

**MOREHOUSE COLLEGE  
DEPARTMENT OF HISTORY**

**HIST HISTORY OF MODERN AFRICA  
FROM 1800 AD TO PRESENT**

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**CLASS DETAILS**

**Meeting Place:** 205 Brawley

**Meeting Date & Time:**

TR: 1:00 – 2:15 pm

**OFFICE HOURS**

TR: 2:30 – 4:00 pm EST

Wednesday: 12:00 – 1:00 pm

Any Other Day: By Appointment Only

**PROFESSOR'S DETAILS**

**Name:** Haile M. Larebo, PhD

**Office Address:** 220 J Brawley Hall

**Email Address:** haile.larebo@morehouse.edu

**Office Telephone:** 470-639-0315

**WELCOME**

Welcome to the History of Modern Africa from 1800 AD to the Present. In this course you will learn the most important ideas and forces, personalities and trends, movements and issues that shaped the contemporary African continent and its inhabitants from 1800 AD to Present.

**A. PRELIMINARY NOTES**

- **THE SYLLABUS.** This syllabus deals with pertinent information about class policies and expectations. It is your responsibility to read, understand, and follow it. Also note that syllabus is not a contract between the instructor and the student, but rather a guide to course procedures. The instructor reserves the right to amend the syllabus when conflicts, emergencies or circumstances dictate. Students will be duly notified.

**BASIC REQUIREMENTS**

- **COMPUTER, INTERNET ACCESS.** To take this course, you must have your own (not of a friend or the library) computer, internet access, as well as whatever technology is required in this course.
- **STUDY.** If you intend to pass with a decent grade, you must plan to spend a minimum of 8-9 hours per week on this course.
- **Tech Support.** I am here to help, facilitate, and guide you through the course and answer questions relating to course subject. However, I am **NOT** your tech support. With tech issues contact Morehouse IT Service Desk at 404-507-8633. Be familiar with the number and keep it always handy.

## B. INFORMATION ABOUT THE COURSE

### 1. Course description

History of Modern Africa course deals with the continental African integration into a European dominated global political and economic order and its long-term impact on the continent. It examines some of the external and internal constraints that the continent faced in its continued quest for genuine national, social, and economic liberation from the drawbacks of such lopsided integration.

### 2. Course Structure

The course material is organized chronologically and spatially into five (5) sections dealing with closely related themes, and each contain between two and six chapters.

- **Africa on the Eve of European Scramble.** You will learn the major trends in Africa in the eve of the European colonial conquest, particularly the processes leading to the formation of new states or the consolidation of the old ones.
- **European Conquest and Pacification.** You will learn about the processes that led to the partition of the continent amongst European powers.
- **Africa Under European Occupation.** You will learn about some of the major characteristics of the European administration, the highlights of similarities and differences in the new forms of social and political organizations.
- **African Resistance and the Overthrow of European Colonial Rule.** We will look at the variety of African responses and how these, aided by events and developments beyond the continent led to decolonization.
- **Contemporary Africa.** You will explore the colonial legacies, economic, political, and socio-cultural developments which took place in the continent since its independence. We explore specifically the severe limits of independence, the challenges, and dilemmas the continent faced in search of its own identity and self-assertion culturally, economically, and politically.

You are required to read the assignment of each section and complete at least two chapters within a week.

1. **Review.** At the end of the chapters and sections, there are knowledge check and reflection activities aimed at helping you further and better understand the topic.
2. **Discussions and Presentations** are interpolated in between the chapters. These activities are an integral part of the course as they expand your thoughts and understanding of the subject and help you gain insights from your peers. You will need to first post your comment. Then you will be able to see the responses from the other participants and respond to at least two of them substantively and reflectively.

### 3. Course Learning Outcome

Upon completion of this course, you will be able to know the following things:

- Understand the impact of the industrial Europe on Africa as conveyed through trade and colonial rule that lasted from late nineteenth hundred to the end of the twentieth century.
- Compare locally initiated patterns of economic innovation and social change with those resulting from the direct involvement of European expatriates in production as settler farmers, and as the owners of mines, plantations, and factories.
- Compare theories and forms of European colonial rule and the subsequent African responses as articulated in accommodation, cooperation, and resistance in the form of spontaneous uprisings or organized (local, continental, and international) anti-colonial movements, which, in combination with other forces in play, eventually led to the process of decolonization.
- Understand the post-colonial experiences of the African societies and some of the key external and internal forces that have confronted Africans in their struggle for self-sufficiency.
- Learn global interconnectedness of African struggle and the significant contributions of Africa to the history of human advancement.

#### 4. COURSE LITERATURE

##### ○ MAIN TEXTBOOK

- Kevin Shillington, *History of Africa*, Revised 4th ed. (An online text copy is included in the course.)

##### ○ SUPPLEMENTARY READING

- Basil Davidson, *Modern Africa: A Social and Political History*
- Walter Rodney, *How Europe Underdeveloped Africa*

##### ○ FICTIONS

- Buchi. Emecheta, *The Joy of Motherhood*
- Chinua Achebe, *Things Fall Apart*
- Nuruddin Farah, *Gifts*

#### C. COURSE FACILITATION

This course is delivered by a facilitator who will post general announcements, grade activities, and monitor discussions. The facilitator is also available to answer your questions about this course and its content as you progress through it. You can contact your facilitator by email at [haile.larebo@morehouse.edu](mailto:haile.larebo@morehouse.edu) or on Zoom during Office Hours. You can expect a response from your facilitator within two business days for any questions and within one week for any graded activities.

#### D. COLLEGE POLICIES

## 1. Attendance Requirements

Students are expected to attend punctually each class meeting. This is a hybrid course and for students taking this course the *evidence for their attendance is to maintain ongoing course engagement* in order to uphold positive academic standing with Morehouse and in order to comply with Federal Regulations. **Maintaining an ongoing online presence requires participating in course related activities that may include, but is not limited to reading announcements, taking exams online, participating in group work, posting to discussion forums, submitting assignments, watching lectures, and responding to prompts, and carrying out the requirements set forth by the instructor.** It is a good practice to login to online courses several times a week to stay informed of news, announcements, grades, assignments, and other important course information. Students who fail to maintain ongoing course engagement for two consecutive weeks will be referred to the Office of Student Success and may be administratively withdrawn from the course. Failure to meet minimum attendance requirements may result in the loss of the student's financial aid in accordance with federal financial aid requirements.

## 2. Withdrawing From The Course

**Monday, March 25, 2024** is the last day a student may drop a course without receiving a grade. As long as you are on the roster, you will be receiving grades for assignment/quizzes/ tests that you miss. Disappearing **without formally dropping a course or withdrawing from the College, will result in a zero on each assignment or test you miss thereafter** and will ultimately result in you receiving a grade of F at the end of the semester.

## 3. EEO and Disability Statement

Morehouse College is an equal opportunity employer and educational institution. Students with disabilities or those who suspect they have a disability must register with the Office of Disability Services (“ODS”) in order to receive accommodations. Students currently registered with the ODS are required to present their Disability Services Accommodation Letter to faculty immediately upon receiving the accommodation. If you have any questions, contact the Office of Disability Services, 104 Sale Hall Annex, Morehouse College, 830 Westview Dr. S.W., Atlanta, GA 30314, [470 639 0999](tel:4706390999)

## 4. Academic Dishonesty

For several activities in this course, you will be asked to work with others or groups formed by the instructor or the student. Morehouse College students are expected to conduct themselves with the highest level of ethics and academic honesty at all times and abide by the terms set forth in the Student Handbook and Code of Conduct. Instances of academic dishonesty, including, but not limited to plagiarism and cheating on examinations and assignments, are taken seriously and may result in a failing grade for the assignment or course and may be reported to the Honor and Conduct Review Board for disciplinary action. **Any written/oral work that forms the basis of your final grade in the class MUST be your (or your study group's) own original work. Do not plagiarize.**

## Classroom Decorum

Morehouse students are expected to maintain a high standard professional decorum and the class will be held to such a standard. Computers and electronic devices should be used only for educational purpose. Any student, who disturbs the class by talking or lack of civility during the class, will not be tolerated. Persistent offenders will be dropped from the class and, if necessary, reported to the relevant administrative personnel.

## E. COURSE ASSESSMENT

### 1. Grading

The various activities you perform in this class will have the following weights:

#### a. Discussions - 15%.

You are expected to participate in all discussion forums and to respond to your classmates.

#### b. Reviews or Knowledge Check - 25%.

At the end of each chapter, your understanding of the topic is checked with auto-graded questions. You have unlimited attempts to answer these questions.

#### c. Capstone Projects/Reflection Papers - 25%.

You will write a reflection paper as a capstone project. **You will automatically earn a grade of zero if your paper has a similarity score higher than 10%. These papers must be submitted strictly by the deadline date.** Late penalties will apply for those submitted after the deadline: 20% points reduction for each consecutive day, and 100% after a week.

#### d. Summative Quizzes - 25%.

As part of the Midterm and Final examinations, your overall knowledge of the material covered will be checked through cumulative auto-graded questions. You have only one attempt to answer these questions.

#### e. Group Presentations – 10%

A team of students will present debates and discussions on some controversial and critical topics.

**Important Warning On Reflection Paper Writing**. It is obviously in your best interests and mine if the writing of the reflection papers is spaced out over the months ahead rather than leaving them all to the last minute. In my experience, last minute writers tend to write poor papers and tend not to do the required numbers. Thirty percent of the course assessment is based upon reflection papers and hence a good mark substantially increases your chances of a decent final grade. Similarly, the penalties for shortfall are heavy.

Although the demand for reflection paper writing is, on the face of it, onerous I ask for and expect a short paper. By that I mean no more than three sides of A4 or its equivalent (about seven hundred words in total). Anything shorter than that would be ridiculous, but anything longer than that is indicative of an inability to get to the point.

The guidelines and the specific topics are provided in their respective places. Be aware that you cannot write on any other subjects of your wish but only on the themes assigned by me.

- **Reference and Footnotes.** Reflection papers use material from well-established authorities in support of the argument, and these need to be acknowledged in the footnotes. But not everything should be footnoted. Examples are facts from your “textbooks”, facts and assumptions that are common knowledge, information gained from the lecture. Apart from these, you should identify/acknowledge in the footnotes and the bibliography of your written work the source of any special information or interpretative hypothesis that you use in your argument. As regards the style for footnotes and bibliography, you should follow the rules of **Kate L. Turabian, A Manual For Writers of Term Papers, Theses, and Dissertation.**
- **Submission of Written Papers And Assignments.** All written papers and assignments, including quizzes, are due by 11:59 pm ET on the scheduled date. Written assignments *must* be typed and paginated with **the original question written in full on the top part of the first page.** The work must be submitted electronically using SafeAssign through the link established in Blackboard’s **CONTENT** area. Be aware that each work will be checked electronically for plagiarism, and papers with above 10% similarity score will receive a failing grade. **Work submitted using any other program or medium, or a paper that does not open will be considered as NOT SUBMITTED.** *Late papers will be subject to one-third grade deduction daily for seven consecutive days after the due date, and no paper will be accepted after the seventh day.*
- **EXERCISES AND DISCUSSIONS.** Chapter reviews and Blackboard discussions are meant to encourage reflection and analysis of important topics, issues and connections dealt in the textbook. **Completion of most of the quizzes is self-paced; however, all assignments have firm deadlines, and you must take them by the due date.**
- **Missed Works And Make-Ups.** You are responsible to cover whatever material or announcements missed because of your absence. **Please note that no make-up of any kind shall be administered if you fail to show up on the day of the major exam (such as midterm and final) unless there are extenuating circumstances that are supported by an official, written documentation.** Make-ups for exams missed because of such an excused absence must be taken within three days of your return. Otherwise, a grade of zero (0) shall be recorded for the assignment. It is your responsibility to notify and arrange with the professor

## 2. Grading Scale

The course grade depends strictly on your performance, and it is assessed according to the following grading scale.

A+	100-96	A	95-90
B+	89-86	B	85-80
C+	79-76	C	75-70
D+	69-66	D	65-60

### 3. Grading Rubrics

Assignments have their own specific grading rubrics. The following reflects the overall assessment of your work.

<i>Category</i>	<i>Summary Description</i>
<b>A</b>	<p><b><i>EXCELLENT</i></b> The paper adequately states and defends the argument, and answers all the counterarguments and counterexample, suggested by:</p> <ol style="list-style-type: none"> <li>1. lectures.</li> <li>2. reading assignments (specific arguments and authors are clearly mentioned).</li> <li>3. common sense.</li> </ol>
<b>B</b>	<p><b><i>COMPETENT</i></b> The paper has an argument, relevant sub-theses, and specific evidence. Also, counterarguments and counterexample are mentioned, but:</p> <ol style="list-style-type: none"> <li>1. they are not adequately discussed.</li> <li>2. the factual evidence is either incorrect or missing.</li> <li>3. the linking sub-theses are either unclear or missing.</li> </ol>
<b>C</b>	<p><b><i>ADEQUATE</i></b> The paper simply lists, describes, or narrates the historical data. Thus:</p> <ol style="list-style-type: none"> <li>1. It makes no attempt to frame an argument/thesis.</li> <li>2. It has an argument, but:             <ol style="list-style-type: none"> <li>a. one that does not address the question set.</li> <li>b. supporting sub-theses and factual evidence are:                 <ol style="list-style-type: none"> <li>(i). missing.</li> <li>(ii). incorrect or anachronistic.</li> <li>(iii). not sufficiently specific.</li> <li>(iv). all or partly obscured by errors in language or usage.</li> </ol> </li> </ol> </li> </ol>
<b>D</b>	<p><b><i>MARGINAL</i></b> The paper simply lists, narrates, or describes historical data and has:</p> <ol style="list-style-type: none"> <li>1. several factual errors.</li> <li>2. inconsistencies; inadequate paraphrasing.</li> <li>3. substantial omission of facts or poor analysis.</li> </ol>
<b>F</b>	<p><b><i>POOR</i></b> The paper completely ignores the question set or is incomprehensible because:</p> <ol style="list-style-type: none"> <li>1. due to errors in language, usage, or lack of coherent reasoning.</li> <li>2. it contains serious errors of facts, interpretation, or omissions.</li> <li>3. it is dishonest.</li> </ol>

The Course Grade is made up of the total sum of the grades you earn during the semester for the respective tests, examinations, and class participation.

### ***SYNOPSIS OF WEEKLY ASSIGNMENTS***



An important aim of this course is to help students improve their reading, writing, and thinking skills. Everyone is expected to come to class well prepared and ready to participate in class discussion. Keep up with each week's assigned reading and assignment.

	Week	Dates	Topics	Assignments	Quiz
	<b>Weeks 1 – 2: Introduction</b>				
January	<a href="#"><u>Week 1</u></a>	R: 1/18	Introduce Yourself	Read the Syllabus, Sign the last page and return by January 23, 5:00 pm <a href="#"><u>BBD: The Icebreaker, Due: 1/20 at 11:59 pm</u></a>	N/A
	<a href="#"><u>Week 2</u></a>	T: 1/23 R: 1/25	Intro to the Course: History and Its Elements	Black Africans and their Continent Have History? <a href="#"><u>BBD: African History, Due: 1/26 at 11:59pm</u></a>	N/A
	<b>Weeks 3 – 5: Africa On The Eve Of The European Conquest: New State Rise and Old Ones Consolidate</b>				
	<a href="#"><u>Week 3</u></a>	T: 1/30 R: 2/1	West Africa: Jihadist Reform and the End of the Trans-Atlantic Slave Trade	Reading: Chs. 16 & 17	Due: 2/1 - <a href="#"><u>Quiz 1</u></a> & <a href="#"><u>Quiz 2</u></a>
February	<a href="#"><u>Week 4</u></a>	T: 2/6 R: 2/8	Christian Missions, New States and Trade	Reading: Chs. 18 & 19 Start Working on Mini Capstone Project	Due: 2/8 - <a href="#"><u>Quiz 3</u></a> & <a href="#"><u>Quiz 4</u></a>
	<a href="#"><u>Week 5</u></a>	T: 2/13 R: 2/15	Foreigners at Gate and African Reactions in Southern and Northern Africa	Reading: Chs. 20 & 21 <a href="#"><u>BBD: The Mfegane/Difaqane Debate : The Shaka of Zulu</u></a>	Due: 2/16 - <a href="#"><u>Quiz 5</u></a> & <a href="#"><u>Quiz 6</u></a>
	<b>Weeks 6 – 11: Africa Under Western Europe</b>				



	<u><a href="#">Week 6</a></u>	T: 2/20 R: 2/22	<i>The Scramble for Africa: Colonial Conquest and African Resistance Group Presentation (GP)</i>	Reading: Chs. 22 & 23 <u><a href="#">Due 2/22: BBD The Battle of Adwa</a></u> <u><a href="#">Due 2/22: GP The Partition of Africa</a></u>	Due: 2/22 - <u><a href="#">Quiz 7</a></u> & <u><a href="#">Quiz 8</a></u>
	<u><a href="#">Week 7</a></u>	T: 2/27 R: 2/29	<i>Mini Capstone Project Week</i>	<u><a href="#">Mini Capstone Due on 2/29 @ 11:59 pm</a></u> <i>Catch-up with incomplete assignments</i>	N/A
March	<u><a href="#">Week 8</a></u>	T: 3/5 R: 3/7	<i>Midterm Evaluation</i>	<u><a href="#">March 7th 1-3pm, Summative Midterm Assessment – Material covered from Ch. 16 to Ch. 23 inclusive</a></u>	N/A
	<u><a href="#">Week 9</a></u>	N/A	<i>Spring Break – No Class</i>	N/A	N/A
	<u><a href="#">Week 10</a></u>	T: 3/19 R: 3/21	<i>Colonial Rule: Consolidation and Impact</i>	Reading: Chs. 24, 25 & 26 <u><a href="#">Due 3/21 1:00pm: GP - Colonial Rule</a></u> <u><a href="#">Due 3/22 11:59pm: BBD Colonial Administration</a></u>	Due: 3/24 - <u><a href="#">Quiz 9</a></u> <u><a href="#">Quiz 10</a></u> & <u><a href="#">Quiz 11</a></u>
	<u><a href="#">Week 11</a></u>	T: 3/26 R: 3/28	<i>The Overthrow of Colonialism</i>	Reading: Chs. 27, 28, & 29 <u><a href="#">3/27 11:59pm: BBD John Robinson: The Black American Hero</a></u>	Due: 3/28 - <u><a href="#">Quiz 12</a></u> , <u><a href="#">Quiz 13</a></u> & <u><a href="#">Quiz 14</a></u>
April – May	<i>Weeks 12 – 14: Contemporary Africa</i>				
	<u><a href="#">Week 12</a></u>	T: 4/2 R: 4/4	<i>African Response to Colonial Legacy: Challenges and Dilemmas - GP</i>	Reading: Ch. 30 4/4 at 1:00pm: GP - Development or Exploitation	Due: 4/17 - <u><a href="#">Quiz 15</a></u>
	<u><a href="#">Week 13</a></u>	T: 4/9 R: 4/11	<i>Global Africa: Debt and International Aid</i>	Reading: Ch. 31 Start Working on Mega Capstone Project	Due: 4/14 - <u><a href="#">Quiz 16</a></u>

<u>Week</u> <u>14</u>	T: 4/16 R: 4/18	<i>Contemporary Africa: Democratic Progress - GP</i>	<i>Reading: Ch. 32</i> <i>Due 4/18 at 11:59pm: BBD Source Analysis</i>	<i>Due: 4/21 - Quiz 17</i>
<b>Weeks 15 – 17: COMPLETION: Review and Wrap Up</b>				
<u>Week</u> <u>15</u>	T: 4/23 R: 4/25	<i>Mega Capstone Paper Week</i>	<i>Finalize Mega Capstone Paper</i> <i>Catch-up with incompleting assignments</i>	<i>N/A</i>
<u>Week</u> <u>16</u>	T: 4/30 R: 5/2	<i>Wrap up</i> <i>Reading Period</i>	<i>Mega Capstone Paper due Thursday,</i> <i>April 30 at 11:59 pm</i>	<i>N/A</i>
<u>Week</u> <u>17</u>	T: 5/7 R: 5/9	<i>Final examination</i>	<u><i>Summative/Final Examination - Auto-graded – covers material from Ch. 16 to Ch. 32, inclusive - Date TBD</i></u> <u><i>Final Reflection Discussion due by Thursday, May 9 at 11:59 pm</i></u>	<i>N/A</i>

**Key To Abbreviations:***Bis = Repeat/the same**Ch/s = Chapter/Chapters**GP = Group Presentation**R = Thursday**T = Tuesday*

*After you read, please sign this document, and return by Tuesday, January 23, 2024.*

*I have read and understand the course syllabus for Dr. Haile M. Larebo for HIST 258/1: Modern Africa from 1800 AD to Present.*