept Review|20130420

SIGNATURE|MJPRIC2|Melynda J Price|HIS 254 CHANGE Cross-List Chair Review|20140505

SIGNATURE|ACSI222|Anna C Harmon|HIS 254 CHANGE College Review|20141021

SIGNATURE|JALLISO|Jonathan M Allison|HIS 254 UKCEC Expert Review|20150106

SIGNATURE|JMCDO2|Juliana McDonald|HIS 254 UKCEC Expert Review|20150406

SIGNATURE|JMETT2|Joanie Ett-Mims|HIS 254 HIS 254MINOR_TEXT_FOR_TITLE|HIS 254MINOR_TEXT_FOR_TITLE&|20150415

SIGNATURE|JMETT2|Joanie Ett-Mims|HIS 254 CHANGE Undergrad Council Review|20150429

Ellis, Janie

From: KY UNDERGROUND STORAGE <notifications@paytrace.com>
Sent: Thursday, April 30, 2015 11:31 AM
To: Ellis, Janie
Subject: KY UNDERGROUND STORAGE transaction receipt. 4/30/2015 11:29:48 AM Eastern - Invoice: 045895

KY UNDERGROUND STORAGE

3830 HIGH BRIDGE RD
WILMORE, KY 40390
(859)858-4988

4/30/2015 11:29:42 AM

Reference Number: 80945647
Total: \$25.00
Transaction Type: Sale
Transaction Status: Pending Settlement
Card Type: Visa
Card Number: xxxxxxxxxxxx8442
Entry Method: Keyed
Approval Code: 035883
Approval Message: ZIP MATCH
AVS Result: Zip Match Only
Customer Name: UK OFFICE OF THE SENATE
Invoice: 045895

X _____

Please sign here to agree to payment.

Course Change Form

<https://myuk.uky.edu/sap/bc/soap/rfc?services=>

Open in full window to print or save

Generate R

Attachments:

Upload File

	ID	Attachment
Delete	1711	HIS 254, Global Dynamics Form.doc
Delete	1712	HIS 254, Intellectual Inquiry Humanities Form.doc
Delete	3898	HIS 254 Sample Syllabus v. 2.doc

First 1 Last

NOTE: Start form entry by choosing the Current Prefix and Number
(*denotes required fields)

Current Prefix and Number:		HIS - History HIS 254 HIS OF SUBSAHARAN AFRICA	Proposed Prefix & Number: (example: PHY 401G) <input type="checkbox"/> Check if same as current
* What type of change is being proposed?		<input checked="" type="checkbox"/> Major Change <input type="checkbox"/> Major -- Add Distance Learning <input type="checkbox"/> Minor - change in number within the same hundred series, except 799 is the same "hundred series" <input type="checkbox"/> Minor - editorial change in course title or description which does not change in content or emphasis <input type="checkbox"/> Minor - a change in prerequisite(s) which does not imply a change in course content or emphasis, or which is made necessary by the elimination or significant alteration of the prerequisite(s) <input type="checkbox"/> Minor - a cross listing of a course as described above	
Should this course be a UK Core Course? <input checked="" type="radio"/> Yes <input type="radio"/> No			
If YES, check the areas that apply:			
<input type="checkbox"/> Inquiry - Arts & Creativity <input type="checkbox"/> Composition & Communications - II <input checked="" type="checkbox"/> Inquiry - Humanities <input type="checkbox"/> Quantitative Foundations <input type="checkbox"/> Inquiry - Nat/Math/Phys Sci <input type="checkbox"/> Statistical Inferential Reasoning <input type="checkbox"/> Inquiry - Social Sciences <input type="checkbox"/> U.S. Citizenship, Community, Diversity <input type="checkbox"/> Composition & Communications - I <input checked="" type="checkbox"/> Global Dynamics			
1. General Information			
a.	Submitted by the College of: College of Arts & Sciences		Submission Date: 4/12/2013
b.	Department/Division: History		
c.* Is there a change in "ownership" of the course?			
<input type="radio"/> Yes <input checked="" type="radio"/> No If YES, what college/department will offer the course instead? <input type="text" value="Select..."/>			
e.* * Contact Person Name: Phil Harling Email: harling@uky.edu Phone: 7-1246			
* Responsible Faculty ID (if different from Contact): Email: Phone:			
f.*	Requested Effective Date:	<input checked="" type="checkbox"/> Semester Following Approval OR <input type="checkbox"/> Specific Term: 2	
2. Designation and Description of Proposed Course.			
a.	Current Distance Learning (DL) Status:		<input checked="" type="radio"/> N/A <input type="radio"/> Already approved for DL* <input type="radio"/> Please Add <input type="radio"/> Please Drop
*If already approved for DL, the Distance Learning Form must also be submitted unless the department affirms (by checking this box) that the proposed change affect DL delivery.			
b.	Full Title:	HISTORY OF SUB-SAHARAN AFRICA	Proposed Title: * History of Colonial and Postcolonial Africa
c.		Current Transcript Title (if full title is more than 40 characters):	HIS OF SUBSAHARAN AFRICA
c.		Proposed Transcript Title (if full title is more than 40 characters):	His of Colonial and Postcolonial Africa

d.	Current Cross-listing: <input type="checkbox"/> N/A	OR	Currently ³ Cross-listed with (Prefix & Number):	Same as AAS	
Proposed – ADD ² Cross-listing (Prefix & Number):					
Proposed – REMOVE ^{3,4} Cross-listing (Prefix & Number):					
e. Courses must be described by at least one of the meeting patterns below. Include number of actual contact hours⁵ for each meeting pattern					
Current:	Lecture 3	Laboratory ⁵	Recitation	Discussion	Indep. Study
	Clinical	Colloquium	Practicum	Research	Residency
	Seminar	Studio	Other: _____	Please explain: _____	
Proposed: *	Lecture 3	Laboratory ⁵	Recitation	Discussion	Indep. Study
	Clinical	Colloquium	Practicum	Research	Residency
	Seminar	Studio	Other: _____	Please explain: _____	
f.	Current Grading System:	ABC Letter Grade Scale			
	Proposed Grading System:*	<input checked="" type="radio"/> Letter (A, B, C, etc.) <input type="radio"/> Pass/Fail <input type="radio"/> Medicine Numeric Grade (Non-medical students will receive a letter grade) <input type="radio"/> Graduate School Grade Scale			
g.	Current number of credit hours:	3	Proposed number of credit hours:*	3	
h.*	Currently, is this course repeatable for additional credit?				<input type="radio"/> Yes <input checked="" type="radio"/> No
*	Proposed to be repeatable for additional credit?				<input type="radio"/> Yes <input checked="" type="radio"/> No
	If YES:	Maximum number of credit hours:			
	If YES:	Will this course allow multiple registrations during the same semester?		<input type="radio"/> Yes <input checked="" type="radio"/> No	
i.	Current Course Description for Bulletin:				
	systems and political organization of Sub-Saharan Africa since the 16th century but with particular emphasis on the 19th and 20th centuries.				
*	Proposed Course Description for Bulletin:				
	This course is a survey of the history of Africa from the onset of colonial rule in the 1880s to the present. Its main objective is to introduce students to some of the major socio-political and economic developments that made Africa what it is today. The course will explore themes such as the European conquest of Africa and Africans' responses, African nationalism and struggles for independence, as well as post-colonial African politics and economic (under)development.				
j.	Current Prerequisites, if any:				
*	Proposed Prerequisites, if any:				
k.	Current Supplementary Teaching Component, if any:				<input type="radio"/> Community-Based Experience

		<input type="radio"/> Service Learning <input type="radio"/> Both
	<i>Proposed Supplementary Teaching Component:</i>	<input checked="" type="radio"/> Community-Based Experience <input type="radio"/> Service Learning <input type="radio"/> Both <input type="radio"/> No Change
3.	Currently, is this course taught off campus?	<input type="radio"/> Yes <input checked="" type="radio"/> No
*	Proposed to be taught off campus?	<input type="radio"/> Yes <input checked="" type="radio"/> No
	If YES, enter the off campus address:	
4.*	Are significant changes in content/student learning outcomes of the course being proposed?	<input checked="" type="radio"/> Yes <input type="radio"/> No
	If YES, explain and offer brief rationale:	
	<p>Now that we have enough Africanists to do so, we are dividing the current HIS 254 into 2 courses -- a new course (HIS 253) that will focus on precolonial Africa, and a revised HIS 254 that will focus on colonial and postcolonial Africa. The new learning outcomes for HIS 254 reflect this closer chronological focus on recent African history. They are as follows:</p> <ul style="list-style-type: none"> • Explain why and how European powers colonized the African continent • Analyze the different strategies Africans deployed in responding to colonial invasion • Identify the socio-cultural, economic and political effects that colonialism had on the peoples of Africa • Examine the rise of African nationalist sentiments and how they relate to anti-colonial struggles in the continent 	
5.	Course Relationship to Program(s).	
a.*	Are there other depts and/or pgms that could be affected by the proposed change?	<input checked="" type="radio"/> Yes <input type="radio"/> No
	If YES, identify the depts. and/or pgms:	
	<p>Yes, as the course is cross-listed with the Africana and African American Studies Program. We have communicated with the Director, Prof. Frank X. Walker, and he is fully supportive of the proposed changes.</p>	
b.*	Will modifying this course result in a new requirement ² for ANY program?	<input type="radio"/> Yes <input checked="" type="radio"/> No
	If YES ² , list the program(s) here:	
6.	Information to be Placed on Syllabus.	
a.	<input type="checkbox"/> Check box if changed to 400G or 500.	If changed to 400G- or 500-level course you must send in a syllabus and you must include the differentiation between under and graduate students by: (i) requiring additional assignments by the graduate students; and/or (ii) establishing different grad criteria in the course for graduate students. (See SR 3.1.4.)

¹See comment description regarding minor course change. *Minor changes are sent directly from dean's office to Senate Council Chair.* If Chair deems the change as "not minor," the form will be appropriate academic Council for normal processing and contact person is informed.

²Courses are typically made effective for the semester following approval. No course will be made effective until all approvals are received.

³Signature of the chair of the cross-listing department is required on the Signature Routing Log.

⁴Removing a cross-listing does not drop the other course -- it merely unlinks the two courses.

⁵Generally, undergrad courses are developed such that one semester hr of credit represents 1 hr of classroom meeting per wk for a semester, exclusive of any lab meeting. Lab meeting generally least two hrs per wk for a semester for 1 credit hour. (See SR 5.2.1.)

⁶You must also submit the Distance Learning Form in order for the course to be considered for DL delivery.

⁷In order to change a program, a program change form must also be submitted.

HIS/AAS 254: History of Colonial and Postcolonial Africa

Spring 2014

Dr. Francis Musoni

Email: fm223@uky.edu

Class Times: Tuesdays and Thursdays: 11:00-12:15

Class Venue: White Hall Classroom Building (CB) Room 219

Office Location: POT 1701

Office Hours: Tuesdays and Thursdays 12:30- 2:00pm and by appointment

Course Description

This course is a survey of the history of Africa from the onset of colonial rule in the 1880s to the present. Its main objective is to introduce students to some of the major socio-political and economic developments that made Africa to be what it is today. The course will explore themes such as the European conquest of Africa and Africans' responses, African nationalism and struggles for independence, as well as post-colonial African politics and economic (under)development.

We will select case studies from all regions of the continent in order to gain a broad understanding of these themes and other historical experiences of the African people. Although the course is not primarily intended to provide in-depth theoretical analyses, students are encouraged to engage critically with the selected themes and materials assigned for each class meeting. Classes will be conducted through lectures, PowerPoint presentations, films, as well as students-led discussions of assigned materials.

Student Learning Outcomes

This course is designed to help students to:

- Explain why and how European powers colonized the African continent
- Analyze the different strategies Africans deployed in responding to colonial invasion
- Identify the socio-cultural, economic and political effects that colonialism had on the peoples of Africa
- Examine the rise of African nationalist sentiments and how they relate to anti-colonial struggles in the continent
- Analyze the political and economic developments in postcolonial Africa
- Demonstrate disciplinary literacy (vocabulary, concepts, methodology) in written work and class discussions

Assignments and Grading

Each student's final grade will be based on performance in the following assignments and/or activities:

- There will be a Map quiz on January 22, which counts for **5%** of the final grade
- Each student will submit brief responses (1-2 pages long) to selected readings. The responses (a total of 5) will count for **25%** of the final grade.
- On February 28, students will write an in-class Mid-term Exam, which counts for **15%** towards the final grade.

- On March 7, each student will bring to class a 1-2 pages review of the Film “Rise of Mass Nationalism,” which counts for 5% of the final grade. Instructor will provide more details on this.
- On April 4, each student will bring to class a 3-4 pages review of Chinua Achebe’s *Anthills of the Savannah*, which counts for **10%** of the final grade. Instructor will provide more details on this.
- On April 23 the instructor will assign each student a participation grade based on their attendance and participation in class activities throughout the entire semester. Attendance and participation will count for **10%** of the student’s final grade.
- On April 18, each student will bring to class a 3-4 pages review of Dangarembga’s *Nervous Conditions*, which counts for **10%** of the final grade. Instructor will provide more details on this.
- On April 30, students will take a Final Exam based all materials covered in the course. This will count for **20%** of the final grade.

Grading Rubric

90-100 = A; 80-89 = B; 70-79= C; 60-69=D; 59 and below = E

Assignment Submission Policies

All assignments have to be neatly typed and printed on white printing paper. I will not accept hand-written assignments. I will deduct one point for each day that an assignment is overdue. Except in cases of excused absences, late assignments will only be accepted if submitted not later than 5 working days after the due date.

Attendance Policy

Class attendance is mandatory. A student should inform the instructor before or immediately after missing a class to see if the absence will be excused or not. Instructor will require written verification (eg a doctor’s note) for qualifying excused absences. Each unexcused absence will result in a deduction of one point from the student’s participation and attendance grade. Please refer to Student Rights and Responsibilities, Part II, Section 5.2.4.2 (<http://www.uky.edu/StudentsAffairs/Code/part2.html>) for UK’s policy on excused absences.

Academic Integrity

Students should acquaint themselves with the University policy on academic integrity, plagiarism, cheating, and other forms of academic dishonesty. Academic dishonesty can attract dire penalties that may include an automatic fail grade and possible suspension from the university.

Use of Recording Devices

Use of recording devices (tape recorders, cameras, cell phones, etc) is not allowed in this class. Please be sure to ask the instructor for permission if there is need for you to record any proceedings in this class. Always switch off or set your cell phones to silent mode, so that they do not disrupt class.

Academic Accommodations

If you have a documented **disability** that requires academic accommodations, please see the instructor as soon as possible. In order to receive accommodations in this course, you must provide the instructor with a Letter of Accommodation from the Disability Resource Center (Room 2, Alumni Gym, 257-2754, email address jkarnes@email.uky.edu) for coordination of campus disability services available to students with disabilities.

Punctuality and Consultation with Instructor

Students should get to class on time and avoid leaving until class is over to minimize disruptions. Students are encouraged to see the instructor during office hours or by appointment to discuss any queries regarding the course. Students should not wait until after a poor grade because redress will not be guaranteed.

Required Readings

Students are required to purchase the following books, which are available in the University Bookstore:

- Kevin Shillington, *History of Africa*, third edition (2012)
- Tsitsi Dangarembga, *Nervous Conditions* (1988)
- Chinua Achebe, *Anthills of the Savannah* (1987)

All other readings and materials will be available on blackboard.

Schedule of Class Meetings and Assignments

WEEK ONE: Understanding the Syllabus and Course requirements

Jan 10:

- Course Syllabus

WEEK TWO: Introducing the African continent

Jan 15: Africa: An Overview of a continent in-motion

- 10 minute video clip from *Africa in Transition: A Documentary* by the Southern Center for International Studies
- Study map of Africa on: <http://www.mapsofworld.com/africa-political-map.htm#>
- Africa Knowledge Cards- Prepared by Pomegranate Communications, Inc (Instructor will bring the cards to class)

Jan 17: Locating Africa-Related Resources at UK

- Library-based class (Room and facilitator TBA)
- Sign up for debate assignment scheduled for February 14.

WEEK THREE: Colonial Conquest and Partition of the African Continent

Jan 22: Africa on the Eve of European Conquest

- Map quiz (in class)

- Study the map of “Africa on the eve of the Berlin Conference,” which is on page.313 of Shillington’s *History of Africa*. Be prepared to answer questions about the map in class.

Jan 24: In-class Discussion of the European Scramble for Africa

- Read “The Scramble for Africa” (pages 311-316) and “The British Scramble for south-central Africa (pages 333-336) in Shillington’s *History of Africa*. Make some notes and be prepared to read out and discuss your notes in class.
- Study figures 21.1 and 22.3, and be prepared to discuss your observations in class.

WEEK FOUR: Africans’ Responses to Colonial Invasion

Jan 29: Africans Responses to European Invasion

- Read “Conquest and Resistance” pages 316-327 and pages 337-342 in Shillington’s *History of Africa*. Make some notes and be prepared to read out and discuss your notes in class.

Jan 31: Africans’ Responses to Immediate effects of Colonization

- Read “Consolidation of Empire: The Early Period of Colonial Rule” pages 343-355 in Shillington’s *History of Africa*. Make some notes and be prepared to read out and discuss your notes in class.
- **Response paper # 1 due in class:** Imagine being one of Africa’s leaders in the late 19th century. What would you do to prevent European conquest of the continent?

WEEK FIVE: Colonial Systems of Administration

Feb 5: “Native” Administration in Colonial Africa

- Read Frederick Lugard’s “The Dual Mandate in British Tropical Africa: Methods of Ruling Native Races” chapter 33 of *Perspectives on Africa: A Reader in Culture, History and Representation*, edited by Roy R. Grinker and Christopher B. Steiner. Make some notes and be prepared to read out and discuss your notes in class.

Feb 7: Comparing different colonial powers’ “native” administration styles

- Read “The Nature and Impact of Colonial Administration” pages 367-370 in Shillington’s *History of Africa*. Make some notes and be prepared to read out and discuss your notes in class.
- **Response paper # 2 due in class:** Imagine being a French colonial official in West Africa in the early 20th century. How would you defend your country’s style of governing African colonies?

WEEK SIX: Colonial Economies of Dispossession and Exploitation

Feb 12: Economic Plunder and Exploitation of African Resources

- Read “The Economic Impact of Colonial Rule” pages 361-367 in Shillington’s *History of Africa*. Make some notes and be prepared to read out and discuss your notes in class.

Feb 14: Debating the Impact of colonial rule on Africa’s economies

- Read Walter Rodney’s “How Europe Underdeveloped Africa” chapter 34 of *Perspectives on Africa: A Reader in Culture, History and Representation*, edited by Roy R. Grinker

and Christopher B. Steiner. Make some notes and be prepared to read out and discuss your notes in class.

- **Response paper # 3 due in class:** Discuss either the positive or negative effects that European colonization had on Africa's economies.

WEEK SEVEN & EIGHT: Religion and Culture in Colonial Africa

Feb 19: African (Traditional) Religions

- Read "What is African Religion?" chapter 2 of John Mbiti, *Introduction to African Religion*

Feb 21: The Spread of Islam in Colonial Africa

- Read "The Spread of Islam in Tropical West Africa" pages 370-371 in Shillington's *History of Africa*. Make some notes and be prepared to read out and discuss your notes in class.

Feb 26: Colonialism and the Spread of Christianity in Africa

- Read "Missionaries, Christianity and Early Expressions of Nationalism" pages 353-355 in Shillington's *History of Africa*. Make some notes and be prepared to read out and discuss your notes in class.

Feb 28: Mid-Term Exam in class

WEEK NINE: African Nationalism and anti-colonial struggles

Mar 5: Rise of Mass Nationalism

- Video screening: "The Rise of Nationalism" (57 mins)
- Watch the film, take some notes and be prepared to read out and discuss your notes in class.

Mar 7: African Nationalism Before World War II

- Read "African Nationalism and Protest Movements in the Inter-war years" and "Segregation, Nationalism and Protest in South Africa" pages 374-378 in Shillington's *History of Africa*. Make some notes and be prepared to read out and discuss your notes in class.
- **Film Review due in class.** Write a review of the Film "Rise of Mass Nationalism" focusing on its portrayal of the strategies that Africans deployed in fighting European colonialism between 1945 and 1980.

WEEK TEN: Mar 12 & 14: Spring break (No class)

WEEK ELEVEN: Decolonization Processes

Mar 19: Decolonization by "Constitutional" means

- Read "The Winning of Independence in British West Africa" and "The Winning of Independence in French West Africa and French Equatorial Africa" (pages 390-396) in Shillington's *History of Africa*. Make some notes and be prepared to read out and discuss your notes in class.

Mar 21: Decolonization by “Military” means

- Read “The Winning of Independence 3” (pages 416-432) in Shillington’s *History of Africa*. Make some notes and be prepared to read out and discuss your notes in class.
- **Response paper # 4 due in class.** Why was it possible for Ghana, but difficult for Zimbabwe to achieve independence through “constitutional” means?

WEEK TWELVE & THIRTEEN: Politics and Governance in Post-colonial Africa

Mar 26: Politics of Democracy and Governance in Post-colonial Africa

- Read “Africa Since Independence 1” (pages 433-446) in Shillington’s *History of Africa*. Make some notes and be prepared to read out and discuss your notes in class.
- Video screening: Part 2 of Africa in Transition (16 mins)

Mar 28: Discussion of Anthills of the Savannah

- Read Chapters 1 through 6 (pages 1-74) Achebe’s *Anthills of the Savannah*. Make some notes and be prepared to read out and discuss your notes in class.

Apr 2: Discussion of Anthills of the Savannah

- Read Chapters 7 through 12 (pages 75-148) Achebe’s *Anthills of the Savannah*. Make some notes and be prepared to read out and discuss your notes in class.

Apr 4: Discussion of Anthills of the Savannah

- Read Chapters 13 through 18 (pages 149-216) Achebe’s *Anthills of the Savannah*. Make some notes and be prepared to read out and discuss your notes in class.
- **Review of Anthills** of the Savannah due in class. Write a 3-4 pages review of Achebe’s portrayal of the political challenges facing post-colonial Africa in *Anthills of the Savannah*.

WEEK FOURTEEN: Economies of Post-colonial Africa

Apr 9: Economic developments in post-colonial Africa

- Read “Africa Since Independence 2” (pages 447-457) in Shillington’s *History of Africa*. Make some notes and be prepared to read out and discuss your notes in class.
- Part 3 of Africa in Transition (20 mins)

Apr 11: Foreign Aid and politics of development in post-colonial Africa

- J. Barry Riddell, “Things Fall Apart Again: Structural Adjustment Programmes in Sub-Saharan Africa” *The Journal of Modern African Studies*, 30, I (1992)
- **Response paper # 5 due in class.** Evaluate the impact that foreign aid has had on post-colonial Africa’s economies.

WEEK FIFTEEN & SIXTEEN: Women, Gender and Power in Post-colonial Africa

Apr 16: Discussion of Dangarembga’s *Nervous Conditions*

- Read chapters 1 through 5 of Dangarembga’s *Nervous Conditions*. and be prepared to read out and discuss your notes in class.

Apr 18: Discussion of Dangarembga’s *Nervous Conditions*

- Read chapters 6 through 10 of Dangarembga’s *Nervous Conditions*. Make some notes and be prepared to read out and discuss your notes in class.

- **Review of Dangarembga's *Nervous Conditions*** due in class. Write a 3-4 pages review Dangarembga's portrayal of gender tensions in post-colonial Zimbabwe in *Nervous Conditions*.

Apr 23: Video screening and Discussion

- Discussion of the film *Iron Ladies of Liberia*.

Apr 25: Last day of class

- Course Review and tips for final exam

Final Exam will be on Tuesday April 30, 2013 at 10:30am in White Hall (CB) Rm. 219

**Course Review Form
Intellectual Inquiry in the Humanities**

Reviewer Recommendation

Accept Revisions Needed

Course: HIS 254:-History of Colonial and Postcolonial Africa

Using the course syllabus as a reference, identify when and how the following learning outcomes are addressed in the course. Since learning outcomes will likely be addressed multiple ways within the same syllabus, please identify a representative example (or examples) for each outcome.

Activities that enable students to demonstrate their ability to present and critically evaluate competing interpretations through written and oral analysis and argumentation.

Example(s) from syllabus:

Week 6 (Feb 12 & 14) Debate on the impact of colonial rule on Africa's economies

Brief Description:

Assigned readings present two competing perspectives regarding the effects of colonial rule on Africa's economies. There are, on one hand, scholars who argue that colonialism had a positive effect on Africa's economies, while on the other hand are scholars who argue that European colonial rule negatively affected Africa's economies. We will debate this in class before students turn in response papers on the same issue on March 14.

Activities that enable students to demonstrate their ability to distinguish different artistic, literary, philosophical, religious, linguistic, and historical schools or periods according to the varying approaches and viewpoints characterized therein.

Example(s) from syllabus:

Readings, lectures, discussions and student responses for weeks 12 & 13.

Brief Description:

In weeks 12 and 13, we will discuss different perspectives on the political challenges that African countries have faced since the end of colonial rule. Students will read and write a review of Chinua Achebe's novel "Anthills of the Savannah," which is based on an imaginary country plunged in a series of military coups. Through analyzing this piece of historical fiction, students will also come across opposing philosophical readings of political developments in postcolonial Africa.

Activities that enable students to demonstrate their ability to identify the values and presuppositions that underlie the world-views of different cultures and peoples, as well as one's own culture, over time through the analysis and interpretation of at least one of the following: works of art, literature, folklore, film, philosophy and religion, language systems or historical narratives (or the primary sources of historical research).

Example(s) from syllabus:

Lectures on Religion and Culture (Feb19-26) and discussions of films (March 5;April 16)

Brief Description:

On February 19 and 26, we will discuss the role that religion has played in shaping African peoples' values and world-views, focusing on three dominant religious beliefs in the continent-- African (traditional) Religion, Islam and Christianity. To add on to this, students will also watch and review a documentary film on March 5 and another one on April 16. The first film, originally made for the BBC in 1984, presents the history of nationalism in Africa from the perspective of a Russian historian Basil Davidson, while the other one presents women's views of gender and politics in postcolonial Africa.

Activities that enable students to demonstrate disciplinary literacy (vocabulary, concepts, methodology) in written work, oral presentations, and classroom discussions.

Example(s) from syllabus:

5 response papers due on Jan 31; Feb 7; Feb 14; March 21 and April 11 as well as debates and discussion of readings

Brief Description:

Debates, discussion of readings and responses to various prompts given by the instructor afford students the opportunity to demonstrate their understanding of vocabularies, concepts and methodologies that are central in the study of African history.

An assignment that enables students to demonstrate their ability to conduct a sustained piece of analysis of some work of art, literature, folklore (or popular culture), film (or other digital media), philosophy, religion, language system, or historical event or existing historical narrative that makes use of logical argument, coherent theses, and evidence of that discipline, with use of library sources when applicable, demonstrating appropriate information literacy in a particular discipline of the humanities (i.e. identifying appropriate sources, accessing them and assessing their value). This assignment will be used for program-level assessment.

Example(s) from syllabus:

Review of Chinua Achebe's novel (April 4)

Brief Description:

In reviewing Chinua Achebe's "Anthills of the Savannah" students will not only get an opportunity to analyze a piece of historical fiction, but they will also engage with the author's portrayal of how military leaders came into power in some parts of Africa as well as how ordinary citizens responded to such developments in the continent.

Information literacy component:

For a student to produce an "A" or "B" grade review of Achebe's novel, they have to engage with works that analyze military governments in postcolonial Africa. This part of the assignment gives students the opportunity to conduct systematic research to be able to present their reviews in a logical manner.

Reviewer's Comments:

**Course Review Form
Global Dynamics**

Reviewer Recommendation

Accept Revisions Needed

Course: HIS 254:-History of Colonial and Postcolonial Africa

Using the course syllabus as a reference, identify when and how the following learning outcomes are addressed in the course. Since learning outcomes will likely be addressed multiple ways within the same syllabus, please identify a representative example (or examples) for each outcome.

Course activities which enable students to demonstrate a grasp of the origins and shaping influence of human diversity and issues of equality in the world.

Date/location on syllabus of assignment:

Lectures, discussions and students' response papers Feb 19- 26; Apr 16-23

Brief Description:

In weeks 7&8 (Feb19-26), we shall be discussing the role that religion has played in shaping African societies during and after European colonial rule. Lectures, readings and discussions will focus on three dominant religious beliefs in the continent-- African (traditional) Religion, Islam and Christianity. To add on to issues of diversity and equality, the last three classes (April 16; 18 & 23) will deal with issues of gender and power in postcolonial Africa. Students will read and write a review of Tsitsi Dangarembga's novel entitled "Nervous Conditions," which deals with issues of gender and generational tensions within a Zimbabwean extended family towards the end of the colonial period.

Course activities which enable students to demonstrate an understanding of the civic and other complexities and responsibilities of actively participating in a diverse, multiethnic, multilingual world community.

Date/location on syllabus of assignment:

Readings, lectures, discussions and response papers for Weeks 9 (Mar 5-7) and 11 (March 19-21)

Brief Description:

In exploring the history of African nationalism and anti-colonial struggles in the continent, this course affords the students opportunities to learn about how Africans in particular countries created by the colonists over-came religious, ethnic, cultural, language and many other differences to forge anti-colonial movements that eventually brought freedom to the continent.

Course activities which enable students to demonstrate an awareness of how individual and collective decision making and civic responsibilities often generate ethical dilemmas, conflicts, and trade-offs that must be thoughtfully evaluated, weighed, and resolved.

Date/location on syllabus of assignment:

Lectures, Readings, discussions and response papers for March 26 to April 11.

Brief Description:

In weeks 12; 13 and 14, the class will explore the major political and economic challenges that African societies have faced since the end of colonial rule. We will explore themes such as relations between independent Africa and Western nations (especially former colonial powers), building of governance institutions, ethnic conflicts, economic development challenges, etc. Among other materials, students will review Chinua Achebe's novel entitled "Anthills of the Savannah," which focuses of military dictatorships in postcolonial Africa. They will also write a response paper evaluating the impact that foreign aid has had on Africa's economies since the end of colonial rule.

Course activities which enable students to demonstrate an awareness of major elements of at least one non-US culture or society, and its relationship to the 21st century context. This does not preclude a studied examination of the historical evolution of such issues, or an emphasis on one prominent time period.

Date/location on syllabus of assignment:

The entire course.

Brief Description:

The course materials and activities are structured in a way that helps students to understand and show an awareness of how colonialism and postcolonial developments in Africa made the continent to be what it is today.

Course activities which enable students to demonstrate an understanding of how local features (economic, cultural, social, political and religious) of urban or rural communities, ethnicities, nations and regions are often linked to global trends, tendencies, and characteristics that mutually shape one another.

Date/location on syllabus of assignment:

Lectures, Readings, discussions and response papers for March 26 to April 11.

Brief Description:

In exploring the major political and economic challenges that African societies have faced since the end of colonial rule (weeks 12; 13 and 14) the class will also analyze the effects that global developments such as the 1970s Oil Crisis, the 1990s collapse of the Soviet Union and the World Bank/IMF's neo-liberal policies of the 1980s and 1990s had on Africa. Through response paper # 6, students will demonstrate their understanding of these issues.

Evidence that this course's learning environment encourages students to actively learn about, and gain understanding of, at least two of the following:

- o social, cultural, and institutional change;
- o civic engagement;
- o regional, national or cross-national comparisons;
- o power and resistance.

Date/location on syllabus of such evidence:

Lectures, discussions and response papers for weeks 3-9 and 11-13

Brief description:

The whole course deals with various aspects of social, cultural and institutional change, as well as issues of power and resistance in colonial and postcolonial Africa. However, these issues are more directly addressed through our discussion of topics such as Colonial Conquest and Partition of the African Continent; Africa's Responses to Colonial Invasion; Colonial Systems of Administration; Colonial Economies of Dispossession and Exploitation; Religion and Culture; African Nationalism and Anti-colonial Struggles; Decolonization Processes as well as Politics and Governance in Postcolonial Africa. Learning activities planned include reading assigned readings, watching films, in-class debate as well as writing short responses to various prompts given by instructor.

An assignment, constituting a minimum of 15% of the course grade, which can be submitted as an artifact of the above set of six student learning outcomes.

Date/location on syllabus of such an assignment:

5 response papers due on Jan 31; Feb 7; Feb 14; March 21 and April 11

Brief description:

Response papers encourage students to engage more critically with the materials from readings, films and lectures.

The non-US focus constitutes at least 50% of the course.

Brief Description:

The entire course is about Africa, so it is 100% non-US

Palpable evidence that students make effective use of library facilities or information sources, when applicable, in order to demonstrate information literacy in the exploration of the course's major thematic foci.

Date/location on syllabus of such an assignment:

January 17

Brief description:

I will make arrangements for a Library-based session to be facilitated by a member of the UK Library staff. The session will introduce students to Africa-related materials that they can access in the UK libraries and online.

Reviewer Comments: