

American College Dublin

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LIB306 SCRAMBLE FOR AFRICA

Credits:	3 US credits / 6 ECTS credits
Credit level:	Stage two
Prerequisites:	War and peace in the modern world
Mandatory:	Yes
Contact hours:	40
Academic Year:	2016/17
Semester:	2
Lecturer:	Dr. Stephen Barcroft

INTENDED LEARNING OUTCOMES

At the end of this module learners should be able to:

1. understand the nature of political and economic colonialism and imperialism;
2. relate European late-nineteenth-century industrialisation to colonial expansion in search of raw materials and trading opportunities;
3. appreciate connections between late nineteenth-century European nationalism and colonial expansion;
4. discuss the continuing legacy of the colonial period on African post-colonial states and societies;
5. analyse the representation of African colonial experience in works of fiction by European and African writers.

Learning outcomes 3-4 will be assessed by a research paper, and 1-2, 5 by the final examination.

MODULE OBJECTIVES

The course discusses the history of conflicting European claims to African territory during the New Imperialism period, from the 1880s to the start of World War I. Learners will study the colonisation and economic exploitation of Africa by such European powers as Great Britain, France, Belgium, Portugal, Germany, and Spain; the political disputes and conflicts in Europe resulting from colonial competition; and the long-term effect of European imperialism on African societies.

MODULE CURRICULUM

Learners will realise the module objectives by completing a number of curriculum tasks and activities. These are planned to include the following topics:

- colonial competition of European powers, including Great Britain, the French Third Republic, the German Empire, Belgium, Portugal, and Spain in the late nineteenth century;
- implications of the Berlin Conference of 1884;
- colonial exploitation and the Europe's "civilizing" mission in Africa;
- cheap labour, limited competition, and abundant raw materials as the main economic inducements to African colonisation;
- Britain's occupation of Egypt and South Africa;
- the Belgian colonization of the Congo;
- the French West Africa;
- military conflicts on the African soil;
- the impact of colonial rivalry on the outbreak of World War I;
- European colonial experience and the notion of race;
- the political and economic legacy of European imperialism in Africa;
- European colonization of Africa in literature and film.

REQUIRED TEXT

Thomas Pakenham, *The Scramble for Africa*, New York: Random House, 1991;

Vincent B. Khapoya, *The African Experience*, Prentice Hall, Upper Saddle River, NJ, 1998.

SUPPLEMENTARY READING LIST

Norman Dwight Harris, *Intervention and Colonisation in Africa*, New York: Houghton Mifflin Company, 2006;

Harry Hamilton Johnston, *A History of the Colonization of Africa by Alien Races*, Cambridge University Press, 2008 (1899);

Maria Petringa. *Brazza, A Life for Africa*, Author House, 2006;

Walter Rodney, *How Europe Underdeveloped Africa*, London: Bogle-L'Ouverture Publications, 1973;

Henk Wesseling, *Divide and Rule: The Partition of Africa, 1880-1914*, Westport: Praeger Publishers, 1996;

Eric Hobsbawm, *The Age of Empire 1875-1914*, London: Weidenfeld & Nickolson, 1987;

M. E. Chamberlain, *Scramble for Africa* (2nd Edition), Edinburgh: Pearson Education Limited, 1999;

Barbara Harlow, Mia Carter eds., *Archives of Empire: Volume 2: The Scramble for Africa*, Durham-London: Duke University Press, 2003;

Padraig Carmody, *The New Scramble for Africa*, Cambridge: Polity Press, 2011.

INTERNET WEBSITES

<http://xenohistorian.faihtweb.com/africa/afex3.html>

<http://www.hyperhistory.net/apwh/essays/comp/cw25colonizationafrica.htm>

www.africaforever.org/colonialism.aspx

<http://www.saburchill.com/history/chapters/empires/0048.html>

<http://www.socsci.flinders.edu.au/global/africa/lennyellers/index.htm>

<http://africanhistory.about.com/od/eracolonialism/a/ScrambleWhy.htm>

http://europeanhistory.about.com/od/colonimperialism/Colonialism_and_Imperialism.htm

http://history1800s.about.com/od/colonialism/Colonialism_in_Africa_and_Asia.htm

MODULE LEARNING ENVIRONMENT

The physical structures of the module learning environment include lecturing classrooms supplied with integrated chairs and desks and a whiteboard, a Powerpoint system, overhead projector, television and DVD/video player. The learners also have access to an up-to-date computer laboratory (all computers are connected to the College's network; they are equipped with the Microsoft XP Office suite of software, Microsoft Frontpage and are networked for printing and internet access).

The module learning environment also includes the College's library (the Rooney Library). In co-operation with the teaching staff and in association with Lynn University, Boca Raton, Florida, the Library is able to supply reading and research materials on all aspects of the proposed Liberal Arts degree (as well as a range of materials on history, sociology, literature, languages, art, international relations and environmental studies). There are networked computers (five) and printers, with Internet access and power points for portable computers. The library management system, Voyager, provides an online catalogue. Learners are able to search the catalogue, extend their loans, and place holds on titles from home. An inter-library loan service is available for staff and learners.

MODULE TEACHING AND LEARNING STRATEGY

The module intended learning outcomes are achieved through a range of teaching and learning strategies. These include three hours per week of class time which combines elements of a seminar and tutorial. Learners are expected to take detailed notes in class and to do practical exercises and other classroom activities prescribed by the lecturer. Learners are also expected to dedicate at least two hours per week to self-directed study which includes reading, elementary research, home assignments, group assignment preparation, individual projects, and revision of material for tests and final examinations. Self-study can be conducted in the College Library or at home. Learners can also contact their lecturer during office hours for further academic support. All these types of teaching provide a versatile opportunity to support and develop learner engagement with the programme.

MODULE ASSESSMENT STRATEGY

The extent to which learners have achieved the module intended learning outcomes is established by different kinds of assessment strategies. These include various forms of continuous assessment and the final exam. The forms of assessment used in the module, together with their weighting, include the following:

- research paper (c. 2500 words), in which learners will present results of their original research on a selected topic relating to the history of colonial Africa (40%);
- final examination (60%).

As class attendance is necessary for the achievement of intended learning outcomes, only learners who have attended at least 75% of the classes can sit the final examination.

The grading scale used by the American College Dublin is the following: A (80-100%), B+ (70-79%), B (60-69%), B- (55-59%), C+ (50-54%), C (40-49%), D (35-39%), F (below 35%). Class presentations are assessed using a class presentation rubric (see Section 5.4.6) to ensure transparency, fairness, and consistency of assessment process.

Learners will be instructed in academic techniques of source referencing to avoid plagiarism, that is, unacknowledged appropriation of someone else's ideas, words, and research results. Plagiarism is regarded by the College as a serious offence punishable by downgrading, failure in the course work, and possible dismissal from the College. The College's detailed Plagiarism Statement is included in the Quality Assurance Manual, sections 3.8.1-3.