

HIST 112 | Africa II Summer 2020

Instructor: Trishula Patel
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Office: TBD
Office hours: Thursdays 2:00-4:00pm (or by appointment)

M-Tu-W-Th, 10:45am-12:45pm
Classroom TBD

Main First Session dates

First class: Monday, June 1
Last class: Thursday, July 2

This course is a survey of modern African history from the late 19th century to the present. We will explore the period of European colonialism and its postcolonial legacy, focusing on the experiences of Africans during this time. One of the goals of this course will be to counter Western-centric ideas of Africa, both through the lens of the colonial encounter and the continent's postcolonial relationship with the rest of the world. With that in mind, students will be guided toward a more critical view of these depictions, drawing them towards African perspectives to explore the relationship between narratives of African history and the historical contexts in which they were produced. The course will take a chronological and thematic trajectory, addressing major themes in African history from the end of the slave trade, to colonialism and nationalist movements, to independence and postcolonialism in the African context. Themes addressed in the class will include gender, age, class, race and ethnicity, and the historical legacies of both the precolonial and colonial eras to the construction of the postcolonial nation-state. By the end of the course, students will be able to challenge the meanings and boundaries of terms such as "European" or "African," "modern" or "traditional," with an understanding that the interaction between Europe and Africa was one of mutual historical entanglement, rather than a single narrative defined by Western understandings of the continent.

Assignments will be geared towards teaching students to think and write like historians, and understand the basic tenets of historical enquiry, such as how to use primary and secondary sources and differentiate between them, and construct a basic historical argument that advances historiographical understandings of the topic in question. Assignments for the course will include a midterm paper and a longer final paper that analyzes the relationship between Africa's past, historical interpretation of that past, and Africa's present.

Required Texts

Robert Harms, *Africa in Global History* (New York: Norton, 2018).
Frederick Cooper, *Africa Since 1940: The Past of the Present* (New York: Cambridge University Press, 2002).
Philip Gourevitch, *We wish to inform you that tomorrow we will be killed with our families* (New York: Picador, 1999).
Trevor Noah, *Born a Crime: Stories from a South African Childhood* (New York: Penguin Random House, 2016).

Course Requirements and Assignments

This class meets four days a week. Students are expected to come to class each day well-prepared by having done the assigned reading or writing assignment, and be ready and willing to participate actively and continuously in class.

Attendance and participation in discussion is mandatory, because it is crucial to the design of the class and to your own learning experience. You'll get an A for advancing the discussion with insightful comments

and questions, and demonstrating that before class, you did and thought about the reading and how it relates to other material we've explored in class. Showing up and talking a bit, answering the questions that are posed to you and making it clear that you did the reading, is worth a B. Just showing up and saying something at least once gives you a C grade for the day. You'll get a D if you're present, but don't contribute at all during class.

Attendance at all class meetings is mandatory and expected, except in case of a medical issue or other extreme circumstance. All absences must be cleared with the instructor, in advance. Unexcused absences will be penalized from the student's participation grade. Multiple absences may jeopardize the student's ability to achieve a passing grade.

Class Activities: Each week, we will read and discuss books and articles by historians who engage with different themes and methods in African history; we will do the same with primary sources produced by people in the past that shed light on African trends or events. Some of our meetings will be devoted to the writing process and to workshopping each other's writing. We'll also dedicate some classes to watching movies about events in African history together.

Reading: You have been warned: there will be a lot of reading for this class. We'll do some of these readings in class and discuss them after; you should be prepared to read carefully and actively and be ready to discuss the readings in depth.

Map quiz: You will label or shade 15 terms. Terms for the quiz will be distributed beforehand.

The midterm paper should not exceed five double-spaced pages (one-inch margins, 12-point font, not including endnotes). I'll stop reading at the bottom of page five, so take this length limit seriously. You'll be given a set of original historical sources and be asked to think like a historian, answering questions about what we learn about the past from these documents, and what their limitations are. You will be expected to draw from the readings we have done in class so far in answering the essay question; you are not expected to use any outside readings.

The **final essay** will be based on a question handed out the last day of class. It will allow you to tie together different components of the class in an analytical essay of eight to ten pages (double-spaced, 12-point font, one-inch margins) in length. Like the primary source analysis, it should have properly cited footnotes or endnotes, and I will stop reading after page ten. You should use no or very minimal outside reading for this paper.

Grade Breakdown

Attendance and participation: 25%

Map quiz: 5%

Midterm paper: 30%

Final paper: 40%

Letter grades are converted to percentages in the following way:

A: 96; A-: 92; B+: 88; B: 85; B-: 82; C+: 78; C: 75; C-: 72; D: 65

When I average all the grades, the semester numerical average is converted to a letter grade as follows:

A: 94% and above

A-: 90-93%

B+: 87-89%

B: 83-86%

B-: 80-82%

C+: 77-79%

C: 73-78%
C-: 70-72%
D: 60-69%
F: Below 60

Honor System

Students will be familiar with and abide by Georgetown University's Honor System in both letter and spirit, as presented here: <http://honorcouncil.georgetown.edu/system>.

Accommodations

Students with documented disabilities, learning differences, or any other special needs or circumstances that may affect their learning in this course have the same rights and obligations as other students in the class, subject to reasonable accommodation. I encourage you to discuss any such issues with me promptly at the start of the semester, so that we can develop a plan with Georgetown's [Academic Resource Center](#).

Class Schedule

WEEK ONE: INTRODUCTION TO AFRICAN HISTORY

Monday, June 1: Introduction to the course

Tuesday, June 2: How to talk about Africa

Discussion class

Due today:

- Harms, Chapter 1.
- “Africans Live in Tribes, Don’t They?” in C. Keim, *Mistaking Africa* (Westview 2009), 113-28. BB
- Binyavanga Wainaina, “How to Write About Africa” in *Granta Magazine*:
<https://granta.com/how-to-write-about-africa/>

In class:

- Watch Kony 2012: <https://www.youtube.com/watch?v=Y4MnpzG5Sqc>
- Read Teju Cole, “The White Savior Industrial Complex,” and comments:
<http://www.theatlantic.com/international/archive/2012/03/the-white-savior-industrial-complex/254843/>

Wednesday, June 3: Africa in popular culture

Movie day

Due today:

- Jelani Cobb, “Black Panther’ and the Invention of Africa:
<https://www.newyorker.com/news/daily-comment/black-panther-and-the-invention-of-africa>

In class:

- Watch *Black Panther*

Thursday, June 4: “Discoveries”

Lecture and discussion

Due today:

- Harms, Chapter 10

- H.M. Stanley, *Through a Dark Continent or, The Sources of the Nile Around the Great Lakes of Equatorial Africa and Down the Livingstone River to the Atlantic Ocean*, vol. 2 (New York: Dover Publications, 1988 [orig. 1878]), 132-52. BB

In class:

- “How to read a primary source.” BB
- **MAP QUIZ**

WEEK TWO: LIFE UNDER COLONIALISM

Monday, June 8: Europeans and Africans Negotiate

Lecture and discussion

Due today:

- Harms, Chapter 11
- J.P.R. Wallis, ed., *The Matabele Journals of Robert Moffat, 1829-1860*, vol. 2 (London: Chatto and Windus, 1945), 202-09, 224-5, 246-55. BB
- T.M. Thomas, *Eleven Years in Central South Africa* (London: Frank Cass and Co., 1971 [orig. 1872]), 59-72. BB

In class:

- “Shaka Goes to War,” Harms p. 370 and “Fleeing the Ngoni,” p. 371.
- Tati Concession: <http://extwprlegs1.fao.org/docs/pdf/bot91350.pdf>
- Rudd Concession: https://en.wikisource.org/wiki/Rudd_Concession

Tuesday, June 9: King Leopold

Movie day:

In class:

- Watch King Leopold’s Ghost

Wednesday, June 10: Exploitation in the Belgian Congo

Lecture and discussion

Due today:

- Harms, Chapter 12
- Excerpt from Adam Hochschild, *King Leopold’s Ghost* (Boston: Houghton Mifflin, 1999), BB.
- “The Dual Mandate,” Harms, p. 456.

Thursday, June 11: Aba Women’s War

Lecture and reading

In class:

- Aba Commission of Inquiry, *Notes of Evidence Taken by the Commission of Inquiry to Inquire into the Disturbances in the Calabar and Owerri Provinces, Dec. 1929* (London 1930), typed excerpts. BB
- *Report of the Commission of Inquiry Appointed to Inquire into the Disturbances in the Calabar and Owerri Provinces, Dec. 1929* (Lagos 1930), typescript of summary findings and recommendations. BB
- M. Perham, “The South-East: The Aba Riots,” in *Native Administration in Nigeria* (London: Oxford University Press, 1937), 206-220. BB
- A. E. Afigbo, “Revolution and Reaction in Eastern Nigeria,” *Journal of the Historical Society of Nigeria* 3:3 (1966), pp. 539-57. BB

- Judith van Allen, “Aba Riots’ or ‘Igbo Women’s War’? Ideology, Stratification, and the Invisibility of Women,” in N. Hafkin and E. Bay, *Women in Africa: Studies in Social and Economic Change* (Stanford: Stanford University Press 1976), pp. 59-86. BB
- Misty Bastian, “‘Vultures of the Marketplace’: Southeastern Nigerian Women and Discourses of the Ogu Umuwaanyi (Women’s War) of 1929,” in Jean Allman et al, eds., *Women in African Colonial Histories* (Indiana UP 2002), pp. 260-281. BB

This weekend:

- **5 page midterm paper due a week from today’s class, Thursday June 18, before the start of class, emailed to me**
- Using the readings about the Aba Women’s War that you had to read for today, what was the women’s war really about? Take into the account the context in which the testimony in the primary sources is being given, and who is producing the final report concerning the event. What assumptions are the British making about gender relations and “traditions” in this society? Are they accurate? Use the secondary readings to help answer these questions. Finally, what is missing from historians’ accounts of the women’s war? What questions do you still have as an historian in training?

WEEK THREE: DECOLONIZATIONS

Monday, June 15: Ethiopia and the End of Empire

Lecture

In class:

- Harms, Chapter 13
- Haile Selassie I, “Towards African Unity,” *The Journal of Modern African Studies* 1.3 (1963): 281-291, BB.
- “An African Soldier Speaks,” Harms, p. 544.

Tuesday, June 16: Citizens and Subjects in French West Africa

Lecture

In class:

- Cooper, Chapter 2: Workers, peasants, and the crisis of colonialism
- Harms, Chapter 14
- Lambert, Michael. 1993. “From Citizenship to Négritude: ‘Making a Difference’ in Elite Ideologies of Colonial Francophone West Africa,” *Comparative Studies in Society and History* 35: 239-262, BB.
- “Rejecting the French Community,” Harms, p. 588.

Wednesday, June 17: Writing workshop

In today’s class, we’ll be discussing your midterm papers before you turn them in. I’ll divide you into groups before class. Those groups will get together during class time to go over any paper drafts or outlines you have ready, which you should have emailed to your group the day before. I’ll answer any final questions you have before you turn in your papers, and give you time at the end of class to work on finishing up the papers.

Thursday, June 18: Mau Mau and Kenya

MIDTERM DUE BEFORE THE START OF CLASS

Lecture and discussion

Due today:

- Cooper, Chapter 4: Ending empire and imagining the future
- Excerpt from David Anderson, *Histories of the Hanged*, BB

- Excerpt from Caroline Elkins, *Imperial Reckoning: The Untold Story of Britain's Gulag in Kenya*

In class:

- Jomo Kenyatta, *Facing Mt. Kenya*, excerpts, BB
- "Mau Mau's Daughter," Harms, p. 586.

WEEK 4: POSTCOLONIALISM

Monday, June 22: Cold War in Africa

Lecture and discussion

Due today:

- Harms, Chapter 15

In class:

- Patrice Lumumba Independence Day Speech, BB
- Foreign Relations of the United States Documents:
 - <https://history.state.gov/historicaldocuments/frus1958-60v14/d97>
 - <https://history.state.gov/historicaldocuments/frus1964-68v23/comp1> Documents 37-48, 71, 72, 84, 85 and anything else you find interesting
- Mobutu, "Address to the Conseil Nationale"; view video excerpts before class
- U.S. Senate, "Interim Report: Alleged Assassination Plots Involving Foreign Leaders" (Church Committee, 1975), BB

Tuesday, June 23: Apartheid

Lecture and discussion

Due today:

- Cooper, Chapter 6: The late decolonizations

In class:

- "The National Party Minister Explains Apartheid, 1950"; "The Freedom Charter"; Steve Biko, "Ideology of Black Consciousness, 1971," in John Williams, *From the South African Past* (Houghton Mifflin 1997). BB

Wednesday, June 24: Debt and Development

Lecture and discussion:

Due today:

- Cooper, Chapter 5: development and disappointment
- Excerpt from James Ferguson, *Global Shadows* (Durham, NC: Duke University Press, 2006) – available on BB
- Excerpt from Dambisa Moyo, *Dead Aid: Why Aid is Not Working and How There Is a Better Way for Africa* (London: Penguin Books, 2009), BB.

Thursday, June 25: Writing workshop

Your final paper will be due on Friday, July 3 by 5pm via email. You can start preparing your outline for your paper over the course of Week 4, and should start writing it this weekend.

Choose one of the questions below and write an essay of eight to ten double-spaced pages, including footnotes. You should use 12-point font and one-inch margins, and you should footnote ALL sources as appropriate. Full citations in footnotes can replace a "works cited" page, which is not necessary. Lectures can simply be cited with "Lecture" and date.

You need to frame the question as you deem appropriate and make the parameters of your analysis clear to the reader. If you are using material from less than four different days of class, you are almost certainly framing too narrowly. Put different weeks' readings in conversation with each other as appropriate. Use specific examples from the readings to support your points; do not make general statements without supporting evidence.

Questions:

- In what ways do the local, regional, national, and transnational interact in Africa in the twentieth century? How does this call for a rethinking of the traditional view that relegates Africa to the margins in world history and processes?

OR

- In many ways, the colonial history of Africa on the surface presents a series of declensionist narratives. Are all colonial histories necessarily stories of decline? Who benefited during this period of time, and in what ways?

We'll spend today's class going over strategies for writing a longer historical analysis paper, with a particular focus on crafting and argument/thesis and supporting it with evidence. You should not be using any outside readings to answer these questions. I'll give you time in class to start working on an outline, and will be on hand to answer questions and help you with this process.

WEEK 5: HISTORICAL LEGACIES

Monday, June 29: Coups and the Military State

Lecture and discussion

In class reading:

- Cooper, Chapter 7: The recurrent crises of the gatekeeper state

Tuesday, June 30:

We'll watch a movie in class today, and you can pick which one: either *Invictus* or *Hotel Rwanda*. We'll decide which the week before.

Wednesday, July 1: Rwandan genocide

Lecture and discussion

Due in class today:

- Philip Gourevitch, *We wish to inform you that tomorrow we will be killed with our families*
 - Note: You have two novels to read for this week. I would suggest that you start reading Gourevitch earlier in the summer before the class starts, and perhaps listen to the audio book of Trevor Noah's autobiography - he narrates it himself and it's a great listen.

In class reading:

- Cooper, Chapter 1: Introduction
- "Surviving Genocide in Rwanda," Harms, p. 675.

Thursday, July 2: End of apartheid in South Africa

Lecture and discussion

Due in class today:

- Trevor Noah, *Born a Crime*

In class reading:

- Cooper, Chapter 8: Africa at the century's turn

- “Nelson Mandela’s Speech From the Dock,” Harms, p. 589.

FINAL PAPER DUE JULY 3 BY 5PM VIA EMAIL