

HIST 326: COLONIAL & POSTCOLONIAL AFRICA

Winter 2014 – MW 12:00-1:20pm, Lillis 112 – CRN 27477

Version 1.11, 31 Jan 2014

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Overview and Objectives

Africa's recent history has an unfortunate and often misleading reputation. The popular media, not to mention some academics, expound tirelessly upon the myriad troubles of Africa in the 21st century—that is, when they can be bothered to think of Africa at all. Yet in these exercises there is often tremendously little understanding of the way that both local and global changes have interacted to create the social, political, and economic order in Africa today, and they often also overlook the immense adaptability and resilience of African systems of knowledge and support in the face of fundamental challenges. Indeed, European-dominated institutions did not even consider “Africa” as a continent to have a history or anything positive to contribute until the late 1950s. But the answers to today's major issues and challenges in Africa and across the globe cannot be found without considering its past. In the last century and a half, internal dynamics and global forces—the latter coming most notably via Europe and its settler colonies, including the United States—together profoundly transformed societies across the African continent in myriad ways. Knowledge of both the broader continental factors and specific local developments is essential to understanding African history and the effects of the past on the present.

This course is therefore a survey of the major historical processes unfolding in Africa since approximately 1880, focused on various facets of an increasingly globalized Africa. This era included a variety of major episodes: European colonialism and integration of Africa into its industrial world system, African societies' adaptation and resistance to colonial rule, African nationalism and the challenges of decolonization, the economic and public-health challenges facing Africa today, and of course some of the issues surrounding African history as a discipline. No single course can cover more than a sliver of the complexity and variety in Africa—home today to over 800 million people, 55 nations, and thousands of communities of language and culture—but students satisfactorily completing this course will be able to write knowledgeably about Africa's recent past and will have the foundation necessary to undertake further study about Africa with a sensitivity to the multiplicity of factors and experiences at work in the last century and a half.

An Important Note about This Syllabus

Everything on this syllabus is important. Read it carefully and refer to it frequently. You alone are responsible for knowing its contents. The paper copy you receive at the beginning of the course is, ideally, the final version, but sometimes the unexpected intrudes and changes must be made or dates slip backward. We will inform you of any changes and assure that any syllabus-worthy alterations are noted on Blackboard. If you come to class assiduously, read the syllabus, and visit the Blackboard site (as you must for many of our readings), there should be no surprises.

Assignments and Grading

Because African history requires the mastery of unfamiliar bodies of knowledge for most students, and our interaction is limited in a class as large as ours, it is important for you not only to keep up with the reading, but to think actively about it through analytical writing. Therefore, HIST 326 requires three short essays (strictly 1200 to 1600 words, **by word count**) on questions connected to the course readings and lecture arcs. These papers are due on the dates indicated in the syllabus, and we will provide full instructions and topics about a week prior. **These papers must be submitted to SafeAssign via Blackboard, under “Assignments.”** Papers may also be emailed or handed in if you can’t get Blackboard to take your paper, but the deadline is the same no matter what.

The only examination in this course is the final exam at 10:15am on Wednesday, 19 March 2014, which will be a cumulative essay/ID examination. There is a map quiz on modern African nations in the second week. Unannounced quizzes based on the readings may be given at any time. Your grade is weighted as follows, out of a presumed total of 400 points possible:

Map Quizzes	20 pts	5%
Final Exam (Cumulative):	120 pts	30%
Papers:	80 pts each	20% each (60%)
Pop Quizzes, attendance, et cetera	20 pts+	5%+

We *may* offer a small amount of extra credit for outside events, to be determined as necessary.

Please pay close attention to the important dates, which are recapitulated at the end of this syllabus. Late papers will be marked down **20 points** per 24 hours late (or any portion thereof). No further papers will be accepted once an assignment is returned.

Course grades will be assigned according to percentages on the standard scale (90s = A range, 80s = B range, etc, with pluses and minuses above the 8s and below the 2s respectively, except the A+ which we reserve as a grade of special qualitative merit). As a matter of policy, **we do not change grades**, except in cases of arithmetical error, and there is no curve. We may raise “close” cases in light of effort or strong participation, but **we do not accept petitions** for such changes.

Course Texts

The following three books are required and can be purchased at the Duck Store or online from your preferred retailer. **Make sure you get the editions indicated** as content and pagination vary. In the case of Shillington, radical revisions attended each edition. The Duck Store sometimes gets older editions by accident so you must be vigilant. We try to keep textbook costs below \$100 per course.

- Shillington, Kevin. *History of Africa*, 3rd ed. New York: Palgrave MacMillan, 2012. ISBN 0-230-30847-3 (red & stained glass cover)
- Collins, Robert O., editor. *Documents from the African Past*. Princeton: Markus Wiener, 2001. ISBN 1-558-76289-2
- Achebe, Chinua. *Arrow of God*. New York: Anchor, 1989. ISBN 0-385-01480-5

All other **required** readings indicated (BB) in the syllabus (and there are many) should be obtainable via Blackboard by the requisite time; the expense of printing those out is up to you, but they are not optional to read. If you have any trouble obtaining them, please let us know immediately.

Policies (the fine print)

Attendance & Conduct: Attendance is expected at all class meetings and events (special events are flexible; see schedule). We do not grade attendance directly, but we will circulate a sign-in sheet to track it starting in week 2. Besides missed pop quizzes, however, poor attendance always results in poor grades because lectures and our periodic discussions do not merely recapitulate the readings, and class notes from others are a poor substitute. We also ask you to try and be punctual, as late arrival and early departure—including anticipatory “rustling”—are disruptive. We will also strive to start and end class on time, but we generally show up early enough to play music as you come in.

Laptops & Phones: Although we’re technophiles too, gadget use in class is annoying and distracting, if not to you then to those around you whose eyeballs are drawn like magnets to lit screens. Laptop and tablet computers are particular problems, and they have a demonstrably negative effect on learning and participation in large classes like ours.¹ **We therefore do not permit the use of laptop computers, tablets, or personal communications devices (text or voice) in the classroom.** Please turn your cell phone off or to “silent” before you come in. If you have a documented reason to be reachable in class, or you have a special need that requires a laptop, see us. Lectures may not be recorded. Breaches of this policy will lower your grade.

Special Needs: If you have physical or learning differences that require special accommodations (including technology, extra exam time, and so on), written notice from the Accessible Education Center (<http://aec.uoregon.edu>) is required. We’re not empowered to make arrangements ourselves, but rest assured that we will do everything in my power to address all documented needs.

Special Scheduling: In classes as large as this one, it is inevitable that a few people will have schedule conflicts with other activities. This is not a problem for outside films, which are fairly widely available and will be on reserve at the Library (not to mention some even on Netflix). In the case of due dates and exams, if your absence is University-related, then you are exempt from any quiz given that day and you may receive a short extension on relevant paper due dates provided we know in advance. Without documentation, all the normal markdowns for late work will apply. The final examination must be taken at the requisite time: **10:15am, Wednesday, 19 March.** If you have a schedule conflict, let us know as early as possible so we can determine what accommodations exist. No, leaving for Spring Break does not constitute a valid reason for an exception.

Writing Style: All papers and other at-home writing for this course must be typed and must employ grammatically correct and clear college-level English. **All non-lecture data or other material that is used in a paper must be cited, not just quotations but paraphrasings too! Failure to do so will result in, at best, a lowered grade.** For citation format and the like, any humanities style guide is fine. (If you don’t know what citation or style guides are, please ask.) As historians, we suggest M. L. Rampolla’s *Pocket Guide to Writing History*, 7th edition, which includes citation models as well as other stylistic pointers that will greatly improve your work, but other styles are OK if you are consistent. **We do not grade directly on grammar and prose**, but be aware that they still play a role in your grade through their effects on your ability to communicate your ideas and intentions.

For more writing assistance, see the Teaching and Learning Center: <http://tlc.uoregon.edu/>

¹ See *inter alia* C. B. Fried, “In-class Laptop Use and Its Effects on Student Learning,” *Computers and Education* 50, no. 3 (2008): 906-914 (available online via the UO Libraries).

Academic Honesty: The information is necessary for very few of the students in my courses, but unfortunate recent experience dictates that it must remain on our syllabi. We refer you, for your information, to Student Conduct and Community Standards (SCCS) at the Office of Student Life:

<http://studentlife.uoregon.edu/StudentConductandCommunityStandards/tabid/68/Default.aspx>

You will find there a number of relevant headings to policies on academic honesty and conduct. In practice, the issues of academic honesty that arise most often are cheating and plagiarism. Cheating on an examination is easy enough to define but be aware that thanks to the proliferation of smartphones, handling a cellphone in any way during an exam beyond shutting off a ringing one will be presumed to constitute cheating. Leave it in your bag just to be sure.

If you are unsure of what **plagiarism** is (in short: **the presentation of others' ideas, words, or work without attribution and thus as your own**), an excellent guide exists here at UO:

<http://libweb.uoregon.edu/guides/plagiarism/students/>

It is a gross understatement to say that academic dishonesty of any kind will adversely affect your grade. At the very least, those involved will receive an **automatic failing mark for the course and be required to sign an acknowledgement of that fact**. We will press for more significant penalties for particularly egregious offenses or in contested cases. Those penalties usually mean suspension or expulsion from the University. If you have any concerns or you're not sure whether something is plagiarism, ask us as soon as possible, *before* you turn it in for a grade; once you turn it in, that's it.

This does not mean that you can't discuss your papers or the readings, or proofread drafts, with one another outside of class. In fact we encourage such group communication. It means only that the work you turn for a grade must be your own writing and ideas, produced specifically for this class, with **proper citation of all non-lecture source materials**. (See "Writing Style" on p.3 as well)

One final warning, regarding the tempting crutch of the Internet: if you can find it, so can we—so resist the temptation to cut corners or cut-and-paste. By all means use the Internet's tools (including Google and Wikipedia), but use them properly and judiciously, and **accept nothing from an unaccredited internet source like Wikipedia alone as reliable or authoritative**. You have access to one of the state's best libraries; find the accredited professional sources for yourself! If in doubt, get in contact with us; your instructors after all want to help you along **before** problems occur, and aid you in your academic journey.

SafeAssign: We use SafeAssign on Blackboard as the primary means for tendering papers, in order to have an easy means of collecting papers, providing a time-stamp, and checking for duplication. SafeAssign is a software tool designed to help students avoid plagiarism and improper usage. It encourages original writing and proper citation by cross-referencing submitted materials with an archived database of websites, essays, journal articles, and other published work. **By enrolling in this course you grant the instructor and GTFs permission to submit your work to SafeAssign or similar analytical programs**. See Blackboard Help or ask us if you need the tool explained.

Everything Else: In all other matters of classroom policy, we default to the Duck Guide or the relevant Departmental policy. If you're not sure of something, please ask—the sooner the better!

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Class Schedule (subject to change based on pacing and class interest)

Readings are to be completed *before* the class assigned, and be ready to discuss them (especially primary source documents). Readings marked with (BB) will be on Blackboard.

Unit I: Introduction

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| -----Week 1----- | <p>M 6 Jan Introduction: The Image of Africa, or “What is Modern Africa?”</p> <p>W 8 Jan Precursors to Colonial Rule? Africa to the 19th Century
 Reading: Pier M. Larson, “Myths about Africa, Africans ...” (BB)
 John Iliffe, “Regional Diversity in the Nineteenth Century,” ch. 8 in
 <i>Africans: The History of a Continent</i> 2d. ed. (2007), 164-92. (BB)</p> |
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Unit II: Patterns of Colonization and Variations on the Theme

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| -----Week 2----- | <p>M 13 Jan The “Scramble for Africa:” Reasons and Realities
 MAP QUIZ: MODERN NATIONS OF AFRICA
 Reading: Shillington, 296-342, 344-47, 351-33. (Relevant for all of Unit II.)</p> <p>W 15 Jan Accommodation, Resistance, and the Variability of “Conquest”
 TOPICS FOR PAPER 1 DISTRIBUTED BY THIS DATE
 Reading: “Records of Maji Maji: The Maji Maji Rebellion of 1905-1907” in Collins
 (ed.), <i>Documents</i>, 305-311.
 Ndansi Kumalo, “The Ndebele Rebellion, 1896,” in Collins (ed.),
 <i>Documents</i>, 282-85.</p> |
| -----Week 3----- | <p>M 20 Jan NO CLASS MEETING: MARTIN LUTHER KING, JR. DAY</p> <p>W 22 Jan NO CLASS MEETING: INFLUENZA</p> |
| -----Week 4----- | <p>M 27 Jan The Special Case of Self-Reliant Ethiopia?
 Reading: Shillington, 291-95; 380-82.
 Harold G. Marcus, “Racist Discourse about Ethiopia and Ethiopians Before
 and After the Battle of Adwa” in P. Milkias & G. Metaferia, eds., <i>The
 Battle of Adwa</i> (2005), 229-37. (BB)
 Haile Selassie, “At the League of Nations, June 30, 1936” in Collins (ed.),
 <i>Documents</i>, 320-27.</p> <p>W 29 Jan The Special Case of Industrial South Africa?
 Reading: Shillington, 328-42; 376-78.
 G. S. Preller, <i>Day Dawn in South Africa</i> (1938), 72-84. (BB)
 C. H. Feinstein, <i>An Economic History of South Africa: Conquest,
 Discrimination, and Development</i> (2005), 47-73. (BB)
 SPECIAL SHOWING, 7-9PM, 175 LILLIS
 Film: Congo: White King, Red Rubber, Black Death (2004), 90 min.
 (DVD 01862) This film is REQUIRED, whether or not you can see it at the
 time specified. Be sure to see it by this date for your papers, however!</p> |

Unit III: The Experience of Colonial Rule, c.1900-1940

Week 5

M 3 Feb The Practices of Colonial Administration: Philosophies and Applications
PAPER 1 DUE VIA SAFEASSIGN, 5:00PM
 Reading: Shillington, 367-70 (note, this deals with later periods too).
 T. O. Ranger, “The Invention of Tradition Revisited: The Case of Colonial Africa” in T. Ranger & O. Vaughan (eds.), *The Invention of Tradition* (1993), 62-111. (BB) **(Read this over the course of Unit III.)**
 Mary Kingsley, “The Crown Colony System in West Africa, 1897” and Lord F. D. Lugard, “Indirect Rule in Tropical Africa, 1900” in Collins (ed.), *Documents*, 285-97.
Start reading Chinua Achebe, *Arrow of God*.

W 5 Feb Cultural Exchange, Missions, and Syncretizing Religious Expression
TOPICS FOR PAPER 2 DISTRIBUTED BY THIS DATE
 Reading: Shillington, 353-55, 370-74.
 Robert Gray, “Christianity, Colonialism, and Communications in Sub-Saharan Africa,” *Journal of Black Studies* 13, no. 1 (1982): 59-72. (BB)

Week 6

M 10 Feb Struggles for Land, Labor, and Production
 Reading: Shillington, 347-51, 361-67.
 Lord Delamere, “White Man’s Country, 1903” in Collins (ed.), *Documents*, 298-301.
 Robin Palmer, "Land Alienation and Agricultural Conflict in Colonial Zambia," in Robert I. Rotberg (ed.), *Imperialism, Colonialism, and Hunger: East and Central Africa* (1983), 89-112. (BB)

W 12 Feb African Society and Culture During the Colonial Era
 Reading: Misty L. Bastian, "'Vultures of the Marketplace': Southeastern Nigerian Women and Discourses of the *Ogu Umunwaanyi* (Women's War) of 1929" in Susan Geiger et al., eds., *Women in African Colonial Histories* (2002): 260-81. (BB)
Finish reading Achebe, *Arrow of God*; be ready to discuss.

Unit IV: Global War, Politicization, and African Independence, 1940-1994

Week 7

M 17 Feb Africans and Africa in the World Wars and the Depression (Prelude to 1940)
PAPER 2 DUE VIA SAFEASSIGN, 5:00PM
 Reading: Shillington, 355-60, 379-88.
 Félix Eboué, “Native Policy and Political Institutions in French Equatorial Africa, 1941” in Collins (ed.), *Documents*, 327-30.
 D. Anderson and D. Throup, “The Agrarian Economy of Central Province, Kenya, 1918 to 1939” in Ian Brown, ed., *The Economies of Africa and Asia in the Inter-War Depression* (1989), 8-28. (BB)

- Week 7-----
- W 19 Feb The Rise of African Mass Politics and Life Under Late Colonialism**
TOPICS FOR PAPER 3 DISTRIBUTED BY THIS DATE
 Reading: Shillington, 374-76, 386-415. (also relevant to the following session)
 Jomo Kenyatta, “Meeting at Nyeri, July 26, 1952” in Collins (ed.),
Documents, 331-38.
 “The Freedom Charter” (1955). (BB)
- Week 8-----
- M 24 Feb The First Wave of Decolonization and its Resisters (the “Settler Problem”)**
 Reading: Frantz Fanon, “Algeria Unveiled,” from *A Dying Colonialism* (1965), 35-67. (BB)
 M. D. C. de Wet Nel, “The Principles of Apartheid, 1959” and Nelson Mandela, “Verwoerd’s Tribalism” in Collins (ed.), *Documents*, 339-55.
- T 25 Feb SPECIAL SHOWING 7-9pm, 185 LILLIS**
Film: *The Battle of Algiers* (1966), 117 min. (DVD 07380 X)
 This film is REQUIRED, whether or not you can see it at the time specified. Be sure to see it before Thursday, 27 Feb. It is on reserve.
- W 26 Feb Late Decolonization and the “Thirty Years’ War” in the South**
 Reading: Shillington, 397-98, 416-32.
 Nelson Mandela, “Address to the ANC, 1985” in Collins (ed.), *Documents*, 368-69.
 S. Biko, “Black Consciousness and the Quest for True Humanity” in Collins (ed.), *Documents*, 356-62.

Unit V: Independent Africa and its Challenges, 1957-2010

- Week 9-----
- M 3 Mar The Economic and Political Legacies of Colonialism**
PAPER 3 DUE VIA SAFEASSIGN, 5:00PM
 Reading: Shillington, 433-43.
 George B. N. Ayittey, *Africa Betrayed* (1992), 233-64. (BB)
- W 5 Mar The Search for an African Path**
 Reading: Shillington, 443-46.
 Kwame Nkrumah, “African Socialism Revisited” and Léopold Sédar Senghor, “The African Road to Socialism,” *African Forum* 1 no. 3 (1966): 3-16. (BB)
- Week 10-----
- M 10 Mar African Socialism, Cold War Geopolitics, and the Monsters of Autocracy**
 Reading: John Garang de Mabior, “The Genesis of the SPLM, 1983” in Collins (ed.),
Documents, 362-67.
 Martin Meredith, *The Fate of Africa* (2005), 218-48. (BB)

Week 10

W 12 Mar Public Health, Sustainability, and Development since the Cold War
 Reading: Shillington, 447-81.
 John Iliffe, "Containment," from *The African AIDS Epidemic: A History* (2006), 138-57. (BB)
 James Ferguson, *Global Shadows* (2006), 25-49; 194-210. (BB)
 Optional: Dambisa Moyo, *Dead Aid* (2009), 114-40. (BB)
 Wole Soyinka, "Millennial Challenges for Contemporary African Affairs: Restructuring from Within," in P. Soyinka-Airewele and R. K. Edozie (eds.), *Reframing Contemporary Africa* (2009), 321-33. (BB)

--END OF THE REGULAR TERM--

W 19 Mar FINAL EXAMINATION, 10:15am-12:15pm, 112 LIL (regular room).
If you miss this date, you won't get another chance to sit the exam, so make sure you have the correct date!

Recapitulation of Key Due Dates:

Monday, 13 January 2014:	Map Quiz 1
Monday, 3 February 2014:	Paper 1 due, 5:00pm
Monday, 17 February 2014:	Paper 2 due, 5:00pm
Monday, 3 March 2014:	Paper 3 due, 5:00pm
Wednesday, 19 March 2014:	Final Examination, 10:15am

Film Showings (modified 25 January 2014):

Congo: 7-9pm, Wednesday, 29 January 2014, 175 Lillis
Battle of Algiers: 7-9pm, Tuesday, 24 February 2014, 185 Lillis

BLANK MAP FOR WEEK 2 MAP QUIZ: THIS IS THE SAME BLANK YOU'LL RECEIVE.

You will be asked to locate ten (and only ten!) out of twelve nations. More than 50 possibilities will be in play. For a quiz site that will train you well, practice with the “super difficult” mode here:
<http://www.youdontknowafrica.com>

(Note: The only island nations you should expect are Madagascar, Comoros, Seychelles, São Tomé and Príncipe (one country, those two). Cape Verde and Mauritius will not be asked.)

