Department of History

HIST*3620: Modern Africa

Winter 2026

Credit Weight: .50

Pre-Requisites: 7.50 credits

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1 Course Details

1.1 Course Description

The course will explore the crucial experiences of African societies from the late 19th century until the recent past. It will focus on African peoples' interactions with each other and with the expanding forces of global capitalism and European colonialism and on their struggle for political independence. It will also examine Africa's more recent post-colonial experiences of the politics of nation-building and state formation and the struggle for economic development. It will give attention to African agency and to the internal historical dynamics within the continent even as its peoples grappled with the global social, economic, political, and cultural currents that impacted them during this period.

1.2 Delivery Method

Face-to-face, classroom.

1.3 Timetable

Monday & Wednesday: 11:30 AM - 12:50   ‖   ███████████████

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2 Instructional Support

2.1 Instructional Support Team

Instructor: █████████
Email: ██████████████
Telephone: ████████████████
Office: ██████████
Office Hour: Wed 1:00-2:00PM.

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3 Learning Resources

3.1 Required course materials:

Collins, Robert O, and James McDonald Burns. *A History of Sub-Saharan Africa*. Second edition. Cambridge: Cambridge University Press, 2014. [available via OMNI]

Primary source documents / links associated with each week's topic are available on CourseLink in the module Assigned Primary Source Documents

Links to all other assigned course materials are available on Course Link or will otherwise be freely available via OMNI or Google search.

3.2 Costs of all mandatory and optional learning materials

$0.00 No purchases are required

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4 Learning Outcomes

4.1 Course Learning Outcomes

By the end of this course, you should be able to:

- Become conversant with the basic subject matter of the history of the people and states of Africa since the 19th century.
- Learn to appreciate the different perspectives that inform the interpretation of historical texts and evidence.
- Learn critical and relevant use of primary source evidence in historical interpretation and reconstructions of the history of modern Africa.
- Be able to critically analyze and synthesize information and translate it into accessible public facing format by doing the required reading, annotation, and podcast assignments.
- Develop and improve writing, storytelling, and oral presentation skills by completing the annotation and podcast assignments.

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5 Teaching and Learning Activities

Course Schedule

Jan. 5/7   Introduction

- a *Binyavanga Wainaina . Tells Us 'how to Write about Africa'. Washington Tells Us 'how to Write about Africa'. Washington: NPR, 2019. ProQuest.*

b   Toussaint Nothias "How Western Journalists Actually Write About Africa", *Journalism Studies*, 19:8, (2018) 1138-1159, DOI: 10.1080/1461670X.2016.1262748

Jan.12/14   Europe colonized Africa

a   Collins, R. O., & Burns, J. M. (2013). The European conquest of Africa. In *A History of Sub-Saharan Africa* (pp. 263–278). https://doi.org/10.1017/CBO9781139795333.022

b   Femi J. Kolapo, "The Political Impact of European Rule", in Toyin Falola, *Africa: vol. 3. Colonial Africa, 1885-1939*, (Carolina Academic Press, 2002), pp. 87 – 105.

Jan.19/21   Colonial administration

a   Collins, Robert O, and James M Burns. "European Colonial Rule in Africa." In *A History of Sub-Saharan Africa*, 295–307, 2013. https://doi.org/10.1017/CBO9781139795333.024.

b   Carl Müller-Crepon, "Continuity or Change? (In) Direct Rule in British and French Colonial Africa (https://www-cambridge-org.subzero.lib.uoguelph.ca/core/services/aop-cambridge-core/content/view/E50B6590C8868F4A1C2D56E2A232F8DD/S0020818320000211a.pdf/div-class-title-continuity-or-change-in-direct-rule-in-british-and-french-colonial-africa-div.pdf)" International Organization 74, no. 4 (2020): 707–41 [OMNI]

Jan.26/28   Transformations I (social)

a   Collins, Robert O, and James M Burns. "The Colonial Legacy." In *A History of Sub-Saharan Africa*, 308–28, 2013. https://doi.org/10.1017/CBO9781139795333.025.

b   Eric Allina, "Captive to Civilization: Law, Labor Mobility and Violence in Colonial Mozambique" in Darshan Vigneswaran and Joel Quirk, *Mobility Makes States: Migration and Power in Africa,* University of Pennsylvania Press, 2015, pp. 59-78.

Feb.2/4   Transformations I (economic)

c   Mlambo, Alois S. "Colonial Economy and Society to 1953." Chapter 4 In *A History of Zimbabwe*, pp. 52–118. Cambridge: Cambridge University Press, 2014.

d   Austin, Gareth. "Cash Crops and Freedom: Export Agriculture and the Decline of Slavery in Colonial West Africa." *International Review of Social History* 54, no. 1 (2009): 1–37. https://doi.org/10.1017/S0020859009000017.

Feb.9/11   Podcast/Annotation Project workshop (Feb 9)   Midterm exam (Feb. 11)

Feb.14 - 22   Winter Break

Feb.23/25   Anti-colonial nationalism

a   Collins, Robert O, and James M Burns. "Nationalism and the Independence of Colonial Africa." In *A History of Sub-Saharan Africa*, 331–43, 2013. https://doi.org/10.1017/CBO9781139795333.027 .

b   Gwekwerere, Tavengwa, and Reiland Rabaka. "Pan-Africanism and the Anti-Colonial Movement in Southern Africa, 1950s–1990s." In *Routledge Handbook of Pan-Africanism*, 1st ed., 317–29. Routledge, 2020. https://doi.org/10.4324/9780429020193-21 .

Mar.2/4   In/Dependence

a   Collins, Robert O, and James M Burns. "Cold War Africa." In *A History of Sub-Saharan Africa*, 366–76, 2013. https://doi.org/10.1017/CBO9781139795333.030.

b   Robert Blanton, T. David Mason & Brian Athow, "Colonial Style and Post-Colonial Ethnic Conflict in Africa *Journal of Peace Research*, vol. 38, no. 4. (2001): 473-491. https://journals-sagepub-com.subzero.lib.uoguelph.ca/doi/epdf/10.1177/0022343301038004005/

Mar.9/11.   Insurgencies in Africa

a   Morten Bøås, and Kevin C. Dunn. 2017. *Africa's Insurgents: Navigating an Evolving Landscape*. Boulder, Colorado: Lynne Rienner Publishers. https://search.ebscohost.com/login.aspx?direct=true&AuthType=shib&db=nlebk&AN=1502068&authtype=shib&site=ehost-live&scope=site.

b   Osondu, Chukwudi S, Toyin Falola, Martin S Shanguhyia, Martin S Shanguhyia, and Toyin Falola. "Conflict, Insecurity, and Sustainable Development in Africa: The Boko Haram Insurgency in Nigeria." In *Development in Modern Africa*, 1st ed., 132–43. United Kingdom: Routledge, 2020. https://doi.org/10.4324/9780429292149-8 .

Mar.16/18.   Development struggles I

a   Carmody Padraig. "Globalization: Recolonization or Renaissance"? Lynne Rienner Publishers, (2010), pp. 11-33.

b   Buba, Imrana Alhaji. "Aid, Intervention, and Neocolonial 'Development' in Africa." *Journal of Intervention and Statebuilding* vol.13. no.1 (2018) ,pp 131–38.. https://doi.org/10.1080/17502977.2018.1470136

Mar.23/25.   Development struggles II

a   Austin, Gareth. "African Economic Development and Colonial Legacies." *Revue Internationale de Politique de Développement* 1, no. 1 (2010): 11–32. https://doi.org/10.4000/poldev.78 .
b   Maseland, Robbert. "Is Colonialism History? The Declining Impact of Colonial Legacies on African Institutional and Economic Development." *Journal of Institutional Economics* 14, no. 2 (2018): 259–87. https://doi.org/10.1017/S1744137417000315

Mar 30/Apr. 1.   Course Review

Final Exam – In-class TBA

6 Assessments

6.1 Assessment Details

Midterm exam	(to be written on Feb. 11)	**20%**
Historical Sources / Podcast Project	(due 20th March)	**50%**

A. Source Annotation Project

1. Choose one of the research topics listed on CourseLink for this project

2. Search online / in the library / in the <u>Assigned Primary Source Documents</u> module on CourseLink for 5 primary historical sources that clearly and significantly address important aspects of your topic as well as 5 peer reviewed secondary sources.

3. Annotate the sources: Comment concisely on their relevance, quality, and connection to your topic. Thus,

> (i) you first summarize the key points or arguments;
>
> (ii) then you evaluate its quality; and
>
> (iii) you explain its relevance to ongoing conversations about your topic. (**Note**: the lectures and the assigned readings on your topic introduce you to these conversations).

Your annotation of each source must not be longer than 3 short paragraphs to accommodate the above 3 elements.

OR

B. Historical Podcast or Documentary Project

Develop and research one or two specific historical questions relating to one of the research topics listed on CourseLink and create a 15-20-minute podcast (or a documentary, if you can) about the topic. The point is to create information that is public facing and accessible to all, including non-academics.

You will submit with your podcast

> (i) an annotated bibliography of the sources you use (at least 3 primary & 3 secondary sources) and
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> (ii) an outline that the podcast is based on that includes a timeline or chronology, key arguments you are making, & relevant quotes, dates,& names.

Final exam   This is a cumulative examination to be written in class on April 17   **30%**
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7 Course Statements

7.1 Late Penalty Policy

Assignments submitted late <u>will </u>not be graded, except for sudden emergencies and ill-health.

7.2 Artificial Intelligence Use Policy

The use of ChatGPT, Aria, or other AI systems to **<u>mimic independent analysis and generate text </u>**for all assignments in this course **<u>is strictly prohibited</u>**. The unauthorized use of AI systems will be considered a violation of the university's academic misconduct policies.

Your course assignments must reflect your own intellectual work and demonstrate the application of critical thinking and analysis.

8 University Statements

Academic Integrity

The University of Guelph is committed to upholding the highest standards of academic integrity and it is the responsibility of all members of the University community – faculty, staff, and students – to be aware of what constitutes academic misconduct and to do as much as possible to prevent academic offences from occurring. University of Guelph students have the responsibility of abiding by the University's policy on academic misconduct regardless of their location of study; faculty, staff and students have the responsibility of supporting an environment that discourages misconduct. Students need to remain aware that instructors have access to and the right to use electronic and other means of detection.

Please note: Whether or not a student intended to commit academic misconduct is not relevant for a finding of guilt. Hurried or careless submission of assignments does not excuse students from responsibility for verifying the academic integrity of their work before submitting it. Students who are in any doubt as to whether an action on their part could be construed as an academic offence should consult with a faculty member or faculty advisor.

The [Academic Misconduct Policy](#) is outlined in the Undergraduate Calendar.

Accessibility

The University promotes the full participation of students who experience disabilities in their academic programs. To that end, the provision of academic accommodation is a shared responsibility between the University and the student.

When accommodations are needed, the student is required to first register with Student Accessibility Services (SAS). Documentation to substantiate the existence of a disability is required; however, interim accommodations may be possible while that process is underway.

Accommodations are available for both permanent and temporary disabilities. It should be noted that common illnesses such as a cold or the flu do not constitute a disability. Use of the SAS Exam Centre requires students to make a booking at least 10 days in advance, and no later than the first business day in November, March or July as appropriate for the semester. Similarly, new or changed accommodations for online quizzes, tests and exams must be approved at least a week ahead of time. For students at the Guelph campus, information can be found on the [SAS website.](#)

Accommodation of Religious Obligations

If you are unable to meet an in-course requirement due to religious obligations, please email the course instructor within two weeks of the start of the semester to make alternate arrangements.

See the Academic calendar for information on regulations and procedures for [Academic Accommodations of Religious Obligations](#).

Copies of Out-of-class Assignments

Keep paper and/or other reliable back-up copies of all out-of-class assignments: you may be asked to resubmit work at any time.

Drop Date

Students will have until the last day of classes to drop courses without academic penalty. The deadline to drop two-semester courses will be the last day of classes in the second semester. This applies to all undergraduate students except for Doctor of Veterinary Medicine and Associate Diploma in Veterinary Technology (conventional and alternative delivery) students. The regulations and procedures for course registration are available in the Undergraduate Calendar - Dropping Courses.

Email Communication

As per university regulations, all students are required to check their <uoguelph.ca> e-mail account regularly: e-mail is the official route of communication between the University and its students.

Health and Wellbeing

The University of Guelph provides a wide range of health and wellbeing services at the Vaccarino Centre for Student Wellness. If you are concerned about your mental health and not sure where to start, connect with a Student Wellness Navigator who can help develop a plan to manage and support your mental health or check out our mental wellbeing resources. The Student Wellness team are here to help and welcome the opportunity to connect with you.

Illness

Medical notes will not normally be required for singular instances of academic consideration, although students may be required to provide supporting documentation for multiple missed assessments or when involving a large part of a course (e.g., final exam or major assignment).

Recording of Materials

Presentations that are made in relation to course work—including lectures—cannot be recorded or copied without the permission of the presenter, whether the instructor, a student, or guest lecturer. Material recorded with permission is restricted to use for that course unless further permission is granted.

Resources

The Academic Calendars are the source of information about the University of Guelph's procedures, policies and regulations which apply to undergraduate, graduate and diploma programs.

When You Cannot Meet a Course Requirement

When you find yourself unable to meet an in-course requirement because of illness or compassionate reasons please advise the course instructor (or designated person, such as a teaching assistant) in writing, with your name, id#, and e-mail contact. See the Undergraduate Calendar for information on regulations and procedures for Academic Consideration.