

HIS 204-01 History of Africa since 1870  
Spring 2023 Asynchronous Online Guided Learning

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Do not email me through Canvas

Course Objectives:

When, how, and why did European nations colonize Africa, the second largest continent in the world? And, an equally important question to consider: What are the legacies of European colonialism that exist in Africa today? This course examines major themes in recent African history and addresses misunderstandings and debates about the history of Africa during the colonial period and since. Topics to be covered include: the imposition of colonial rule and wars of resistance; styles of colonial rule; theories of underdevelopment and the effects of colonial policies; Pan-Africanism, nationalism, and independence movements; the creation of apartheid; decolonization; and issues facing independent Africa such as neo-colonialism and the dismantling of apartheid. We will survey these themes with reference to the regions of west, east, central, and southern Africa.

The course is divided into three main time periods: Unit I Independent Africa and Prelude to Colonial Conquest (1725-1870); Unit II Colonial Conquests and Forms of Resistance (1870-1940); and Unit III Liberation Movements and African Independence (1940-1994).

Student Learning Goals – At the completion of this course, the student should be able to:

- Identify when and how European nations colonized the continent of Africa;
- Explain the ways African peoples resisted colonial rule and how they organized liberation movements;
- Analyze and discuss the specific geographical contexts and chronologies of historical trends and events.

Minerva Academic Curriculum Competency 9, Global Engagement and Intercultural Learning:

1. Describe dynamic elements of different cultures, e.g. history; politics; economics; physical environments; religious principles; gender norms; geography; social beliefs.
2. Explain how similarities, differences, and connections among different groups of people or environmental systems affect one another over time and place.

[Based primarily on short writing assignments (12 total)]

General College Historical Perspective (GHP) Student Learning Outcomes:

1. Use a historical approach to analyze and contextualize primary and secondary sources representing divergent perspectives;
2. Use evidence to interpret the past coherently, orally and/or in writing.

[Based primarily on short writing assignments (12 total)]

General College Global Non-Western (GN) Student Learning Outcomes:

3. Find, interpret, and evaluate information on diverse cultures;
4. Describe interconnections among regions of the world (Africa);
5. Use diverse cultural frames of reference and alternative perspectives to analyze issues.

[Based primarily on two Unit Essays and a final Course Essay]

Course requirements as percentage of final grade:

- 10% Care and attention to following instructions
- 30% Unit I and Unit II Essays, each 15%
- 20% Unit III Final Course Essay
- 40% 12 short weekly writing assignments

Course work is graded individually according to the following criteria:

1. Level of success in identifying the question, problem, or issue at hand.
2. Level of success in presenting sufficient evidence, analysis, or information to address the particular assignment.
3. Level of success in clearly explaining insights, thoughts, and ideas to the reader.

(See the **UNCG Critical Thinking Rubric** included in this syllabus)

**Grading will not be done using the Canvas ‘points’ system.** Grades and assessments will be done through the Canvas ‘Comments’ for each assignment. The short writing assignments will be assessed as fair, good, very good, which will be assigned numerical values at the end of the semester. The Unit Essays and Final Course Essay will each be given a letter grade based on the UNCG scale (with possible addition of + or -) of A (excellent), B (very good), C (average), D (below average), or F (failure to minimally meet the criteria).

**Late assignments are not accepted unless there is a documented excuse.**

**NO MAKE-UP ESSAYS ALLOWED; SHORT WRITING ASSIGNMENTS NOT ACCEPTED AFTER THE CANVAS DUE DATE/TIME WITHOUT A DOCUMENTED EXCUSE.**

Be aware that the short reading/writing assignments will be posted by me as **Announcements** and **Assignments** over Canvas at the beginning of each week, with a due date on the weekend. These are short assignments that should only take a day or two at the most. This extended period is to allow you flexibility – for students who need more time, and for students to do their work earlier in the week if that is more convenient to their work schedule. **Due dates are simply the last day you can turn in your work.** Students who simply wait to the last day to start and finish their assignment usually turn in work that is rushed and poor to average in quality.

Always prepare for your short writing assignment by taking notes while you are doing the reading or watching the film. Having the syllabus and schedule handy is also strongly advised, either printed out or written out in a calendar. I also strongly advise you to purchase a spiral notebook devoted to the course so you can keep your notes together in good order for writing assignments and for preparing your unit and final course essays. **Studies have established that writing out notes in longhand greatly helps learning and retaining what you have learned.** This is NOT the case with recording lectures or typing notes into a computer.