University of Wisconsin-Whitewater

Curriculum Proposal Form #4A

# **Change in an Existing Course**

Type of Action (check all that apply)

Course Revision (*include course description & former and new syllabus)*  Grade Basis

Contact Hour Change and or Credit Change  Repeatability Change

Diversity Option  Other:

General Education Option

area:  **\***

\* Note: For the Gen Ed option, the proposal should address how this course relates to specific core courses, meets the goals of General Education in providing breadth, and incorporates scholarship in the appropriate field relating to women and gender.

**Effective Term**:

**Current Course Number** (*subject area and 3-digit course number*): HISTRY 340

**Current Course Title**: Introduction to African History

**Sponsor(s)**: Adam Paddock

**Department(s):** History

**College(s):**

**List all programs that are affected by this change:**

**History BA/BS; History Honors Emphasis BA/BS; Public History Empahsis BA/BS; Public History Honors Emphasis, BA/BS; History BSE; Social Studies Broadfield BSE; History Minor**

If programs are listed above, will this change affect the Catalog and Advising Reports for those programs? If so, have Form 2's been submitted for each of those programs?

(Form 2 is necessary to provide updates to the Catalog and Advising Reports)

NA  Yes  They will be submitted in the future

Proposal Information: ([***Procedures for form #4A***](http://www.uww.edu/acadaff/ucc/Procedures_form4A.docx))

1. **Detailed explanation of changes** (use FROM/TO format)

The original title and description did not accurately reflect the scope and intentions of the course. The chronological time period needs to be refined to better reflect the actual course. The original title was Introduction to African History and the title needs to be Modern Africa, which focuses on the long 20th century of African history. The revised course will fit appropriately in program majors and to allow the upper level class to fit properly into department learning objectives. Specifically, the upper level class with a more narrowly defined time period permits the course to better advance writing and research objectives.

***FROM:***

***Title:*** Introduction to African History

***Course description:*** A survey of major ideas, concepts, movements, institutions and events that have influenced and shaped African civilization and history.

***TO:***

***Title:*** Modern Africa

***Course description:***  The course covers the history of Africa from the mid-19th century to the contemporary period. The course examines major problems, events, and interactions in Africa and Africa’s relationship with the world. Course themes include social change, colonial experience, independence movements, post-independence governments, globalization in Africa, and contemporary successes and problems.

## Justification for action

To correct miss-identification of the course and to more narrowly define the upper level course so that it corresponds with current department chronological divisions, topics, and major/minor programs. It will also allow more uniform assessment among the upper division courses in the department offerings.

1. **Syllabus/outline** (if course revision, include former syllabus and new syllabus)

**Old Syllabus:**

**Course Overview:**

Africa is the second largest continent in the world and the place of the origins of man and human civilization. As an introductory survey course of African history, this class will address the main developments in Africa from early civilizations to modern states. Emphasis is placed on major themes in African history including, early technologies and agricultural innovations, organization of major empires, international trade, the slave trade, religion and economics, European imperialism, African resistance and independence movements, and modern economic problems.

**Course Objectives:**

At the conclusion of the course students will:

* Understand key events, problems, and developments in African history and explain their historical significance.
* Understand some general historical arguments concerning African history and be able to discuss them.
* Understand history beyond a collection of facts and examine history with the goal of understanding time, place, and reasons why things happened the way they did.
* Be able to write a concise essay with a central thesis supported by evidence.
* Be able to write a proper book review with a balance of summary and analysis
* Learn to use close analysis to evaluate historical evidence.
* Draw some connections between past events and contemporary problems in Africa
* Understand common misperceptions of Africa and be able to critically assess portrayals of Africans and African History
* An Introduction to cultural diversity in Africa and its importance

**Required Texts:**

Wright, Donald R. *The World and a Very Small Place in Africa,* 2nd edition. New York: M. E. Sharpe, 2004. ISBN 9780765610089 (Hereafter referred to as Wright)

Niane, D.T. *Sundiata: An Epic of Old Mali*. (revised edition). Longman, 2006. ISBN-13: 978-1405849425 (Hereafter referred to as Sundiata)

Thiong’O, Ngugi Wa. *Petals of Blood*. New York: Penguin Books, 2002, ISBN 9780143039174

**Primary document collection is provided on D2L in pdf format and it is required reading for this course. Students must read at least two documents for each listing on the course schedule. On average, the documents are two pages in length.**

**Assignments:**

|  |  |  |
| --- | --- | --- |
| **Assignment** | **Point Value** | **Due Date** |
| **Attendance** | **150** | **Throughout the Semester** |
| **Map Quiz 1** | **125** | **Oct 2** |
| **Map Quiz 2** | **125** | **Nov 13** |
| **Book Review** | **200** | **Nov 20** |
| **Exam # 1** | **200** | **Oct 18** |
| **Exam # 2** | **200** | **Dec 11** |

**Other University Policies:**

The University of Wisconsin-Whitewater is dedicated to a safe, supportive and non-discriminatory learning environment. It is the responsibility of all undergraduate and graduate students to familiarize themselves with University policies regarding special accommodations, misconduct, religious beliefs accommodation, discrimination, and absence for university-sponsored events. (These are detailed in the Rights and Responsibilities section of the Undergraduate Bulletin; the Academic Requirements and Policies” and the Facilities and Services sections of the Graduate Bulletin; the Student Academic Disciplinary Procedures” [US Chapter 14].

**Class Lecture Copyright:**

Course lectures are the copyright of the professor and they may not be reproduced in any form without my written consent. Lectures may not be recorded with audio or video without my consent and video or audio recordings may not be posted to the internet or provided for distribution in any other form.

**Course Policies:**

1. Make up exams are only given in extreme situations with an approved, signed absence either owing to illness or a University approved activity. Students who fail to show up for their exam and do not have a documented approved reason will receive a zero for the exam or assignment. If you have a scheduled university activity on the day of an exam, you must notify me at least one full week in advance.
2. Students who miss more than 3 classes in the semester should not expect to earn an A. Based on experience; students who miss class perform a full grade to half of a grade below students who attend all classes.
3. Students are encouraged to ask questions and engage in discussion. Discussion and class participation are important learning tools.
4. There will be no extra credit assignments and exam grades will not be curved.
5. Technologies: You are welcome to take notes on a laptop, but please use laptops for note taking only or a class activity that has been approved. You may not use cell phones in class for any reason (this includes texting). Cell phones must be off (or on vibrate) and put away, i.e. not on the desk or in your lap.
6. Each day’s reading assignment is due before the start of class. Failing to complete scheduled readings on time will negatively affect your ability to engage in class discussion.
7. All assignments must be turned in as a hard copy. Electronic versions will not be accepted.

**Office Hours:**

You do not need to schedule an appointment and I will meet with students in the order they arrive during scheduled office hours. If you have schedule conflicts, you may request a specific time for office hours via email 24 hours in advance. I will honor appointments requested outside regular office hours to the best of my ability.

**Email Communications:**

The best way to contact me is to use email. If you send a voicemail message, it may take considerably longer for me to return the call than if you use email. I strongly encourage everyone to use email if they wish to contact me quickly. When I send emails, I use UWW.edu accounts. Therefore, you must check your UWW email or have UWW messages forwarded to your primary account. You should check your email daily. You should always copy (cc) yourself when you email classmates or myself so that you know if the message was sent successfully. Your message copy serves as proof of an email in case of any dispute.

**D2L:**

You should check D2L at least twice a week. Important information related to course content will be posted and updated on the D2L website regularly. You will use D2L to access some required readings, supplementary course readings, maps, photos, exam study guides, reading guides,. Normally content will be posted on D2L three to four weeks in advance however on occasion I may find good material or maps that can help you and will post them as I find them.

**Internet Sources**:

You may not cite internet sources in any of the written assignments in this course. The following are exceptions to this rule and may be used, since they are clearly of a scholarly nature: articles from full-text databases including JSTOR and Project Muse; online primary sources (texts written by historical actors that have been re-published on the web); internet pages that I have approved well in advance of your turning in the assignment.

**Late Assignment Policy:**

Late assignments are penalized 5 percentage points for each calendar day late including non-class days, holidays, and weekends. Late assignments may **not** be sent by email.

**Academic Integrity:**

What is Plagiarism?

(n) plagiarism: a piece of writing that has been copied from someone else and is presented as being your own work.

(n) plagiarism, plagiarization, plagiarisation, piracy: the act of plagiarizing; taking someone's **words or ideas** as if they were your own.

Plagiarism is a serious offense of the university’s honor code and should be avoided scrupulously. If you are at all unclear as to what constitutes plagiarism, please see me before turning in any assignment. It is better to ask than to be sorry later. Students who plagiarize should expect to face the full repercussions of their choice.

**Written Assignments:**

All written assignments must conform to the standard rules of English spelling and grammar. All written assignments except for bluebook exams, must also be typed (with black ink on white paper), double-spaced, and stapled. Failure to follow these instructions will result in an appropriate loss of points according to the professor’s discretion.

**Attendance:**

Class attendance will be worth 150 points (15 percent of the total grade). After two absences which did not conform to University approved absences, the student will begin to lose attendance points. For each class missed from the third absence onwards, the student will lose ten attendance points. After a total of five absences, the student will receive a 0 for their attendance grade.

**Map Quizzes:**

There will be two map quizzes for this course. The first map quiz will cover important archeological sites, rivers, lakes, mountains, and African Empires. This quiz will occur on Oct 2 and you will have approximately 15 minutes to fill out the quiz sheet.

Quiz two will cover countries in Africa. This quiz will occur on Nov 13. You will have approximately 15 minutes to fill out the quiz sheet.

A study guide will be provided in advance for both quizzes along with a practice map.

**Book Review:**

Students are required to write one book review this semester on Petals of Blood, which is due on Tue Nov 20. I strongly urge students to hand in the assignment on Nov 20th or before. I will not accept book reviews after the Thanksgiving holiday.

Book Reviews must be typed with black ink in white paper, double-spaced, times new roman 12 point font, and adhere to the standard rules of grammar and spelling for written English. The review must be between 650 and 850 words.

The review must adhere to the standard rules for a book review. A guide will be posted prior to the assignments due date and it will be discussed in class. The review should roughly be one third summary, one third historical evaluation, and one third a critical analysis. A review that fails to balance the three elements, such as mostly summary will receive a grade no higher than a C. The review must address the historical significance of the book both with its management of history and how the book itself is a historical artifact – this will be explained in class.

**Exams 1 and 2:**

Exams are designed to assess the student’s knowledge of course readings and lectures. The best answers on exams will demonstrate an understanding of the key themes and support their arguments with specific examples from readings and lecture. The long essay with contain and element that requires the use of primary documents from course readings available on D2L.

Exams will be an in class blue book examination with two short essay IDs (one paragraph) and one long essay. A study guide will be provided at least one week prior to the exam date. Short IDs must place the item in its proper historical context, explain what it was, and also explain its significance. Long essay answers must answer the question with an explanation that uses evidence to support the answer. To score the best grade, the essay must answer all parts of the question. Evidence for exam questions must come from assigned course content.

**Advice for Student Success:**

1. Students are encouraged to visit the academic support center website for history at the following web address http://www.uww.edu/acadsupport/tutorial/history.html; do not wait until you fall behind to seek assistance with material. Students are also welcome to come to my office hours for assistance.
2. Plan and manage your reading and studying workload so that you do not fall behind.
3. Do not rely on only course readings or only lecture to prepare for exams; use both of these to prepare for exams.
4. If there is course material you do not understand, do not wait but seek out assistance immediately.
5. Begin preparing for exams as soon as the study guide is posted. Do not attempt to cram information the night before an exam.
6. Allow time to revise and proof read all written assignments before you turn them in.
7. When reading, take notes!!! This cannot be understated. Taking notes will help you remember the material and improve class discussion.
8. Always attend class and engage in discussion and if you must miss class retrieve notes from a fellow student.
9. Ask questions!

**Course Schedule**

**Part One: African Civilizations and Empires to c. 1800**

**Week 1**

Sep 4 (Tue) – Class Introduction

Video: *The Danger of a Single Story*

Sep 6 (Thu) –Stereotypes and Sources for African history

Readings:Christopher Ehret, *Introduction to African Civilization*s (pdf on D2L)

**Week 2**

Sep 11 (Tue) – From Stone Tools to Agricultural Revolutions

*Start Reading Sundiata*

Sep 13 (Thu) – Language Groups and Diverse Societies

**Week 3**

Sep 18 (Tue) – Ancient African Kingdoms and Societies

Readings: *Wright, Chapter One*

Sep 20 (Thu) – The Commercial Revolution

Primary Document Readings: *Periplus of the Erythaean Sea*

**Week 4**

Sep 25 (Tue) – West African Kingdoms and Islam

Readings: *Wright, Chapter Two*

Primary Document Readings: *Tawat and the Western Sudan Trade*

*Map Quiz Study Sheet Provided on D2L*

Sep 27 (Thu) – East Africa and the Swahili City-States

Primary Document Readings: *China’s Discovery of Africa*

*Ibn Battuta, The East African Coast*

*Duarte Barbosa, The East Coast of Africa*

*Brother Luis Brandaon, Letter to Father Sandoval*

*Complete Sundiata – book discussion*

**Week 5**

Oct 2 (Tue) – Slavery and Trade in the Atlantic and Indian Ocean

Readings: *Wright, Chapter Three*

Primary Document Readings: *Rui de Aguiar, King Alfonso I*

*King Alfonso of the Kongo, Letters to the King of Portugal*

*Leo Africanus, The Western Sudan in the Sixteenth Cent*

*William Snelgrave, The Slaves Mutiny*

***Assignment: Map Quiz 1***

Oct 4 (Thu) – West Africa and European Trade

Primary Document Readings: *Imam Ahmad ibn Fartuwa, Kanem Wars*

*Giovanni Cavazzi, Queen Anna Nzinga*

*John Barbot, Benin*

*Venture Smith, A Narrative of the Life and Adventures*

**Week 6**

Oct 9 (Tue) – Egypt and Sudan – Caught between the Ottomans and Europeans

Readings: *Wright, Chapter Four*

Oct 11 (Thu) – Southern Africa – War, Migration, and Conquest

Primary Document Readings: *Jan van Riebeeck, Of the Native Tribes of South Africa*

*The Kingdom of Monomotapa*

*Anna Elizabeth Steenkamp, The Great Trek*

*Robert Moffat, Mzilikazi*

*Anders Sparman, The Treatment of Slaves in South Africa*

*Journal Entries of Francis Owen*

**Week 7**

Oct 16 (Tue) – East Africa and Portuguese Contact

Primary Document Readings: *Gaspar Bocarro, From Tete to Kilwa*

Oct 18 (Thu) – **Exam 1**

**Part Two: Africa since 1800**

**Week 8**

Oct 23 (Tue) – The Vanguards of Conquest: Explorers, Merchants, and Missionaries

*Begin Reading Petals of Blood*

Primary Document Readings: *James Bruce, Sheik Adlan and the Black Horse Cavalry*

*Mungo Park, The Niger at Segu*

*Father Pinto, The Kingdom of the Kazembe*

*John Lewis Burckhardt, Shendi*

*Thomas Pringle, Boer Meets Bantu*

*John Hanning Speke, Unyamwezi and Buganda*

Oct 25 (Thu) – From Trade to Conquest: European Colonization

Primary Document Readings: *Heinrich Barth, Al-Hajj Bashir, Kukawa, and Timbuktu*

*Paul du Chaillu, Trade in Gabon*

*Edgar Canisius, Rubber Collecting in the Congo*

*Tippu Tip the “leopard”*

*Joseph Dupuis, Journal of a Residence in Ashantee*

*Treaties with African Chiefs*

*Royal Niger Company Treaty Templates*

*General Act of the Conference of Berlin*

**Week 9**

Oct 30 (Tue) – African Resistances to Colonization

Primary Document Readings: *The Hijra and Holy War of Sheik Uthman Dan Fodio*

*Al-Kanami, The Case Against the Jihad*

*Henry Francis Fynn, Shaka*

*The Kano Chronicle*

*Ndansi Kumalo, The Ndebele Rebellion*

*James Africanus B. Horton, West African Countries and Peoples*

Nov 1 (Thu) – “Pacification” and Systems of Colonial Rule

Video: This Magnificent African Cake

Readings: *Wright, Chapter Five*

Primary Document Readings: *Lord Delamere, White Man’s Country*

*The Maji Maji Rebellion*

*Winston Churchill, The River War*

*C. Braithwaite Wallis, West African Warfare*

*Evidence of Atrocities in the Congo*

*Frederick Lugard, Political Memoranda*

*G.L. Angoulvant, General Instructions to Civilian Administrators*

**Week 10**

Nov 6 (Tue) – Trade, Depression, Resistance, and Social Change

Primary Document Readings: *The Devonshire White Paper, The Indians in Kenya*

*Felix Eboue, Native Policy and Political Institutions*

*The Testimony of Olenga, Women’s War Commission of Inquiry*

*German School Examination from Togo*

*Harry Thuku, An Autobiography*

*Nnambi Azikiwe, My Odyssey: An Autobiography*

*Geoffrey Gorer, African Dances*

Nov 8 (Thu) – Africa in Conflict and Transition

Readings: *Wright, Chapter Six*

Primary Document Readings: *Haile Sellassie, Speech to the League of Nations*

*Waruhiu Itote, “Mau Mau” General*

*Anton Lembede, Freedom in our Lifetime*

*Henrique Galvao, My Crusade for Portugal*

*R. Mugo Gatheru, Child of Two Worlds*

**Week 11**

Nov 13 (Tue) – Apartheid in South Africa

Video: *National Archives, South African Apartheid, 1957*

Primary Document Readings: *The Native Lands Act, South Africa*

*Clements Kadalie and the Industrial and Commercial Workers*

*Hendrik Verwoerd, to the Native Representative Council*

*Hendrik Verwoerd speech delivered and Blood River*

**Assignment: Map Quiz 2**

Nov 15 (Thu) – Origins of African Independence Movements

Primary Document Readings: *Jomo Kenyatta, Meeting at Nyeri*

*Jomo Kenyatta in Court*

*Frantz Fanon, Toward the African Revolution*

**Week 12**

Nov 20 (Tue) – African Independence Movements

Primary Document Readings: *Julius Nyerere, The African and Democracy*

*Steve Biko, “What are we talking about”*

*Kwame Nkrumah, I Speak of Freedom*

*Patrice Lumumba, Last Letter to his Wife*

*Complete Petals of Blood*

**Assignment: Turn in *Petals of Blood* Book Review**

Thanksgiving Break

**Week 13**

Nov 27 (Tue) – Pan-Africanism, the Cold War, and Contested Freedom

Readings: *Wright, Chapter Seven*

Primary Document Readings: *Proclamation of the Republic of Biafra*

*Ellen Kuzwayo, Call Me Woman*

Nov 29 (Thu) – Dictatorships and Political Upheaval

Primary Document Readings: *Sam Mpasu, Political Prisoner*

*Jerry Rawlings, radio broadcast*

*Jack Mapanje, Before Chilembwe Tree*

**Week 14**

Dec 4 (Tue) – The End of Apartheid and Contemporary Africa

Primary Document Readings: *Steve Biko, Black Consciousness and the Quest for True Humanity*

*Nelson Mandela, Verwoerd’s Tribalism*

*Dan Montsisi, Testimony at the Truth and Reconciliation Commission*

*Olusegun Obasanjo and Akin Mabogunje, Elements of Democracy*

*Jacob Zuma, address to the Solidarity Union National Congress*

Dec 6 (Thu) – The Contemporary African Economy, Globalization, and Violence

Readings: *Wright Chapter Eight*

Primary Document Readings: *The World Bank, Accelerated Development in Sub-Saharan Africa*

*Thabo Mbeki, Speech at the 13th International AIDS Conference*

*Fergal Keane, Season of Blood*

*Jessica Alexander, Children and Conflict in Sierra Leone*

*The International Tribunal for Rwanda*

*Final Exam Study Guide Posted to D2L*

**Week 15**

Dec 11 (Tue) – Africa Past and Present: The Historical Legacy

Final Exam Review

Dec 13 (Thu) – **Final Exam – 4pm to 6pm**

*Note the time change from the normal meeting time*

**New Syllabus**

**Modern Africa**

**Course Overview:**

The course covers the history of Modern Africa from the mid-19th century to the contemporary period. The course examines the major problems, events, and interactions within Africa and Africa’s relationship with the rest of the world. Some themes covered in the course include, social change and the colonial experience, independents movements, the gains and pains of post-independence governments, globalization in Africa, contemporary successes and problems.

**Course Objectives:**

At the conclusion of the course students will:

* Understand key events, problems, and developments in Modern African history and explain their historical significance.
* Understand some general historical arguments concerning Modern African history and be able to discuss them.
* Examine history with the goal of understanding time, place, and reasons why things happened the way they did.
* Be able to write a research paper with a central thesis supported by primary and secondary documentary evidence.
* Learn to use close analysis to evaluate historical evidence.
* A detailed analysis of cultural diversity in Africa and its importance to Modern Africa

**Required Texts:**

Reid, Richard. *A History of Modern Africa: 1800s to the Present*. UK: Wiley-Blackwell, 2007.

Boahen, Adu. *African Perspectives on Colonialism*. Baltimore: John Hopkins University Press, 1987.

Thiong’O, Ngugi Wa. *Petals of Blood*. New York: Penguin Books, 2002.

**Primary document collection is provided on D2L in pdf format and it is required reading for this course.**

|  |
| --- |
| **Assignment**  **Grade Percentage** |
| **Exam #1 200 points** |
| **Research Paper Topic 50 points** |
| **Research Paper Bibliography 50 points** |
| **Research Paper Outline/Introduction 50 points** |
| **Research Paper Draft (4 pages) 100 points** |
| **Research Paper Final Version 100 points** |
| **Exam #2 200 points** |
| **Oral Presentation of Research 100 points** |
| **Worksheets/Participation 150 points** |

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**Email Communications:**

The best way to contact me is to use email. If you send a voicemail message, it may take considerably longer for me to return the call than if you use email. I strongly encourage everyone to use email if they wish to contact me quickly. When I send emails, I use UWW.edu accounts. Therefore, you must check your UWW email or have UWW messages forwarded to your primary account. You should check your email daily. You should always copy (cc) yourself when you email classmates or myself so that you know if the message was sent successfully. Your message copy serves as proof of an email in case of any dispute.

**D2L:**

You should check D2L at least twice a week. Important information related to course content will be posted and updated on the D2L website regularly. You will use D2L to access some required readings, supplementary course readings, maps, photos, exam study guides, reading guides,. Normally content will be posted on D2L three to four weeks in advance however on occasion I may find good material or maps that can help you and will post them as I find them.

**Late Assignment Policy:**

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**Academic Integrity:**

What is Plagiarism?

(n) plagiarism: a piece of writing that has been copied from someone else and is presented as being your own work.

(n) plagiarism, plagiarization, plagiarisation, piracy: the act of plagiarizing; taking someone's **words or ideas** as if they were your own.

Plagiarism is a serious offense of the university’s honor code and should be avoided scrupulously. If you are at all unclear as to what constitutes plagiarism, please see me before turning in any assignment. It is better to ask than to be sorry later. Students who plagiarize should expect to face the full repercussions of their choice.

**Written Assignments:**

All written assignments must conform to the standard rules of English spelling and grammar. All written assignments except for bluebook exams, must also be typed (with black ink on white paper), double-spaced, and stapled. Failure to follow these instructions will result in an appropriate loss of points according to the professor’s discretion.

**Worksheets/Participation:**

Each week students are required to select one primary document from the list for the week and fill out the document analysis sheet. Students are expected to come to class ready to contribute to class discussion based on their reading and analysis of the primary document. The primary document analysis sheet is posted on D2L.

**Research Paper Project:**

The research paper project is broken down into several steps. Refer to the course schedule for the due dates for each part of the assignment.

*1: Research Paper Topic*

Students select a topic for the research paper from the list of incidents of genocide covered in the course. Therefore, the topic must be from the 20th century. In addition to the topic, you must have a working thesis. The thesis must narrow the topic in a manner that makes it manageable for a 10 to 12 page paper. Each student must meet with me prior to Feb 5 regarding their paper topic and thesis. This part of the research project is worth **50 points**.

**IMPORTANT: You must acquire my approval before you can move on to the next step. I will not accept additional parts of this assignment until I have approved the paper topic.**

*2: Research Paper Bibliography*

This step must demonstrate progress on the research aspect of the project. The bibliography must be typed using Turabian or the Chicago Manual Style (refer to the UWW Library style guides). Each source must be annotated. This means each source needs to have a one to two sentence description telling how you expect this source to be important to the paper. The bibliography must include a combination of primary documents, articles, and books. A good bibliography will balance the types of sources and include sources from multiple perspectives and arguments. The bibliography is worth **50 points**.

*3: Research Paper Outline and Introduction*

The outline and introduction must include a detailed outline of the research paper using a standard outline format such as (I. A. B. II. A. B., etc.). There must be a one to two paragraph introduction to the paper accompanying the outline, which includes a revised thesis. The introduction must outline the argument and scope of the paper. It is worth **50 points**.

*4: Research Paper Draft*

The research paper draft requires you to submit the first 4 pages. The draft pages must include a revised introduction. Even though the pages are a draft, the draft must follow the standard rules of English spelling and grammar, proper citation format, and proper style format or points will be deducted. The draft must demonstrate effective use of the sources – primary and secondary – and demonstrate progress in supporting the approved thesis. The draft is worth **100 points.**

*5: Final Paper*

The final paper must include the revised first four pages and the remainder of the paper making the total length no less that 3000 words. The final paper must follow the standard rules of English spelling and grammar, proper citation format, and proper style format or points will be deducted. The final paper must demonstrate effective use of primary and secondary sources and accomplish the task set out in the thesis statement. The paper must also abide by the standard rules of composition including an introduction, body, and conclusion. An effective final paper balances narrative with evaluation. The final paper is worth **100 points**.

**Important Guideline:** A research paper that derives its narrative and/or argument predominantly from a single secondary source will receive a grade no higher than a C. The paper must provide an argument that synthesizes multiple secondary and primary sources.

**Oral Presentation of Research Project:**

Each student will present their research in the final two weeks of class. You may use any method you prefer for the presentation, but you need to clearly articulate your argument, evidence, and answer questions at the end of the presentation. An effective presentation will use proper public speaking skills and relate the research to course concepts and issues to engage classmates in meaningful discussion. Ten minutes are allowed for the presentation and five minutes for answering questions. Presentations are scheduled for the last week of class and will continue into the final exam period if more time is required to complete the presentations. The presentation is worth **100 points**.

**Format Guidelines:**

All assignments must be stapled, typed, double spaced, have 1” margins and size 12 Times New Roman font. Assignments that do not follow these guidelines will have points deducted.

Part of writing history includes clearly communicating your ideas. As such, written assignments must conform to standard rules of written English including the organization of essays and grammar.

**Exams 1 and 2:**

Exams are designed to assess the student’s knowledge of course readings and lectures. The best answers on exams will demonstrate an understanding of the key themes and support their arguments with specific examples from readings and lecture. The long essay with contain and element that requires the use of primary documents from course readings available on D2L.

Exams will be an in class blue book examination with two short essay IDs (one paragraph) and one long essay. A study guide will be provided at least one week prior to the exam date. Short IDs must place the item in its proper historical context, explain what it was, and also explain its significance. Long essay answers must answer the question with an explanation that uses evidence to support the answer. To score the best grade, the essay must answer all parts of the question. Evidence for exam questions must come from assigned course content.

**Course Schedule**

**Part One: From the Slave Trade to Colonial Conquest**

**Week 1**

Class Introduction and Overview of Modern Africa

Readings: Reid, *Introduction*

**Week 2**

European Trade and the Slave Trade in the 19th Century

Readings: Reid, *Chapters 2 and 3*

**Week 3**

African Political Movements in the 19th Century

Readings: Reid, *Chapters 5 and 6*

Research Paper Topic Due

**Week 4**

African Resistance and the Origins of European Conquest

Readings: Reid, *Chapters 9 and 10*

Begin Reading Boahen

**Week 5**

Colonial Governments and African Experience

Readings: Reid, *Chapters* *11 and 12*

Research Paper Bibliography Due

**Week 6**

Colonial Governments and African Experience, cont

Readings: Reid, *Chapters 13 and 14*

**Week 7**

African Resistance Organized and Re-organized

Readings: Reid, *Chapters 15 and 16*

Complete Boahen

**Exam 1 Due**

**Part Two: Independence Movements to Contemporary Africa**

**Week 8**

Africa and Post-World War II

Readings: Reid, *Chapter 17*

Begin Reading *Petals of Blood*

**Week 9**

Independence Ideologies and African Nationalism

Readings: Reid, *Chapter 18*

Research Paper Outline/Introduction Paragraph Due

**Week 10**

Fights for Independence: Political and Military

Readings: Reid, *Chapter 19*

**Week 11**

Cold War Politics and African Governments

Readings: Reid, *Chapter 20*

Research Paper Draft Due

**Week 12**

Gains and Pains of Independence

Readings: Reid, *Chapter 21*

**Week 13**

Military Dictatorships and the Limits of Democracy

Readings: Reid, *Chapter 22*

Complete *Petals of Blood*

**Week 14**

The Women’s Decade and Gender in Modern Africa

**Week 15**

Contemporary Achievements and Modern Problems

Exam 2 Due

Final Exam Period

Research Papers due and Oral Presentations