

**Bowie State University**  
**Department of History and Government**  
**Imperialism in Africa Spring 2010**  
**History 461 3 Credits**

**Instructor:** Dr. A. Kwaw Woods  
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**Office:** MLK O208  
**Office Hours:** MWF—9:20 - 10:00 AM;  
1:00 - 2:00 PM;  
3:00 - 4:00 PM

**COURSE PREREQUISITES:** Students must have successfully passed English 101 to enroll in this class.

**COURSE DESCRIPTION:** This course is a detailed study of the rise and fall of colonial rule in Africa from the mid nineteenth century to the mid twentieth century. Emphasis will be placed on the historical conditions that led to the imperialism of Africa by Europeans, the African development before the European invasion, the justification for imperialism given by the Europeans, the economic and political effects of imperialism on African and its development, and various African nationalist responses and resistance movements to European imperialism.

**REQUIRED TEXTS:**

Falola, Toyin. Ed. **Africa: Volume III: Colonial Africa, 1885–1939.** Durham, North Carolina: Carolina Academic Press, 2002.

Falola, Toyin. Ed. **Africa: Volume IV: The End of Colonial Rule, Nationalism and Decolonization.** Durham, North Carolina: Carolina Academic Press, 2000.

Hochschild, Adam. **King Leopold's Ghost: A Story of Greed, Terror, and Heroism in Colonial Africa.** Boston: Houghton Mifflin Company, 1998.

Rodney, Walter. **How Europe Underdeveloped Africa.** Howard University Press, 1974.

**EMERGING ISSUES:** As Bowie State University strives to become a campus sensitive to the issues of preserving the environment, elements of the class will be conducted in accordance to this ideal. Moreover, through the study of history students will be able to determine their place within an ever changing diverse and global society.

**GENERAL EDUCATION COMPETENCIES:**

- I. Written and Oral Communications:*
  - a. Analyze and discuss critical issues and recurring themes in the discipline;
  - f. Conduct research and evaluate information using the appropriate methods of the discipline;
- II. Scientific and Quantitative Reasoning:*
  - a. Analyze and understand the physical and biological world as they relate to the historical discipline;
- III. Critical Analysis and Reasoning:*
  - b. Apply skill in analysis, synthesis, and problem solving;
  - c. Apply logical reasoning in the examination and resolution of tasks.
- IV. Technological Competency:*
  - a. Create a document using word processing software;
- V. Information Literacy:*
  - a. Identification of key concepts and terms that describe the information needed;
  - d. Understanding of the ethical, legal and socioeconomic issues surrounding information and information technology.

**TECHNOLOGY REQUIREMENTS:** This course is web enhanced and has components on University's Blackboard system.

**LIBRARY REQUIREMENTS:** Students will be required to utilize the holdings of the University's library as well as other accessible repositories to complete the assigned research project. The project and class assignments will introduce students to primary and secondary sources, reference materials, and tools that the historian uses in his/her craft.

**STUDENT EXPECTED OUTCOMES:**

Student will:

1. be able to explain the economic changes that occurred in Europe and its colonies in America which led to European imperialism in Africa
2. be able discuss African development before the invasion of Europeans
3. be able to articulate impact of the Berlin Conference in 1885–86.
4. understand the impact of European imperialism on Africa and its development
5. be able to discuss various African nationalist movements that contested and defeated European imperialism

**SPECIFIC LEARNING OBJECTIVES:**

1. to recognize and understand the interdependency of the industrial revolution in Europe European imperialism in Africa
2. to understand how Africa was developing prior to the European invasion and the effect of European imperialism and its precursor slavery had on that development
3. to strengthen the student's ability in the areas of critical thinking and abstract reasoning through the examination of historical problems that confronted Africans as they strived to gain their independence.

<b>Curriculum Themes</b>	<b>Corresponding Outcomes or Objectives</b>
✓ Academic Scholar	Outcomes 1, 2, & all objectives
✓ Multicultural and Global Perspectives	Outcomes 3, 4, 5 & all objectives
✓ Personal and Interpersonal Perspectives	Outcomes 3, 4, 5 & all objectives
✓ Technological Applications	Outcomes 1 & 2; Objectives 1 & 2

**ACTIVITIES TO ACHIEVE THE EXPECTED OUTCOMES:**

- Lectures, written assignments, and discussions of conceptual and factual information from the textbook and additional materials such as handouts, articles, and audiovisual material (*Ia, IIa, IIIb, IIIc, IVa, Va, Vd*):
  - to help students' reading and comprehension skills through synthesizing large amounts of information from required reading materials;
  - to develop historical analysis skills and relate the past to contemporary events;
  - to help students develop listening and note taking skills.
- Examinations (*Ia, IIa, IIb, IIIb, IIIc*):
  - to test the retention of historical knowledge.
- Research Project (*Ia, If, IIa, IIIb, IIIc, IIIc, IVa, Va, Vd*):
  - to assist students in developing a thesis emphasizing critical thought with regard to a historical problem or question;
  - to assist students in the synthesis of gathered detailed or factual information in a comprehensive and structured fashion;
  - to assist students in the analysis of a historical question or problem;

- to draw conclusions for the development of individual perspectives and interpretations of historical problems or questions.

### TEACHING MODES:

This course presents African history as a subject in its own right as well as an integral part of world history. Imperialism in Africa examines the past in order to understand the present-day situation of Africa

This course will focus on critical thinking skills. These relate to students' ability to comprehend, analyze, synthesize, and communicate information from a variety of sources about contemporary African history. The instructor will serve largely as a facilitator of discussion as students are expected to generate issues for dialogue/debate based on the assigned reading materials. In order to enhance classroom discussions, handouts, out-of-class assignments, and/or library assignments may be additionally assigned prior to a given topic of discussion.

To prepare for class, students should refer to the course outline and focus on the weekly topics and assignments. Students are responsible for completing all assignments, and should pay particular attention to the weekly topic of discussion and activity for focused reading and preparation.

### STUDENT PREPARATION ROLES

This course emphasizes three competencies that help facilitate the student's role in a global, diverse contemporary American society. Students will receive instruction on identifying historical problems or questions; understanding broad historical concepts, gathering related details or facts, and synthesizing information; and testing their required and retained knowledge. *In case of inclement weather or the cancellation of class, students should check Blackboard for corresponding assignments. **Students who have a disability and who would like accommodations should report immediately to Disability Support Services (DSS), located in Room 1328 in the Business and Graduate Studies Building or call Mr. Michael S. Hughes, DSS Coordinator at 301-860-4067.***

### ATTENDANCE

Attendance is required to complete the course successfully. **University rules and regulations state that a student may fail a course if he/she misses a certain number of classes** [six (6) for a course that meets three (3) times a week; four (4) for a class that meets twice a week; and two (2) for a class that meets once a week]. Students are expected to attend (on time) and participate in all scheduled classes and activities. If a Student is not in class by the end of the call of the roster, the Student is tardy: two tardies equal one absence. Therefore, if a Student accumulates ten unexcused tardies (= five absences) before the final date before withdrawal, the Student may receive a grade of "F" for the course. Quizzes and daily class activities are considered class participation and cannot be made up. All students are expected to take examinations and turn in all assignments at the scheduled time. Students who miss assignments because of tardiness will not be able perform make-up work without a valid excuse. Make-up work will be at the discretion of the instructor. For example, if a student misses a quiz, the instructor may, but is not required to, have the student write a paper that is equivalent to that particular activity.

### STATEMENT OF ETHICAL AND PROFESSIONAL STANDARDS FOR THE COURSE

According to the "Code of Student Conduct," students are to achieve high standards of ethical and professional academic standards. This includes behavior and appearance in the classroom. For written and non-written scholarship, students are encouraged to be creatively responsible for making a contribution to the body of knowledge. This is accomplished through individual and group effort according to assigned activities. Students who commit acts of

plagiarism or copying from other scholarship and/or violating academic standards in the classroom will be penalized according to the “Code of Student Conduct” for students as outlined by Bowie State University. “In cases involving academic dishonesty, a failing grade or a grade of zero (0) for either an assignment and/or course may be administered. Students who are expelled or suspended for academic dishonesty are not admissible to other institutions within the University System of Maryland.” **Students engaging in academic dishonesty will fail this course!**

### **CLASSROOM DECORUM**

Bowie State University “prohibits disorderly or disruptive conduct on University premises or at University sponsored activities, which interfere with the activities of others, including studying, teaching, research, and administrative operations.” Students must not disrupt class for any reason such as excessive talking or continuously entering/exiting the classroom. Students should be dressed appropriately for an academic setting. Offensive or revealing clothing is not acceptable in a learning environment. Please refrain from the use of cellular phones (talking and text messaging), pagers and other similar electronic devices (e.g., iPods or CD players) during class. These devices must be silenced prior to the start of class. Recording devices are not allowed in this class. Students who fail to adhere to these policies will be penalized accordingly.

### **COURSE REQUIREMENTS**

#### **CLASSROOM DISCUSSIONS ON PRIMARY HISTORICAL DOCUMENTS**

Students will often be encouraged to “think historically” by analyzing, discussing, debating, and presenting on primary historical documents during class. During these discussions, students are to weigh evidence, question stereotypes, dispel myths, and draw informed insights about historical problems and issues.

#### **WEEKLY CONTENT ASSIGNMENTS**

Weekly content assignments are essentially weekly study guides that consist of various questions or topics of discussions to help the student comprehend the assigned reading(s). The responses to these assignments are to be typed and turned into the professor **on the Friday before the weekly topics are to be discussed.**<sup>1</sup> For example, the chapter summaries for week 4 are to be turned on the Friday (or the last day) of week 3. **NO LATE ASSIGNMENTS WILL BE ACCEPTED.**

#### **QUIZ**

There will be two quizzes on the map of Africa. The first one will consist of the geography of Africa including but not limited to lakes, rivers, mountains, and deserts. The second one will be on the modern day countries of Africa. **The first quiz will be on Monday February 22 and the second one will be on Monday March 8.** I will hand out a geographical list for Quiz #1 in the second week of the semester.

#### **RESEARCH PAPER**

There is a 4–6 page research paper on any aspect of imperialism discussed in class. Being that topical range is rather extensive, each student should be able to find a topic that interests them. However, if a student is unable, the professor will be available to discuss possible topics. Once

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<sup>1</sup> Each assignment should follow this format: at the top right corner of your paper, type your name, date, course number, and meeting time. Two lines below that section, type the title of the article/document in the center of the paper. One line below the title, provide a comprehensive (1) summary and (2) analysis of the main points of the article/document.

a topic is chosen, the student is expected to give a detailed account of that historical, political, economical, or cultural (religion, family, women, music, literature, language, etc.) aspect and/or effect of imperialism.

An **ABSTRACT** of the research paper along with a working bibliography **IS DUE ON MONDAY, MARCH 8, 2010**. The research paper **IS DUE ON MONDAY, APRIL 26, 2010**. Any paper submitted late will result in a whole letter grade deduction for each late day.

### **BOOK REVIEW**

The book for review is Adam Hochschild's **King Leopold's Ghost**. The submitted review must be typewritten (double-spaced) and blocked according to the style found in the Journal of Negro History, the Journal of Southern History, or the Journal of American History. For the writer's guide on the reviews see Jacques Barzun, *The Modern Researcher*, pp. 271-274 or Louis Gottschalk, *Understanding History*, "The Obligation of the Book Reviewer." **The review is to be submitted Monday May 3, 2010. NO LATE REVIEWS WILL BE ACCEPTED.**

In addition, the student is to submit every Friday (beginning in the second week) a 2–3 page summary of the assigned reading. (See below: **Topical Outline** for the reading assignments of this book.) For the final part of every Friday's class, a selected student will lead a discussion about the assigned reading.

### **PRESENTATION**

During the final week of the class, each student will give a lecture on their research topic. The lecture should include audio, visual, and/or graphic aids to enhance the class' awareness and understanding of the topic.

### **EXAMINATIONS**

There will be one examination in this course. The examinations will consist of essay responses.

#### **Evaluations**

Class Participation	15%
Weekly Content Assignment	20%
Presentation on Assigned Reading	10%
Map Quiz	10%
Abstract	5%
Book Review	10%
Research Paper	10%
Final Examination	20%

#### **Grading Scale**

90 -100 — A
80 - 89 — B
70 - 79 — C
60 - 69 — D
under 59 — F

## TOPICAL OUTLINE

- WEEK 1: Introductions, Discussion of Syllabus, Historiography  
Readings:  
Wilson, "European Historiography and Oppression Exposed"
- WEEK 2: Historiography contd.: The Political Implications of History Writing  
Reading:  
Wilson, "European Historiography and Oppression Exposed"  
Watch: Black History: Lost, Stolen, or Strayed  
Hochschild, Introduction and Prologue
- WEEK 3: Discussion of European Imperialism outside of Africa, Discussion of Development and Underdevelopment  
Readings:  
Rodney, "Some Questions on Development"  
Rudyard Kipling, "White Man's Burden"  
"Manifest Destiny"  
Hochschild, Chapter 1 and Chapter 2
- WEEK 4: An Overview of European Colonialism  
Reading:  
Falola, Vol. 4, Chapter 25 "Africa and Europe: Anatomy of a Colonial Relationship"  
Shillington, (293) "The Mapping of Africa as a Prelude to Empire"  
Hochschild, Chapter 3 and Chapter 4
- WEEK 5: The Scramble for Africa, Imposition of Colonial Rule  
Reading:  
Rodney, Chapter 4 (135) "The Coming of Imperialism and Colonialism"  
Shillington, (301-304) "The European 'Scramble'"  
Falola, Vol. 3, Chapter 1 "The Imposition of Colonial Rule"  
Hochschild, Chapter 5 and Chapter 6  
**Quiz#1 Map of Africa Monday February 22, 2010**
- WEEK 6: The Scramble for Africa, Imposition of Colonial Rule (contd.)  
Reading:  
Falola, Vol. 3, Chapter 1 "The Imposition of Colonial Rule"  
Falola, Vol. 3, Chapter 2 "The Consolidation of European Rule"  
Hochschild, Chapter 7
- WEEK 7: Colonial Political Strategies, Colonial Education  
Reading:  
Falola, Vol. 3, Chapter 4 Colonial Political System  
Rodney, Education for Underdevelopment  
Hochschild, Chapter 8 and Chapter 9  
**Quiz#2 Map of Africa Monday March 8, 2010**  
**Note: Book Reviews are Due Monday March 8, 2010**
- WEEK 8: Spring Break

- WEEK 9: Africa and European World War I & II  
Falola, Vol. 3, Chapter 3 “Africa and World War I”  
Falola, Vol. 4, Chapter 3 “Africa and World War II”  
Hochschild, Chapter 10, Chapter 11, and Chapter 12
- WEEK 10: African Nationalism Before 1939  
Reading:  
Falola, Vol. 3, Chapter 14: African Intellectual Life during the Colonial Era  
Falola, Vol. 3, Chapter 15: African Nationalism 1914–1939  
Shillington, (361-5) African Nationalism  
Hochschild, Chapter 13 and Chapter 14
- WEEK 11: African Nationalism After 1939  
Reading:  
Falola, Vol. 4, Chapter 1 Trends and Patterns in African Nationalism  
Falola, Vol. 4, Chapter 2 Pan Africanism  
Hochschild, Chapter 15 and Chapter 16
- WEEK 12: Women in Nationalist Movements, Wars for Liberation  
Reading:  
Falola, Vol. 4, Chapter 4 Radical Nationalism and Wars of Liberation  
Falola, Vol. 4, Chapter 6 “Women and Nationalist Movements”  
Hochschild, Chapter 17
- WEEK 13: Africa’s Contribution to the Development of Europe  
Reading:  
Rodney, “Africa’s Contribution to the Capitalist Development of Europe—The Colonial Period”  
Shillington, (348-354) “The Economic Impact of Colonial Rule”  
Hochschild, Chapter 18 and Chapter 19
- WEEK 14: Imperialism’s Political Effects on Africa  
Reading:  
Rodney, (223) “Negative Character of the Social, Political, and Economic Consequences”  
Falola, Vol. 3, Chapter 5 “The Political Impact of European Rule”  
**Note: Research Papers are Due Monday April 26, 2010**
- WEEK 15: Neocolonialism, Oral Presentation of Research Papers, Summary and Wrap-Up  
Reading:  
Falola, Vol. 4, Chapter 24 “Neocolonialism”  
**Note: Book Reviews are Due Monday May 3, 2010**
- WEEK 16: Oral Presentation of Research Papers, Summary and Wrap-Up  
**Final Exam: See Final Exam Schedule**



## SELECTED BIBLIOGRAPHICAL REFERENCES

- J. Ade Ajayi and M. Crowder (Eds.), **History of West Africa, Vol. I**  
 D. Birmingham and P. Martin (Eds.), **History of Central Africa, Vol. I**  
 Albert Adu Boahen, **African Perspectives on Colonialism**  
 Ralph Austin, **African Economic History: Internal Development and External Dependency**  
 Adu Boahen, **Topics in West African History**  
 Frederick Cooper, "Conflict and Connection: Rethinking Colonial African History," **The American Historical Review**, Vol. 99, No. 5 (Dec., 1994)  
 Paul Bohannon and Phillip D. Curtin, **Africa and the Africans**  
 Richard Buijtenhuijs, **Essays on Mau Mau.**  
 Phillip D. Curtin, **African History**  
 Perry Curtis and George H. Nadel, **Imperialism and Colonialism**  
 Basil Davidson, **Africa in History**  
 Basil Davidson, **A History of West Africa**  
 D. Forde, **African Worlds**  
 Michael Hardt and Antonio Negri, **Empire**  
 John Hargreaves, **Decolonization in Africa**  
 \_\_\_\_\_, **West Africa Partitioned**  
 Joseph E. Harris, **Africans and Their History**  
 Daniel Headrick, **The Tools of Empire**  
 Jeffrey Herbst, "Responding to State Failure in Africa," **International Security**, Vol. 21, No. 3 (Winter, 1996-1997)  
 A. Hilton, **The Kingdom of Kongo**  
 Robert W. July, **A History of the African People**  
 S.M. Kiwanuka, **A History of Buganda**  
 David Lewis, **The race to Fashoda : European Colonialism and African resistance in The Scramble for Africa**  
 Kwame Nkrumah, **Consciencism**  
 \_\_\_\_\_, **Africa Must Unite**  
 \_\_\_\_\_, **Neo-Colonialism: The Last Stage of Imperialism**  
 R.S. O'Fahey and J.L. Spaulding, **Kingdoms of the Sudan**  
 B. Ogot, **Zamani: A Survey of East African History**  
 J. D. Omer-Cooper, **History of Southern Africa**  
 Thomas Pakenham, **The Scramble for Africa: White Man's Conquest of the Dark Continent from 1876-1912**  
 Neil Parsons, **A New History of Southern Africa**  
 Ernest F. Penrose, **European Imperialism and the Partition of Africa**  
 Walter Rodney, **How Europe Underdeveloped Africa**  
 Kevin Shillington, **History of Africa**  
 P.L. Shinnie, Meroe, **A Civilization of the Sudan**  
 L. Thompson, **A History of South Africa**  
 Chancellor Williams, **The Destruction of Black Civilization**  
 Maloba O. Wunyabari, **Mau Mau and Kenya: An Analysis of Peasant Revolt.**  
 Crawford Young, **The African Colonial State in Comparative Perspective**