History 3430 (Fall 2014)

The Making of Colonial Africa (c. 1850-1930)

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Office Hours: Mondays 12:00-1:00, or by appointment

Just as almost all of Africa was colonized by Europe in the late 19th century, so too the colonial legacy is placed at the root of most explanations for Africa’s contemporary woes. But what exactly did being colonized mean? It commonly implies total imperial control, outright cultural destruction, and colonial subjects caught between subjugation and resistance. Yet we can find bountiful evidence that African myths, music and marital practices remained distinctive and vibrant. If some colonized Africans were impoverished, others garnered and controlled new forms of wealth. Were Africans who sought to acquire the institutions and tools of modern society oppressed, resisting, or something else? Our understanding of the colonial era has started to see “para-colonial” stories of change outside colonial frameworks, and inventive continuities instead of disruption. This class has two central concerns. One is to look at different categories of Africans – for example women, chiefs, ex-slaves, workers – in the formative years of the colonial order, to develop a nuanced understanding of how being colonized changed or did not change their lives. The other traces the historians’ struggle to better grasp the state of “being colonized” as we develop a more distant and balanced view of the colonial era.

Class Format

The class will be divided up into five permanent groups for purposes of organization. After the initial introductory lectures, class will usually start with a member of a certain group presenting a précis of a particular reading, followed by a second précis of the same reading by a second group. The class will then compare the two presentations, to highlight the key points raised. Discussions will then follow based on questions provided in advance, or raised in class. Everyone will be expected to do all the readings each week, and to join in the general discussion. You will be assessed individually, not by group. Each of you should ensure that you take your fair share of précis work over the term.

The précis is a distinctive exercise. It is not a summary, nor does it replace detailed notes you should take about the narrative, content etc. of each reading. It should be about a paragraph long, and focus on answering these questions for the article at hand: What is the issue being addressed? What is the argument being made? Why did the author bother to write this? After each class précis writers will email a copy to me, revised as need be in light of class discussions. I will post them (student’s name removed) to the class OWL site as a study resource. Participation marks are based in part on précis presentation, as well as on general discussion. Each précis, revised and submitted for posting, will be awarded a 1% bonus mark.
### Course Assessment

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<tr>
<th>Requirement</th>
<th>Percentage</th>
<th>Due Date</th>
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<tr>
<td>Class participation</td>
<td>20%</td>
<td>every day</td>
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<tr>
<td>Short Essay</td>
<td>20%</td>
<td>October 1</td>
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<tr>
<td>Research Paper Proposal</td>
<td>5%</td>
<td>October 8</td>
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<tr>
<td>Research Paper</td>
<td>35%</td>
<td>November 12</td>
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<tr>
<td>Final exam</td>
<td>20%</td>
<td>December 8</td>
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<td><strong>Total</strong></td>
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Précis submission 1% each, upon submission (bonus)

### Class Participation (20%)

History is best pursued through active discussion based on careful reading; the class participation mark will be an assessment of your general contribution to this process, *not only* when your group's number comes up to present, critique, or question. Presenters will also be asked to submit a copy of each précis, to be compiled into a resource for the class.

### Short Essay (20%. Due October 1, in class)

This essay will be based on course material. Length 6 pages/12-1500 words, double spaced, in typeface. Late penalties will apply!

### Research Paper Proposal (5%. Due October 8, in class)

You must design your topic in consultation with me, after reviewing my “Research Paper Start Kit” handout. As we will discuss, I will encourage papers on the themes and case studies of the course, but will accept some other topics. After we have discussed your interests, you must submit a description of your topic *as a question*, in writing, for my written approval. This short (1 to 2 page) description should include enough of your bibliography to indicate that you are on the right track, and an account of the approach you intend to take in answering your question.

**NB:** Submitting this description is *mandatory*; no essay will be accepted which has not been approved in writing by me.

### Research Paper (35%. Due November 12 in class)

The length may vary slightly according to topics, but the target should be about 15-18 double-spaced, typed pages, or about 3500-4500 words. The term paper is due as indicated. Late penalties will apply to late papers. No papers will be accepted after the final exam date, except for exceptional reasons and by prior arrangement.

### Take Home Exam (20%. Due December 8)

Study questions will be provided shortly before the end of term.
ON PLAGIARISM, LATENESS AND OTHER ADVICE

On Plagiarism All students in this class are to read and understand the policies on academic integrity and plagiarism referenced in the Policies and Student Resources sections of the academicintegrity.dal.ca website. Ignorance of such policies is no excuse for violations.

Any paper submitted by a student at Dalhousie University may be checked for originality to confirm that the student has not plagiarized from other sources. Plagiarism is considered a serious academic offence which may lead to loss of credit, suspension or expulsion from the University, or even to the revocation of a degree. It is essential that there be correct attribution of authorities from which facts and opinions have been derived. At Dalhousie there are University Regulations which deal with plagiarism and, prior to submitting any paper in a course, students should read the Policy on Intellectual Honesty contained in the Calendar or on the Online Dalhousie website. The Senate has affirmed the right of any instructor to require that student papers be submitted in both written and computer-readable format, and to submit any paper to be checked electronically for originality. As a student in this class, you are to keep an electronic copy of any paper you submit, and the course instructor may require you to submit that electronic copy on demand.

You are responsible for knowing the rules of citation and academic honesty; be fully aware and apply them thoughtfully! You should read the Policy on Intellectual Honesty contained in the Calendar or on the Dalhousie web site at: http://ug.cal.dal.ca/UREG.htm#I10

If you have any doubts about what constitutes plagiarism consult a writing manual or ask me. A good and available guide is M. Northey's Making Sense. Even handier is the Academic Integrity student resources page, where you can test your understanding of the concept!

On lateness: Subject to my discretion there will be penalties for late papers, and no essays will be accepted after the dates noted above without a valid and documented reason.

On losing papers: It is best to submit papers to me in class. The next best option is to use my History Department essay box in the McCain main lobby, #94 (NOT my mailbox in the Department). Note that the department often closes before 4:00 p.m. In all cases, it is now required that you keep at least an electronic copy of your paper (see the plagiarism section above).

On disabilities and accommodations:
Students may request accommodation as a result of barriers related to disability, religious obligation, or any characteristic under the Nova Scotia Human Rights Act. Students who require academic accommodation for either classroom participation or the writing of tests and exams should make their request to the Office of Student Accessibility & Accommodation (OSAA) prior to or at the outset of each academic term (with the exception of X/Y courses). Please see www.studentaccessibility.dal.ca for more information and to obtain the Request for Accommodation – Form A.

A note taker may be required to assist a classmate. There is an honorarium of $75/course/term. If you are interested, please contact OSAA at 494-2836 for more information.
Please note that your classroom may contain specialized accessible furniture and equipment. It is important that these items remain in the classroom so that students who require their usage will be able to participate in the class.

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<tr>
<th>HISTORY DEPARTMENT PERCENTAGE TO GRADE EQUIVALENTS</th>
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<tbody>
<tr>
<td>A+  90-100%</td>
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<tr>
<td>A  85-89%</td>
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<td>A-  80-84%</td>
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Schedule of Topics

There are no books to purchase for this class. Readings are posted to OWL or available online through the Dalhousie Library system.

We will move through an extended series of readings on each topic, and round off each section with a general discussion about competing accounts and our assessment of them. The weekly schedule will be defined as we go, but we should cover 2 to 4 articles per week.

NB: The notations in the left margin refer to the assignments for the first and second précis functions. Thus under P1/P2 someone from group 1 provides the first précis, and someone from group 4 provides the second précis.

Readings marked [O] are available online (and sometimes on Killam shelves)

I  Contexts and Concepts


II: What a state we’re in! Creating colonial states


Topics III through XI will be posted to the OWL page, with précis assignments, readings, commentaries and ideas for discussion included.

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