

9-2014

## HSTR 291.01: Modern African History

Gillian Beth Glaes

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**HSTR 291****Modern African History****Fall 2014**

Tuesdays and Thursdays, 12:40-2:00 p.m.

Forestry 301

This course meets the ASCRC General Education requirement: X: Indigenous &amp; Global

**Instructor's contact information:**[Professor Gillian Glaes](#)

History Department

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Email: [gillian.glaes@mso.umt.edu](mailto:gillian.glaes@mso.umt.edu)Mailbox : history department office (2<sup>nd</sup> floor/Liberal Arts building)**Office hours:**

Tuesdays &amp; Thursdays, 2:30-4:30 p.m. in Liberal Arts 259 (history department wing)

*If you cannot meet with me during my office hours, please let me know and we can schedule an appointment.***Methods of communication with students:**

- Moodle, email, in-class time, and individual conversations and meetings  
(*although not necessarily in that order*)
- In your email messages, please include the course number and topic in the subject line.
- Per official UM policy, please use your UM email account for email communications.
- *Please remember to maintain a professional demeanor in all interactions, including email and other electronic forms of correspondence.*

**Course overview:**

Modern African History focuses on the history of Sub-Saharan Africa from approximately the eighteenth century to the present. Because of the complexity and size of the African continent, the course does not attempt to provide a comprehensive history of each country, people, and region. Rather, it is organized chronologically and thematically, examining questions of race, gender, ethnicity, violence, environment, disease, and nationalism in the pre-colonial, colonial, and post-colonial contexts.

The course is divided into three sections. Phase one begins by looking at Africa before colonization, emphasizing the diversity and range of African cultures, peoples, languages, societies, and religions in the pre-colonial era. We will examine several important international historical developments, including the impact of the Trans-Atlantic Slave Trade on Africa and its peoples. Following the abolition of the slave trade internationally, the course evaluates the shift to legitimate trade with the African continent. Topics discussed include the commodities and

resources traded by African groups as well as the presence of missionaries and explorers and their influence in different regions of Africa.

This shift preceded the movement away from European spheres of influence to formal colonization in the 1880s, which comprises the course's second phase. During that time, European powers such as Britain, France, Germany, and Belgium created formal colonies with direct and indirect forms of administration. Rather than exclusively focusing on the European perspective, however, this section emphasizes the impact of colonialism on various African societies. We will ask how Africans responded to colonialism and how the colonies' contributions to major world events such as the First and Second World Wars.

During the third and final phase, the course looks at the decolonization process and independence movements across Sub-Saharan Africa while considering the legacy of colonialism. This final portion also explores the contemporary economic, social, and political history of Africa from 1960 to the present.

### **Expected learning outcomes and course goals:**

This course will assist you in:

- contemplating Africa's history and how it has shaped contemporary perceptions and realities
- exploring a "non-western" region of the world and its interactions with the western world
- understanding the trajectory of African history from the slave trade to the present
- using primary and secondary sources to learn about and understand African history
- considering African history from the African perspective
- to continue to develop strong writing, analytical, and communication skills

### **Expectations for student conduct:**

Remember to maintain a friendly, open, and professional demeanor while in class. To nurture your rapport with others in the class, remember to:

- maintain a collegial and a professional demeanor throughout the semester (please do not serve as a distraction to others and their learning)
- come to class on time, participate actively, and pay attention
- refrain from using laptops and tablets for anything other than note-taking (when using laptops & other electronic devices for academic purposes, you must follow all UM policies)
- refrain from eating in class (non-alcoholic drinks in closed containers are okay – if you spill them, though, please clean them up)
- avoid side-bar conversations during class
- avoid texting in class (I will mark you absent for doing so)
- avoid sleeping in class (I will mark you absent for doing so)
- treat your fellow students and the instructor with respect.

UM's [Student Code of Conduct](#) governs student behavior on and beyond campus. Please see especially the section VI on General Conduct.



## Technical Support:

UMOnline contact information for technological issues:

Having trouble with Moodle? Unable to post or log in? Can't submit assignments?

Avoid waiting until the last minute to contact [UM Online Tech support](#) or me. If you are experiencing technical difficulties and need immediate assistance, contact:

Email: [umonline-help@umontana.edu](mailto:umonline-help@umontana.edu)

Phone: 406.243.4999 or 866.225.1641 (toll-free)

Web: [UM Online Technical Support](#)

Note: Firefox is the preferred internet browser for Moodle. For more information go to UMOOnline.

## Academic honesty:

Issues with academic integrity, plagiarism, and/or cheating will be addressed according to the University of Montana-Missoula's [Student Code of Conduct](#) and, specifically, its policies regarding academic misconduct. See especially section V on academic misconduct.

The Academic Misconduct policy within the [Student Code of Conduct](#) defines misconduct as plagiarism, misconduct during an academic exercise, unauthorized possession or examination of course material, tampering with course materials, submitting false information, submitting work previously presented in another course, improperly influencing conduct, submitting or arranging substitution for a student during an examination or other academic exercise, facilitating academic misconduct, or altering academic documentation (transcripts, etc.).

I assume that you have read and understand these policies. I also assume that you will abide by them and conduct yourself in an ethical manner throughout the semester. I will be checking your essays for originality. Instances of academic misconduct will be dealt with swiftly and in accordance with UM's policies. If you have any questions, please contact me.

## Accessibility and accommodations:

The course materials, interactions, and policies are intended to accommodate all students. The University of Montana assures equal access to instruction by supporting collaboration between students with disabilities, instructors, and Disability Services for Students. If you have a disability that requires an accommodation, please contact me during the first week of the semester so that proper accommodations can be provided. For further information or if you feel that you have a disability for which you need accommodation, please contact:

### Disability Services for Students (DSS)

Lommasson Center, 154  
The University of Montana  
Missoula, MT 59812

Voice/text: (406) 243-2243  
Fax: (406) 243-5330  
Email: [dss@umontana.edu](mailto:dss@umontana.edu)

## Grading:

Your final grade will be calculated based on the following categories:

### **10% ATTENDANCE AND PROMPTNESS**

*Attendance:* Ten percent of your final grade is based on attendance and promptness. Keep in mind that missing classes in general will still reduce your overall attendance grade (with the exception of school-sponsored activities). Please email me with an explanation if you miss class.

*Promptness:* Being on time is a choice. I expect all students to be present and ready to go when class starts. *Consistently arriving late to class may result in a lower final grade.*

### **10% PARTICIPATION**

The scheduled discussions comprise an important aspect of this course. Your grade will be calculated in part how much you contribute to the class in the form of active participation during formal discussions and in responding to and posing questions during lectures.

In class participation will be graded on the following scale:

- 4 = Student participates in class discussion without prompting and demonstrates a familiarity with the assigned materials.
- 3 = Student demonstrates familiarity with assigned materials, but only participates when called upon.
- 2 = Student participates in class discussion without prompting, but demonstrates little or no familiarity with assigned materials.
- 1 = Student rarely participates in class discussion.
- 0 = Student does not participate in class discussions and demonstrates little or no familiarity with assigned materials.

### **25% ONLINE DISCUSSION FORUMS BEFORE FORMAL DISCUSSIONS**

Each student is to post a minimum 150- response to and analysis of the assigned readings beyond the textbook on the designated Moodle discussion forum before each of the 6 of 7 scheduled discussions. *NOTE: Discussion facilitators still need to complete forum posts during the week in which they are leading the discussion.*

Posts will be evaluated on the following scale:

- 4 = Student's reflection expresses critical thinking about the assigned readings for the week with direct references to readings.
- 3 = Student's reflection expresses critical thinking about the assigned readings for the week but with indirect references to readings.
- 2 = Student's reflection expresses critical thinking about topics from the week, but without any reference to the assigned readings.
- 1 = Reflection contains speculative comments without support from the content of the course (e.g., assigned readings, lectures, etc.) or comments are not relevant to the week's readings.
- 0 = Student did not post a reflection or posted the reflection after the deadline.

### **10% DISCUSSION FACILITATION**

As a discussion facilitator, you will write 6-7 discussion questions based on the assigned reading *beyond* the textbook for one of our formal discussions, post them to the appropriate Moodle forum **by Tuesday at 5 p.m. before the Thursday discussion or Sunday at 5 p.m. before a**

**Tuesday discussion**, and then lead the all-class discussion based on the questions that you've written. We will hold six formal discussions.

Here are [helpful guidelines](#) on how to lead a class discussion.

Each discussion facilitator will be evaluated on the following scale:

- 4 = **Questions:** group has provided questions that leads the class to understand the significance of the readings beyond the textbook. **Planning:** discussion is well planned demonstrating critical thinking about the assigned materials. **Content:** discussion questions require analysis from the class rather than summary. **Form:** moderators speak clearly, express enthusiasm for the subject, and elicit active participation from the class.
- 3 = Discussion was deficient in one of the four areas: questions, planning, content, and form.
- 2 = Discussion was deficient in two of the four areas: questions, planning, content, and form.
- 1 = Discussion was deficient in three of the four areas: questions, planning, content, and form.
- 0 = Discussion was deficient in all of the four areas: questions, planning, content, and form.

**NOTE:** Failure to submit questions to the appropriate Moodle forum on time and/or to arrive unprepared to lead discussion will result in a grade of "zero" for the entire class.

#### **45% TWO ESSAY EXAMS**

You will receive separate instructions for the take-home exams.

Take-home exam #1 (20%): due to Moodle due to Moodle Friday, 10/10 by 5 p.m.

Take-home exam #2 (25%): due to Moodle Monday, 12/8 by 12:10 p.m. (finals week)

Please cite your sources using the [Turabian/Chicago style citation method \(endnotes\)](#).

The Mansfield Library has [resources on Chicago-style citations](#).

[UM's writing center](#) is a great resource when writing historical essays.

Take-home exams will be graded on the following criteria:

- The student demonstrates an awareness of context, audience and purpose (15%)
- The student demonstrates critical and creative thinking (30%)
- The student develops ideas and claims with specific information and detail (25%)
- The student finds, evaluates, integrates, and correctly cites information from appropriate in-class primary and secondary sources (10%)
- The student creates an effective organization, in accord with the expectations of particular disciplines (10%)
- The student creates clear, fluent, correct prose (10%)

#### **Grade scale:**

Based on your performance in this course, you will be evaluated on the following grade scale:

A	94-100
A-	90-93
B+	87-89
B	84-86
B-	80-83
C+	77-79



C	74-76
C-	70-73
D+	67-69
D	64-66
D-	60-63
F	59 and below

**For students taking the course "credit/no credit":**

From the UM catalogue: "Courses taken to satisfy General Education Requirements must be taken for traditional letter grade. Courses required for the student's major or minor must be taken for traditional letter grade, except at the discretion of the department concerned.

A grade of CR is assigned for work deserving credit (A through D-) and a grade of NCR is assigned for work of failing quality (F). CR and NCR grades do not affect grade point averages. The grades of CR and NCR are not defined in terms of their relationship to traditional grades for graduate course work.

Election of the credit/no credit option must be indicated at registration time or within the first 15 class days on CyberBear. Between the 16<sup>th</sup> day and the last day of instruction before finals week, a student may request a change from credit/no credit enrollment to an enrollment under the A-F grade system, or the reverse, by means of a Course Add/Change Form; note that not all such requests are approved."

**To pass this class on the credit/no credit grade scale at UM, you need a "D" average** (a minimum of a 60% overall). From my perspective, that means that *you need to pass all elements of the class – participation and attendance, course assignments, and exams*. Please see me if you have any questions.

## **REQUIRED TEXTS:**

available for purchase at [The Bookstore at UM](#)

- Richard Reid, *A History of Africa, 1800 to the Present*
- Worger, Clark, and Alpers, *Africa and the West: A Documentary Anthology, Vol. 2*
- Chinua Achebe, *Things Fall Apart*
- Tom Lodge, *Mandela: A Critical Life*
- Ngũgĩ wa Thiong'o, *Grain of Wheat*
- Joseph Sebarenzi, *God Sleeps in Rwanda*
- Stephanie Nolan, *28: Stories of AIDS in Africa*

***\*\*Please bring the appropriate texts to class when we hold formal discussions.\*\****

## COURSE OUTLINE AND ASSIGNMENTS

### WEEK 1: Course Introduction and Introduction to Africa

T 8/26: Course introduction and overview

*Assignment for the next class:*

Read:

Moodle:

- “Tips for effectively reading secondary sources”
- “How to Read and Interpret a Document”
- Sample primary source – the poem “Africa” by David Diop
- Sample secondary – “Talking about Tribe”

To do:

- Analyze the primary source using the technique outlined in the handouts on Moodle.
- For the secondary source, come to class with one comment and one question.

TH 8/28: An introduction to Sub-Saharan Africa: Ideas about Africa

Discussion of the assigned primary and secondary sources

*Assignment for the next class:*

Read:

Reid, *A History of Modern Africa*

- Ch. 2: Western Transitions (pgs. 23-32)
- Ch. 3: Eastern Intrusions: Slaves and Ivory in Eastern Africa

### WEEK 2: The Trans-Atlantic Slave Trade

T 9/2: The development, trajectory, and scope of the trans-Atlantic slave trade

*Assignment for the next class:*

Read:

Moodle:

slave trade:

- Venture Smith
- Olaudah Equiano
- John Bardot, James Bardot, Jr.

abolition of slavery:

- Mary Birkett, “A Poem on the African Slave Trade”
- “The Middle Passage”

Watch: (on Moodle)

- [overview of the slave trade](#)

TH 9/4: Documentary: “The Slaving Kingdoms” from *Wonders in the African World*

*Assignment for the next class:*

To do:

- Complete your forum post for discussion #1 by Tuesday before class (minimum of a 150 word post on the assigned reading beyond the textbook).
- Discussion leader(s): make sure to have emailed 6-7 discussion questions to me by Sunday ([gillian.glaes@mso.umt.edu](mailto:gillian.glaes@mso.umt.edu)) & I will post them to Moodle.



### WEEK 3: Discussion #1 and the Shift to Legitimate Commerce

T 9/9: **DISCUSSION #1**: the Trans-Atlantic Slave Trade (documents on Moodle & “The Slaving Kingdoms”) led by discussion leader(s) #1

(Reminders for today:

- make sure that you’ve completed your Moodle forum post of a minimum of 150 words by the start of class on Tuesday.
- make sure that you have prepared the discussion questions for Tuesday’s discussion.)

*Assignment for the next class:*

Read:

- Reid, *A History of Modern Africa*  
Ch. 2, Western Transitions (pgs. 32-41)
- Start: Chinua Achebe, *Things Fall Apart* (pgs. 3-74)

(Note: There is a glossary of Ibo words and phrases at the end of the book as well as a brief biography of the author, Chinua Achebe.)

TH 9/11: The Shift to Legitimate Commerce

*Assignment for the next class:*

Read:

- Continue reading Chinua Achebe, *Things Fall Apart* (pgs. 75-147)

### WEEK 4: Precursors to Formal Colonization & Discussion #2

T 9/16: The Pre-Colonial European Presence: from explorers and traders to missionaries

*Assignment for the next class:*

Read:

- Finish Chinua Achebe, *Things Fall Apart* (pgs. 148-209)
- Moodle: Interview with Chinua Achebe  
Rudyard Kipling, “The White Man’s Burden”

To do:

- Complete your forum post for discussion #2 by Thursday before class (minimum of a 150 word post on the assigned reading beyond the textbook).
- Discussion leader(s): make sure to have emailed 6-7 discussion questions to me by Tuesday ([gillian.glaes@mso.umt.edu](mailto:gillian.glaes@mso.umt.edu)) & I will post them to Moodle.

TH 9/18: **DISCUSSION #2**: Achebe, *Things Fall Apart* and documents on Moodle led by discussion leader(s) #2

(Reminders for today:

- make sure that you’ve completed your Moodle forum post of a minimum of 150 words by the start of class on Thursday.
- make sure that you have prepared the discussion questions for Thursday’s discussion.)

*Assignment for the next class:*

Read:

Reid, *A History of Modern Africa*:

- Ch. 4: Southern Frontiers: Colony and Revolution in Southern Africa

Moodle:

- Anthony Trollope, “The Diamond Fields of South Africa, 1870”

- Moshweshewe, "Letter to Sir George Grey"

Start Tom Lodge, *Mandela: A Critical Life* (preface & chapter 1)

## WEEK 5: The Making of South Africa, Part 1

T 9/23: Zulu, Mfcanne, and the Trekboer: Southern Africa from early modern exploration to the Boer War

*Assignment for the next class:*

Read:

- Continue Tom Lodge, *Mandela: A Critical Life* (preface & chapters 2-3)

TH 9/25: South Africa from the Boer War to 1948

**Note:** distribution of take-home exam #1 via Moodle (due to Moodle Friday, 10/10 by 5 p.m.)

*Assignment for the next class:*

Read:

Continue Tom Lodge, *Mandela: A Critical Life* (chapters 4-6)

Worger, et al., *Africa and the West, Vol. 2*

- Ch. 4: No Easy Road to Decolonization (1953-1961)  
(documents 29, 32, & 35)
- Ch. 5: African Ideologies of Independence (1961-181)  
(documents 42 & 45)

To do:

- Start working on take-home exam #1.

## WEEK 6: The Making of South Africa, Part 2 & Discussion #3

T 9/30: The rise and fall of apartheid

*Assignment for the next class:*

Read:

- Finish Tom Lodge, *Mandela: A Critical Life* (chapters 7-9)
- Worger, et al., *Africa and the West, Vol. 2*  
Ch. 6: Colonial Legacies of Authoritarianism (1960-1979)  
(documents 52 & 53)  
Ch. 7: The Continuing Transition to Freedom (1990-2008)  
(documents 62, 65, & 69)

Moodle:

- *Newsweek* article on Nelson Mandela and his philosophy of leadership

Watch: (on Moodle)

- [Reporting on apartheid from the era](#)

To do:

- Complete your forum post for discussion #2 by Thursday before class (minimum of a 150 word post on the assigned reading beyond the textbook).
- Discussion leader(s): make sure to have emailed 6-7 discussion questions to me by Tuesday ([gillian.glacs@mso.umt.edu](mailto:gillian.glacs@mso.umt.edu)) & I will post them to Moodle.
- Continue working on take-home exam #1.

TH 10/2: **Discussion #3:** Tom Lodge, *Mandela: A Critical Life* + Worger & Moodle documents led by discussion leader(s) #3

(Reminders for today:



- make sure that you've completed your Moodle forum post of a minimum of 150 words by the start of class on Thursday.
- make sure that you have prepared the discussion questions for Thursday's discussion.)

***Assignment for the next class:***

Read:

Reid, *A History of Modern Africa*,

- Ch. 6: Jihad: Revolutions in Western Africa
- Ch. 7: The Eastern Crescent: The Islamic Frontier in Eastern Africa

To do:

- Continue working on take-home exam #1

## **Week 7: Islam in Sub-Saharan Africa & Discussion #4**

T 10/7: Africa, Islam, and new states in the 19<sup>th</sup> century

***Assignment for the next class:***

Read:

Moodle:

- "Gobir, Uthman, and the Jihad" from David Robinson and Douglas Smith, eds., *Sources of the African Past*, 2<sup>nd</sup> ed. (Lincoln: toExcel Press, 1999), 130-42.
- "The Spread of the Jihad" from David Robinson and Douglas Smith, eds., *Sources of the African Past*, 2<sup>nd</sup> ed. (Lincoln: toExcel Press, 1999), 143-7.

To do:

- Complete your forum post for discussion #2 by Thursday before class (minimum of a 150 word post on the assigned reading beyond the textbook).
- Discussion leader(s): make sure to have emailed 6-7 discussion questions to me by Tuesday ([gillian.glaes@mso.umt.edu](mailto:gillian.glaes@mso.umt.edu)) & I will post them to Moodle.
- Finish and turn in take-home exam #1 by Friday 10/10 to Moodle by 5 p.m.

TH 10/9: DISCUSSION #4: Islam in Sub-Saharan Africa (documents posted to Moodle) led by discussion leader(s) #4 on readings on Islam in Sub-Saharan Africa

(Reminders for today:

- make sure that you've completed your Moodle forum post of a minimum of 150 words by the start of class on Thursday.
- make sure that you have prepared the discussion questions for Thursday's discussion.)

## **Take-home exam #1 is due to Moodle by 5 p.m. Friday, October 10.**

***Assignment for the next class:***

Read:

Reid, *A History of Modern Africa*

- Ch. 8: The Compass and the Cross
- Ch. 9: "Whatever Happens ...": Towards the Scramble
- Ch. 10: Africans Adapting: Conquest and Partition

Moodle:

- Review Moshweshewe, "Letter to Sir George Gray"



## WEEK 8: The Wars of Colonial Conquest and Case Studies in Colonial Administrations

T 10/14: The Scramble for Africa and the Wars of Colonial Conquest

*Assignment for the next class:*

Read:

Reid, *A History of Modern Africa*

- Ch. 11: "Pax Colonia"? Empires of Soil and Service

Worger, et al., *Africa and the West, Vol. 2*

- Ch. 1: Methods of Rule (1875-1919) (documents 1-10)

Watch: (on Moodle)

- ["Africa – States of Independence – the Scramble for Africa"](#)

TH 10/16: The Administration of Colonial Africa: Britain, France, and Belgium as Case Studies

*Assignment for the next class:*

Read:

Worger, et al., *Africa and the West, Vol. 2*

- Ch. 2: *The Interwar Years: Supporting the Metropole* (1919-1936)

(document 16; Charlotte Maxeke describes the impact of colonialism on women & the family)

Moodle:

- Minna Cauer, "The Women's Colonization Question," *The Women's Movement: Review for the Interests of Women* (April 1, 1898)
- Anonymous, "Letters from Our Readers," Swakopmund Newspaper (April 3, 1912)

## WEEK 9: Gender, Medicine, and the Environment

T 10/21: Guest lecture by Dr. Doreen Kutufam: "Dipo: A Contested Initiation Rite"

*Assignment for the next class:*

Read:

Moodle:

- Maryinez Lyons, "From Death Camps to *Cordon sanitaire*"
- "Environment and Empire"

TH 10/23: Health, medicine, and the environment in colonial Africa

*Assignment for the next class:*

Read:

Reid, *A History of Modern Africa*

- Ch. 12: Hard Times: Protest, Identity, and Depression

Worger, et al., *Africa and the West, Vol. 2*

- Ch. 2: *The Interwar Years: Supporting the Metropole* (1919-1936)  
(documents 11, 12, 13, 14, 15, 17, 18, 19, & 20)

Begin Ngugi wa Thiong'o, *Grain of Wheat*

## WEEK 10: Early Nationalism and Nationalist Movements after World War II

T 10/28: Pan-Africanism before, during, and after World War I

*Assignment for the next class:*

Reid, *A History of Modern Africa*

- Ch. 13: Battles Home and Away: Africa in Global War (Again)
- Ch. 14: The Beached Whale: Colonial Strategies in the Postwar World

Worger, et al., *Africa and the West, Vol. 2*

- Ch. 3: World War II and Its Immediate Impact (documents 21-28)

Continue Ngugi wa Thiong'o, *Grain of Wheat*

TH 10/30: World War II, the Postwar Era, and Colonial Rebellions: Mau Mau as a Case Study

*Assignment for the next class:*

No class Tuesday 11/4 (Election Day – remember to vote!)

Read:

Continue reading/finish Ngugi wa Thiong'o, *Grain of Wheat*

See additional assignments below.

## WEEK 11: Colonial Rebellions: Discussion #5

T 11/4: NO CLASS – election day (remember to vote!)

*Assignment for the next class:*

Finish Ngugi wa Thiong'o, *Grain of Wheat*

Worger, et al., *Africa and the West, Vol. 2*

- Ch. 4: No Easy Road to Decolonization (1953-1961) (document 31)

To do:

- Complete your forum post for discussion #2 by Thursday before class (minimum of a 150 word post on the assigned reading beyond the textbook).
- Discussion leader(s): make sure to have emailed 6-7 discussion questions to me by Tuesday ([gillian.glaes@mso.umt.edu](mailto:gillian.glaes@mso.umt.edu)) & I will post them to Moodle.

TH 11/6: **Discussion #5**: Thiong'o's *Grains of Wheat* and Worger document #31 led by discussion leader(s) #5

(Reminders for today:

- make sure that you've completed your Moodle forum post of a minimum of 150 words by the start of class on Thursday.
- make sure that you have prepared the discussion questions for Thursday's discussion.)

*Assignment for the next class:*

No class Tuesday 11/11: Veterans' Day

See assigned reading for next Thursday listed below.

## WEEK 12: Decolonization and African Independence

T 11/11: NO CLASS – Veterans' Day

*Assignment for the next class:*

Read:



Reid, *A History of Modern Africa*

- Ch. 15: Conceiving and Producing Nations
- Ch. 16: Compromising Conflict: Routes to Independence

Worger, et al., *Africa and the West, Vol. 2*

- Ch. 4: No Easy Road to Decolonization (1953-1961) (documents 30, 33, 34, 36, 37, & 38)
- Ch. 5: African Ideologies of Independence (documents 39, 40, 41, 43, 44, 45, & 46)

Start Joseph Sebarenzi, *God Sleeps in Rwanda* (Prologue and chapters 1-3)

TH 11/13: “The Year of Africa”: 1960 and Independence across Africa

*Assignment for the next class:*

Read:

Reid, *A History of Modern Africa*

- Ch. 17: Unsafe Foundations: Challenges of Independence
- Ch. 18: Violence and the Militarization of Political Culture

Worger, et al., *Africa and the West, Vol. 2*

- Ch. 6: Colonial Legacies of Authoritarianism (1960-1979) (documents 47, 48, 49, 50, 51, 54, & 55)
- Ch. 8: The Continuing Transition to Freedom (1990-2008) (document 64: An Intimate Genocide)

Continue Joseph Sebarenzi, *God Sleeps in Rwanda* (chapters 4-6)

Watch: (on Moodle)

- [Video clip on decolonization](#)

## WEEK 13: Africa after Independence, Part I

T 11/18: Rwanda and the Legacy of Colonial Rule: A Genocide in Historical Perspective

*Assignment for the next class:*

Finish Joseph Sebarenzi, *God Sleeps in Rwanda* (chapters 7-10, epilogue, and afterword)

Worger, et al., *Africa and the West, Vol. 2*

- Ch. 8: The Continuing Transition to Freedom (1990-2008) (document #67)

Watch: (on Moodle)

[Video testimonials about Rwanda](#)

To do:

- Complete your forum post for discussion #2 by Thursday before class (minimum of a 150 word post on the assigned reading beyond the textbook).
- Discussion leader(s): make sure to have emailed 6-7 discussion questions to me by Tuesday ([gillian.glacs@mso.umt.edu](mailto:gillian.glacs@mso.umt.edu)) & I will post them to Moodle.

TH 11/20: **Discussion #6**: Joseph Sebarenzi, *God Sleeps in Rwanda* and documents from Worger, et al. by discussion leader(s) #6

(Reminders for today:

- make sure that you’ve completed your Moodle forum post of a minimum of 150 words by the start of class on Thursday.
- make sure that you have prepared the discussion questions for Thursday’s discussion.)



## WEEK 14: Africa after Independence, Part II

T 11/25: documentary film on Rwanda

**Note:** distribution of take-home exam #2 on Moodle (due during finals week)

*Assignment for the next class:*

Enjoy Thanksgiving break.

Read:

- Begin Stephanie Nolan, *28 Stories of AIDS in Africa*

To do:

- Begin working on take-home exam #2.

See below for the next assignment.

TH 11/27: **HAPPY THANKSGIVING! NO CLASS.**

*Assignment for the next class:*

Read:

Reid, *A History of Modern Africa*

- Ch. 19: Rectification, Redemption, and Reality: Issues and Trends in Contemporary Africa

Continue Stephanie Nolan, *28 Stories of AIDS in Africa* & focus on your assigned stories

Worger, et al., *Africa and the West, Vol. 2*

- Ch. 7: Colonial Legacies of Exploitation (1980-2008) (especially #58: Thabo Mbeki on AIDS and Poverty in Africa)
- Ch. 8: The Continuing Transition to Freedom (1990-2008) (documents 60, 61, 63, 66 & 68)

Watch: (on Moodle)

- [“Ebola Outbreak 2014” from the New York Times](#)

Continue working on take-home exam #2

## WEEK 15: Contemporary Africa: AIDS and Ebola in a Global World

T 12/2: Disease in Africa and the Modern World: AIDS and Ebola in Historical Perspective

*Assignment for the next class:*

Read:

- Finish Stephanie Nolan, *28 Stories of AIDS in Africa*, focusing on your assigned stories

To do:

- Prepare your 5-7 minute presentation of your assigned stories. The use of PowerPoint, Prezi, Keynote, or other such presentation programs is strongly encouraged.
- Make sure that your presentations are acceptable online and on a jump drive as a backup. If you access them online, make sure that point from which you are accessing them is classroom appropriate.
- Continue working on take-home exam #2.

TH 12/4: **Discussion #7:** presentations of your assigned stories in *28 Stories of AIDS in Africa*

[Reminders for today:

- prepare and be ready to give your 5-7 minute presentation on your stories from 28 *Stories*.
- continue working on take-home exam #2 (due Monday 12/8 by 12:10 p.m. to Moodle)]

**FINALS WEEK:**

**Take-home exam #2: due to Moodle Monday, 12/8 by 12:10 p.m.**

(during the final exam timeslot for this class)