

## HISTORY 2630G

### GOING TO AFRICA

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**This is a draft syllabus. Please see your course site for the final syllabus.**

**Invocation:** To the Sun, in whose tight embrace we and other planets travel the Cosmos free of charge, we are grateful. To the Earth, the ground of our being, we are grateful. To all fellow creatures on this planet, on land, in the air, and waters, we are grateful; we apologize that our human ways have ravaged your ways of life. To our personal and collective ancestors, we are grateful. *We are grateful to, and acknowledge the Anishinaabek, Haudenosaunee, Lūnaapéewak, and Chonnonton Nations, among others, whose traditional territories are where this course takes place.* Haudenosaunee, Lūnaapéewak, and Chonnonton Nations, among others, whose traditional territories are where this course takes place.

#### Course Description

Have you wanted to experience wildlife up close and personal in an open truck? Does Jane Goodall's work with chimpanzees appeal to you? How about delivering food and medicine to poor villagers with the United Nations or INGO? Or, perhaps bringing the Good News to those in need of the Good Book? Indeed, have you ever wondered how and why it is that the resource rich African continent also happens to be the poster child for poverty and despair in recent human history? This course attempts to answer these and other questions on contemporary African issues through a historical lens. Your trip to Africa will never be the same after taking this course. Let the fun learning begin!

#### Course Objectives, students will be able to:

- \* Give basic historical timelines and narratives of parts of Africa covered in the course
- \* Write a historically informed essay on Western interventions in one region of Africa
- \* Work Collaboratively and Successfully with assigned Debate Team

#### Methods of Evaluation

- \* 20% - Attendance, Active Preparation & Participation
- \* 20% - Four Timeline Quizzes @ 5% each
- \* 20% - Individual Essay
- \* 10% - Team Preparation Outline
- \* 30% - Debate Team Presentation

#### Absences and Late Assignments:

- Students with an approved absence from an in-class assignment will be required to write a make-up test. The make-up test will not necessarily be in the same format, be of the same duration, or cover the same material as the original assignment. For the university's policies on this, see the following: [Absence & Academic Consideration](#), the university's policies on [Academic Consideration for Medical Illness](#), and the Department of History's own [Undergraduate Policies and Statements](#), for department procedures and requirements.

- Students must attend at least ten of our twelve seminar meetings in order to pass the course, regardless of grades received for other assignments.
- Students must submit all course assignments in order to pass the course.
- Make-up tests, midterms, and exams can only be approved by Academic Counselling.

**Course Materials** (may include these or other texts, in part or completely)

- Robert Harms, *Africa in Global History with Sources*
- Tsitsi Dangarembga, *Black and Female*
- Binyavanga Wainaina, *How to Write about Africa*
- Sylvia Vollenhoven, *Keeper of the Kumm*
- Selected Documentary and Feature Films

**Course Schedule**

Week 01:	Introduction to Course and the One Another
Week 02:	Africa and the Africans, Historical Overview Timeline Quiz #1
Week 03:	Spirits, Nature, Religions
Week 04:	East Africa
Week 05:	East Africa Timeline Quiz #2
Week 06:	Southern Africa
Week 07:	Spring Reading Week
Week 08:	Southern Africa Timeline Quiz # 3
Week 09:	Southern Africa Team Proposal Outline Due
Week 10:	International Development and its Discontents Timeline Quiz #4
Week 11:	Canadians in Africa, Yesterday and Today
Week 12:	Let's Hear It—Debate Teams—Presentations
Week 13:	Recap and Last Day of Class Individual Essay Due



## Additional Statements

***Communication policies:*** I am available via email and office hours in-person or on Zoom.

***Classroom behavior:*** Respect is important, both in and outside the classroom. In the classroom it includes waiting your turn, being respectful of different points of view on different issues and leading with heart and mind. The classroom interaction includes watching films as well as close reading of texts electronically and in print.

***Use of electronic devices:*** There will be short breaks during the three hours of class time. To that end, please keep your devices in silent (without vibration) mode, or better, in airplane mode and store until breaktime and after class.

***Use of generative AI tools:*** The use of generative AI tools like ChatGPT is permitted in this course for activities such as brainstorming and refining your ideas, drafting an outline to organize your thoughts, or checking grammar and style. Any use of such tools should be properly documented and cited. If in doubt, please ask me for clarification.

Please review the Department of History's shared policies and statements for all undergraduate courses at: [https://history.uwo.ca/undergraduate/program\\_module\\_information/policies.html](https://history.uwo.ca/undergraduate/program_module_information/policies.html) for important information regarding accessibility options, make-up exams, medical accommodations, health and wellness, academic integrity, plagiarism, and more.