

**HIST 112 | Africa II**  
**Summer 2021**  
*(syllabus subject to change)*

*Instructor:* Professor Trishula Patel  
*GU Email:* trp30@georgetown.edu  
*Office hours:* Wednesdays 2:00-4:00pm (or by appointment).

MTWR, 10:45am-12:45pm

Main First Session dates

First class: Monday, June 7

Last class: Friday, July 9

This course is a survey of modern African history from the late 19<sup>th</sup> 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.

Practicalities

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 unexcused 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.

**Office hours:** I will hold office hours from 2-4 on **Wednesdays** and also by appointment – any time you want to meet with me, outside of this time, please email me.

### **IF WE ARE VIRTUAL...**

This class will be a mix of synchronous and asynchronous content. Here's what your weeks will generally look like:

On **Mondays, Tuesdays, and Wednesdays**, you should watch the lectures that I will post by the previous day before 5pm. These lectures will be about 45 minutes long and will offer you useful content and context for the week's discussion. You can either watch the video file of the lecture, or to the audio only version of the lecture, and refer to the posted slides as you go along. When you are done, you should post a comment and/or question aimed at provoking discussion (150 words max) on the lecture and/or reading into that week's discussion blog and respond to at least one classmate's comment. Comments and responses should be posted no later than 5pm on the assigned day.

You'll also want to do the reading for our discussion section on these days. I've assigned a movie for some weeks – you should aim to watch the movie before discussion section on Thursday. If anyone does not have access to the streaming services on which the movie is available, I will be streaming the movie during class time on my computer, and will share my screen with you via Zoom.

During class time on Mondays, Tuesdays, and Wednesdays, I will be online on Zoom. You can work on your own, or join the session online and do your work there, and ask any questions as you're going along. The goal of this course is to allow as much flexibility as possible for those who do not have access to high speed internet, or are not located on the East Coast. At the same time, I will make sure I am available during our scheduled class time on days that we are not meeting for synchronous discussion sections as well. We can use this time to work together, and you can ask questions of myself and/or your classmates during this time as you do the readings and watch the lectures.

On **Thursday mornings**, we'll gather for our synchronous discussions.

In keeping with the number of work hours (inside and outside of class) expected in a 3-credit Georgetown course, Hist 112 should occupy, on average, about 9-10 hours a week of your time over the five weeks, plus several hours at the end for the final essay. This includes time spent watching lectures, doing readings, writing responses and short essays, and showing up for synchronous discussion each week.

I will be as flexible as possible with the coursework and requirements. By all means, if you fall ill, or are caring for an ill family member, younger siblings, etc., let me know. If you encounter other unexpected difficulties, let me know. I will give the benefit of the doubt to anyone who is trying

### Required Texts

Robert Harms, *Africa in Global History* (New York: Norton, 2018). (*The e-book is much, much cheaper than a hard copy version*).

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).

All other readings will be posted on Canvas.

### Course Assignments

**Mapping project:** For this assignment, you have to create a series of maps or map layers that will provide the geographical context for the material we'll be studying in this class. The goal is to become familiar with Africa's geography and to give yourself reference maps that will help you situate our various readings and examples in space. Using the two-part list below, do some web research and place the various terms on a series of maps or in a program that uses layers. You should feel free to use what you are comfortable with - ArcGIS, Google Maps, or anything else. You need to be able to draw or shade areas for kingdoms and ethnic groups, as well as label (and preferably shade different countries different colors - this will help when you label colonies). You can also use the crayon in Adobe or print out paper maps and fill all this out on paper and then scan it to me - a bit cumbersome, but certainly doable.

Part 1 is due Friday, June 18 at 5pm. Part 2 is due Friday, July 2 at 5pm.

#### **PART 1:**

##### **Geographical features:**

Lake Victoria  
Congo River  
Niger River  
Nile River  
Orange River  
Volta River  
Zambezi River  
Sahara Desert  
Kalahari Desert  
Namib Desert  
Zanzibar

##### **Ethnic/language groups and precolonial polities:**

Asante empire  
Buganda (state)  
Bulawayo (city; former capital of the Ndebele state)  
Cape Town  
Hausa (language)  
Igbo (language)  
Ndebele (language)  
Orange Free State (Afrikaner republic)  
Shona (language)  
Transvaal (Afrikaner republic)  
Yoruba (language)  
Zulu Empire

Trace the population movement of the *Mfecane*

**PART 2:**

Label the map by **empire**: a different color for each European country's colonial possessions (pre-WW1). Indicate which European country controlled each German colony after WW1. Include the colonial names for each territory. You do *not* need to do the islands except for Madagascar (but you are welcome to do so if you'd like).

Label the map with the **contemporary country names** and note the year each became independent.

**Label the following cities:**

Cape Town  
Luanda  
Maputo  
Accra  
Dakar  
Dar es Salaam  
Harare (Salisbury)  
Johannesburg  
Kimberly  
Kinshasa (Leopoldville)  
Lagos  
Nairobi  
Kampala  
Addis Ababa  
Kano

**Plus ...**

Republic of Biafra  
Katanga  
Darfur

**The mid-session 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 secondary sources and be asked to think like a historian, answering questions about what we learn about the past from these documents and this historiography, 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 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: 20%  
Mapping project: 10%  
Mid-session essay: 30%  
Final essay: 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 session, so that we can develop a plan with Georgetown's [Academic Resource Center](#).

## Class Schedule

### WEEK ONE: INTRODUCTION TO AFRICAN HISTORY

#### Monday, June 7: Introduction to the course

Read:

- Harms, Chapter 1.
- The syllabus!
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#### Tuesday, June 8: How to talk about Africa

Watch:

- Kony 2012: <https://www.youtube.com/watch?v=Y4MnpzG5Sqc>

Read:

- "Africans Live in Tribes, Don't They?" in C. Keim, *Mistaking Africa* (Westview 2009), 113-28.

- Binyavanga Wainaina, “How to Write About Africa” in Granta Magazine: <https://granta.com/how-to-write-about-africa/>
- 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 9: The “discovery” of Africa

#### Watch

- *Black Panther* (available on YouTube and Amazon Prime to rent, and on Hulu and Disney+ with subscription. Email me if you don’t have access to any of these, and I will stream the movie for you from my computer during class time).

#### Read:

- Jelani Cobb, “‘Black Panther’ and the Invention of Africa: <https://www.newyorker.com/news/daily-comment/black-panther-and-the-invention-of-africa>
- 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.
- “How to read a primary source.”
- Harms, Chapter 10

Office hours from 2:00-4:00pm.

### Thursday, June 10: Africa in popular culture

## WEEK TWO: LIFE UNDER COLONIALISM

### Monday, June 14: Europeans and Africans Negotiate

#### Read:

- Harms, Chapter 11

### Tuesday, June 15: Missionaries and the Land

#### Read:

- “Shaka Goes to War,” Harms p. 370 and “Fleeing the Ngoni,” p. 371.
- 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.
- T.M. Thomas, *Eleven Years in Central South Africa* (London: Frank Cass and Co., 1971 [orig. 1872]), 59-72.
- Tati Concession: <http://extwprlegs1.fao.org/docs/pdf/bot91350.pdf>
- Rudd Concession: [https://en.wikisource.org/wiki/Rudd\\_Concession](https://en.wikisource.org/wiki/Rudd_Concession)

### Wednesday, June 16: King Leopold

#### Watch:

- *King Leopold’s Ghost* (available on YouTube and Amazon Prime to rent).

#### Read:

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

Thursday, June 17: Contestations over Labor and Land

Friday, June 18: Part 1 of map projects due.

This weekend:

Read:

- 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.
- *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.
- M. Perham, "The South-East: The Aba Riots," in *Native Administration in Nigeria* (London: Oxford University Press, 1937), 206-220.
- A. E. Afigbo, "Revolution and Reaction in Eastern Nigeria," *Journal of the Historical Society of Nigeria* 3:3 (1966), pp. 539-57.
- 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.
- 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.

Write:

- **5 page essay due on Thursday June 24, before the start of class, emailed to me.**
- Using the readings about the Aba Women's War that you had to read this week, 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 21: Citizens and Subjects

Read:

- Haile Selassie I, "Towards African Unity," *The Journal of Modern African Studies* 1.3 (1963): 281-291.
- Harms, Chapter 13
- "An African Soldier Speaks," Harms, p. 544.
- 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.
- Harms, Chapter 14
- "Rejecting the French Community," Harms, p. 588.

Tuesday, June 22: The Dirty War and Kenya

Read:

- Excerpt from David Anderson, *Histories of the Hanged*.
- Excerpt from Caroline Elkins, *Imperial Reckoning: The Untold Story of Britain's Gulag in Kenya*

- Jomo Kenyatta, *Facing Mt. Kenya*, excerpts.
- “Mau Mau’s Daughter,” Harms, p. 586.

**Wednesday, June 23: Aba Women’s War**  
Writing workshop.

**Thursday, June 24: Contesting Colonialism**  
**ESSAY DUE BEFORE THE START OF CLASS**

**WEEK 4: “POSTCOLONIALISM”**

**Monday, June 28: Apartheid**

Read:

- 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).
- “The Manifesto of Paramount Chief K.D. Matanzima”; writings of Robert Sobukwe; Joe Slovo, “Reforms’ and Revolution,” all in Clifton Crais and Thomas McClendon, eds., *The South Africa Reader* (Duke University Press 2014).
- “Nelson Mandela’s Speech From the Dock,” Harms, p. 589.

**Tuesday, June 29: Cold War in Africa**

Read:

- Harms, Chapter 15
- Patrice Lumumba Independence Day Speech.
- 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.”
- U.S. Senate, “Interim Report: Alleged Assassination Plots Involving Foreign Leaders” (Church Committee, 1975).

**Wednesday, June 30: Debt and Development, Coups and Conflicts**

Read:

- Excerpt from James Ferguson, *Global Shadows* (Durham, NC: Duke University Press, 2006).
- Excerpt from Dambisa Moyo, *Dead Aid: Why Aid is Not Working and How There Is a Better Way for Africa* (London: Penguin Books, 2009).
- Chapter 7 from Frederick Cooper, *Africa Since 1940*.

**Thursday, July 1: Hot Wars and White Supremacy**

Discussion section via Zoom.

**Friday, July 2: Part 2 of map projects due.**

**This weekend:**

Your final essay will be due on Friday, July 9 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?

## WEEK 5: HISTORICAL LEGACIES

**Monday, July 5: NO CLASS**

**Tuesday, July 6: Historical Legacies Part I**

Read:

- 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.
- “Surviving Genocide in Rwanda,” Harms, p. 675.
- Trevor Noah, *Born a Crime*

**Wednesday, July 7: Historical Legacies Part II**

I’m going to let you pick which movie we watch this week: either *Invictus* or *Hotel Rwanda*. We’ll decide which the week before.

Read:

- Sean Jacobs and Jessica Blatt, “The problem with the Hollywood Mandelas”:  
<https://africasacountry.com/2013/12/the-problem-with-hollywood-mandelas>

**Thursday, July 8: 1994**

**FINAL PAPER DUE JULY 9 BY 5PM VIA EMAIL**