

HIST 112-10 | Africa II

Summer 2022, Main First Session



Instructor: Tracy Mensah

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Office hours: Thursdays, 11:00-12:00pm (and by appointment).

MTWR, 1.10pm-3.15pm

ICC 116

This is a survey course of modern (sub-Saharan) Africa from the late nineteenth century to the present. As diverse as Africans and their cultures are, this course explores the period of European colonization of Africa to the postcolonial period from the viewpoint of Africans. It takes a chronological as well as thematic approach to the study of Africa's history. This way, it addresses themes such as resistance, resilience, agency, gender, and historical legacies. Although this course assumes no prior knowledge of African history, it is still important to pay close attention to the types of evidence authors have used to write the history of Africa. The documents (primary sources) assigned for this course are a representative sample evidence which the authors have used. While some are old and biased, others represent a few of the new and more innovative approaches

adopted by modern Africanists. Each has its strengths and weaknesses, and no document should be accepted at face value. By thinking critically about the documents, you will be cultivating an important skill which would equip you to write very strong, interesting and analytical essays.

### **Course Requirements**

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 ready/willing to participate actively and continuously in class. On Mondays-Wednesdays, we will have lectures using combined media such as readings and movies. On Thursdays, we will hold conversations on the themes and readings coming out of the week's focus

Attendance at and participation in 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.

### **Accessibility**

I am committed to creating an open and inclusive classroom. As a class, I ask that we approach our discussions with civility and respect for the variety of experiences that each of us brings to the course. Your success is important to me. Please email about any questions or concerns you might have about the course. With email, I will respond within 24 hours during the week and within 48 hours on the weekend.

### **Assessment**

Your progress in the course will be measured by your performance on a variety of course requirements described below.

Attendance: 10%

Participation: 20%

Preliminary activity: 10%

Thursday reading responses: 20%

Final essay: 40%

Numerical grading for this class and its converted letter grades are 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.

### **Title IX Syllabus Statement (endorsed by Faculty Senate)**

Georgetown University and its faculty are committed to supporting survivors and those impacted by sexual misconduct, which includes sexual assault, sexual harassment, relationship violence, and stalking. Georgetown requires faculty members, unless otherwise designated as confidential, to report all disclosures of sexual misconduct to the University Title IX Coordinator or a Deputy Title IX Coordinator. If you disclose an incident of sexual misconduct to a professor in or outside of the classroom (with the exception of disclosures in papers), that faculty member must report the incident to the Title IX Coordinator, or Deputy Title IX Coordinator. The coordinator will, in turn, reach out to the student to provide support, resources, and the option to meet. [Please note that the

student is not required to meet with the Title IX coordinator.]. More information about reporting options and resources can be found on the Sexual Misconduct Website:

<https://sexualassault.georgetown.edu/resourcecenter>.

If you would prefer to speak to someone confidentially, Georgetown has a number of fully confidential professional resources that can provide support and assistance. These resources include:

Health Education Services for Sexual Assault Response and Prevention: confidential email [sarp@georgetown.edu](mailto:sarp@georgetown.edu)

Counseling and Psychiatric Services (CAPS): 202.687.6985 or after hours, call (833) 960-3006 to reach Fonemed, a telehealth service; individuals may ask for the on-call CAPS clinician

More information about reporting options and resources can be found on the [Sexual Misconduct Website](#). (Above statement and TIX faculty resources found at:

<https://sexualassault.georgetown.edu/get-help/guidance-for-faculty-and-staff-on-how-to-support-students/>)

### **Title IX Pregnancy Modifications and Adjustments**

Georgetown University is committed to creating an accessible and inclusive environment for pregnant students. At any point throughout their pregnancy students may request adjustments/modifications based on general pregnancy needs or accommodations based on a pregnancy-related complication or medical need. Students may also request accommodations following labor and delivery based on a complication or medical need.

SCS students must complete the Pregnancy Adjustment Request Form (<https://titleix.georgetown.edu/title-ix-pregnancy/student-pregnancy/>) and submit it to the SCS Deputy Title IX Coordinator at [titleixscs@georgetown.edu](mailto:titleixscs@georgetown.edu). Upon receiving the completed form, the Deputy Title IX Coordinator will schedule a meeting with the student to discuss the requested adjustments and implementation process.

More information about pregnancy modifications can be found on the [Title IX at Georgetown University Website](#).

### **Preliminary Activity** (Due: Friday, June 17 by 5pm)

Plan an imaginary trip of a tour to two or more cities in one African country. You will plan your air travel, select hotels, consider the currency and exchange rates, pack appropriate clothing and identify places of interest to visit through the trip. Consult Google Images or Browse the Sights and Sounds of Africa collection from UWM available on

[https://search.library.wisc.edu/search/digital?filter%5Bfacets%5D%5Bcollections\\_facet~Africa+Focus%5D=yes&filter%5Bfacets%5D%5Btopics\\_facet~Cities+and+towns%5D=yes](https://search.library.wisc.edu/search/digital?filter%5Bfacets%5D%5Bcollections_facet~Africa+Focus%5D=yes&filter%5Bfacets%5D%5Btopics_facet~Cities+and+towns%5D=yes)

### **Required Readings**

Chinua Achebe, *Things Fall Apart* (New York: Penguin Books, 2017) first published in 1958

Mariama Ba, *So Long a Letter* (Long Grove: Waveland Press, 2012) Originally published in French in 1979

## **COURSE SCHEDULE**

### Week 1 (June 6-9)

#### Monday\_ **Introduction to the Course**

- Syllabus
- Map activity

#### Tuesday\_ **Power, Knowledge, and the Study of African History**

- Watch: Chimamanda Ngozi Adichie, “The Danger of a Single Story” (2009), 19 min., @ <https://youtu.be/D9Ihs241zeg>
- Binyavanga Wainana, “How to Write about Africa,” *Granta* (2005), 3 pp.

#### Wednesday\_ **Africa in the Nineteenth Century: A Continent in Transition**

- Jeremy Prestholdt, “On the Global Repercussions of East African Consumerism,” *American Historical Review* 109 (2004): 755-81.

## Thursday\_ **Working with historical sources**

- *Handouts: Guide for Writing in History, Working with Primary Sources*
- Excerpts of selected European travelogues

## Week 2 (June 13-16) Colonial Rule & African Response

### Monday: **Dividing up the Continent**

- Watch: “Dividing up the Continent,” Journey of an African Colony on Netflix

### Tuesday: **Violence and Dislocation in Early Colonial Africa**

- “Evidence of colonial atrocities in the Belgian Congo” (1903-05), in Worger, et. al., eds., *Africa and the West: A Documentary History, Vol. II*, (2010), 13-22.
- Kenda Mutongi, *Worries of the Heart: Widows, Family, and Community in Kenya* (2007), 15-33.

### Wednesday: **Colonial Rule in Theory and Practice**

- Alice Conklin, “Colonialism and Human Rights: A Contradiction in Terms? The case of France and West Africa, 1895-1914,” *The American Historical Review* 103. 2 (1998): 419-442.
- Chinua Achebe, *Things Fall Apart* (entire book)

### Thursday: **Colonial Intermediaries**

- Emily Osborn, “Interpretating Colonial Power in French Guinea: The Boubou Penda-Ernest Noiroto Affair of 1905,” in Lawrance et al, eds., *Intermediaries, Interpreters, and Clerks: African Employees in the Making of Colonial Africa* (Madison: UW Press,2006),56-76.
- Jacques Kuoh Moukouri, “The Administrative Clerk as Man in the Middle,” in Nancy Jacobs, ed., *African History Through Sources*, Vol. I (2014), 202-06.
- Dilim Okafor-Omali, “Warrant Chiefs in Igboland,” in *African History Through Sources* I, 212-214.

**\*\*\*PRELIMINARY ACTIVITY DUE FRIDAY, 5PM\*\*\***

Week 3 (June 20-23) Nationalism & Decolonization

Monday: NO CLASS (JUNETEENTH CELEBRATION. UNIVERSITY CLOSED.)

Tuesday: **Routes out of Empire I**

- Watch “Protest and the Women’s War” in Journey of an African Colony on Netflix
- Talton, Benjamin. “The Challenge of Decolonization in Africa,”  
<http://exhibitions.nypl.org/africanaage/essay-challenge-of-decolonization-africa.html>

Wednesday: **Routes out of Empire II**

- Mau Mau and Its Afterlives in Kenya, Radiolab, “Mau Mau” (2015), 47 min., @  
<https://www.wnycstudios.org/story/mau-mau>

Thursday: **Women**

- Elizabeth Schmidt, “Emancipate Your Husbands: Women and Nationalism in Guinea.” in *Women in African Colonial Histories*, Susan Geiger, Jean Marie Allman, and Nakanyike Musisi, eds (Indiana University Press, 2002)
- Mariama Ba, *So Long a Letter* (Long Grove: Waveland Press, 2012) Originally published in French in 1979; English translation in 1981, 1-14 and 15-27.

Week 4 (June 27-30) Independent Africa

Monday: **Postcolonial Tanzania**

- Laura Fair, “Drive-In Socialism: Debating Modernities and Development in Dar es Salaam, Tanzania,” *American Historical Review* (2013): 1077-1104.

Tuesday: **Oil, Violence, and the Environmental Toll in Southeastern Nigeria**

- Human Rights Watch/Africa, Nigeria: The Ogoni Crisis—A Case-Study of Military Repression in Southeastern Nigeria (1995), 7-25.
- Ken Saro Wiwa, *A Month and a Day* (1995), 80-92.

Wednesday: **Popular Economy**

- Kenda Mutongi, “Thugs or Entrepreneurs? Perceptions of matatu Operators in Nairobi, 1970 to the Present,” *Africa: Journal of the International African Institute*, 76. 4 (2006); 549-568
- Tom Courtright, “Field Notes #3: Mixing it Up in Freetown,” Lubyanza, available on <https://medium.com/lubyanza/field-notes-3-mixing-it-up-in-freetown-4979cf1a52ed>

Thursday: **Overcoming Apartheid, Building Democracy**

- Interview with John Biyase, available on <http://www.overcomingapartheid.msu.edu/video.php?id=65-24F-DF>

Week 5 (July 4 -8)\_ LEGACIES

Monday: NO CLASS (INDEPENDENCE DAY, UNIVERSITY CLOSED)

Tuesday: China in Africa

- Justin McDonnell, “Howard French on Africa, ‘China's Second Continent,’” *The Diplomat* (8 May 2014), <https://thediplomat.com/2014/05/howard-french-on-africa-chinas-second-continent/>
- Paul Zeleza, “The Africa-China Relationship: Challenges and Opportunities,” *Canadian Journal of African Studies*, 48.1 (2014): 145-169

Wednesday: Diasporic Connections

- Bright Gyamfi, “From Nkrumah’s Black Star to the African Diaspora: Ghanaian Intellectual Activists and the Development of Black Studies in the Americas,” *Journal of African American History*, 106.4 (2021): 682-705.



Thursday: Class wrap up

**FINAL ESSAY DUE: FRIDAY, JULY 9 by 5pm EDT via Canvas**