

# HIST 326: COLONIAL & POSTCOLONIAL AFRICA

Spring 2019 – MW 12:00-1:20pm, McKenzie 129 – CRN 36096  
*Version 1.05, 3 Apr 2019*

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Africa's recent history has an unfortunate and misleading reputation. The popular media, not to mention some academics, expound tirelessly upon the myriad troubles of Africa in the 21<sup>st</sup> century—that is, when they can be bothered to think of Africa at all. Yet in these exercises there is often tremendously little nuanced 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 tend to overlook the immense adaptability and resilience of African systems of knowledge and support in the face of fundamental challenges. Answers to these challenges in the African present cannot be found without considering the African 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 the African past, present, and future.

This course is therefore a survey of the major historical processes unfolding in Africa since approximately 1870, focused on various facets of an increasingly globalized African continent and the experiences of people under colonial and national regimes. No one course can cover more than a tiny sliver of the complexity and variety in Africa, home today to over a billion people, 55 nations, and thousands of communities of language and culture. We will deal primarily but not exclusively with regions now south of the Sahara Desert, but the major developments of the era extend to the north as well as the ocean basins beyond the margins of the continent. Students completing this course satisfactorily will, at minimum:

- Develop a broad understanding of how various African societies evolved in the colonial and independence eras of the 19<sup>th</sup> and 20<sup>th</sup> centuries;
- Recognize the important position of these societies, and broader regional groupings, within local and global historical processes alike;
- Interpret primary sources for major themes and episodes in African history within their own particular social, cultural, political, and economic contexts; and
- Demonstrate the ability to analyze and discuss material dealing with Africa's recent past(s) in writing, with sensitivity to those African historical contexts and an eye to the bigger picture.

## 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. I address most things here.** The paper copy you receive at the beginning of the course is important, but sometimes the unexpected intrudes and we must change our schedule or due dates may slip backward. We will inform you of any changes in class and post syllabus-worthy alterations on Canvas. If you come to class reliably, read the syllabus, watch for Canvas announcements, and visit our class site (as you must for many of our readings), you'll likely be fine.

## 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** (1300 to 1600 words *excluding* notes and bibliography, by word count) on questions that require broad use of our course readings and draw upon our lecture arcs. These papers are due on the dates indicated in the syllabus, and I will provide full instructions and topics. These papers must be submitted to VeriCite via Canvas, under “Assignments.” Papers may also be emailed or even handed in if Canvas issues make it necessary, but the deadline remains the same regardless. Plan ahead!

The only examination in this course is the **cumulative final exam** during finals week, which will be an essay + ID examination weighted slightly towards weeks 8-10. You will get a study guide in week 10 for this. There is a **map quiz** on modern African nations in the second week (see p. 9). Unannounced quizzes based on the readings applicable to that class session may be given at any time. Your grade will break down as follows, out of the ideal total of 400 points possible:

<b>Map Quiz</b>	<b>20 pts</b>	<b>5%</b>
<b>Papers (x 3):</b>	<b>240 pts (80 x 3)</b>	<b>60% (20% x 3)</b>
<b>Final Exam (Cumulative):</b>	<b>120 pts</b>	<b>30%</b>
<b>Pop Quizzes for attendance/reading, et cetera</b>	<b>20 pts+</b>	<b>5%+</b>

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

**Please pay close attention to the important dates and times, which are recapitulated at the end of this syllabus.** Late papers will be marked down 5% (4 pts) per 24 hours late (or any portion thereof). No further papers will be accepted once that paper’s grades are released, excepting documented situations.

Course grades will be assigned according to percentages on the standard scale (93+ = A, 90-92.99 = A-, 87-89.99 = B+, 83-86.99 = B, 80-82.99 = B-, and so on). We reserve the award of A+ grades for very rare cases of special qualitative merit, not a mere point total. **We do not change paper, exam, or course grades** except in cases of arithmetical error. There is no grading curve, up or down. Exceptional engagement in the course may lead us to award small boosts to individuals, at our discretion alone.

## Course Texts

The following three books are required and can be purchased at the Duck Store or online from your preferred retailer; if you need writing help, I also recommend Rampolla’s 9<sup>th</sup> edition *Pocket Guide to Writing in History*. **Make sure you get the exact editions indicated** as content and pagination vary. For Shillington, radical revisions attended each edition, so be vigilant. We try to keep textbook costs below \$80 overall, but I don’t control the Duck Store’s markup. Yes, two are unchanged from HIST 325.

- Shillington, Kevin. *History of Africa*, 3<sup>rd</sup> ed. NY: Palgrave MacMillan, 2012. ISBN 978-0-230-30847-3 (get the one with the deep red & stained-glass cover, **not** the purple or green editions!)
- Collins, Robert O., editor. *Documents from the African Past*. Princeton: Markus Wiener, 2001. ISBN 978-1-558-76289-2
- Ngũgĩ wa Thiong’o. *The River Between*. New York: Penguin Books, 2015 [1965]. ISBN978-0-143-10749-1.

One copy of each book is on reserve. All other readings marked (Canvas) in the syllabus (and there are many) should be in “Files” (and via “Modules”) a week before the relevant session. **All are required unless otherwise indicated.** If you have any trouble obtaining them, please let me know immediately.

## Policies (the fine print)

**Attendance & Conduct:** Attendance is expected at all class meetings (film events are flexible; see the schedule). We do not grade attendance itself, although I will circulate a sign-in sheet to track it starting in week 2. Habitually poor attendance, however, always results in poorer grades because you will miss our quizzes, and the lectures and our periodic discussions do not just recapitulate the readings. Class notes from others are a poor substitute, but you may always come to see us and talk about what you missed. We also ask you to be as punctual as possible, as late arrival and early departure—including anticipatory “rustling” five minutes before the end—are disruptive. We will also strive to start and end class on time, but I (LFB) like to show up early enough to play some relevant music as you come in.

**Laptops & Phones:** Although I’m a technophile too, gadget use in class can be annoying and distracting. This is especially true for those around you, who can hear your typing and whose eyes drift inexorably towards 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.<sup>1</sup> However, I also recognize that some students have grown up depending on note-taking via typing, so **if you wish to use a laptop computer or tablet, you must sit at the back of the room to minimize the peripheral effects.** Be sure to set your phone to “silent” when you come in. Lectures and discussions may not be recorded without full class consent, per Oregon law. Breaches of tech policy will affect your final grade. Medical devices are, of course, exempt from general policy on the use of outside technology in class.

**Special Needs:** The University of Oregon seeks to create inclusive learning environments. Please notify us if there are aspects of the instruction or design of this course that result in disability-related barriers to your participation. Substantial modifications of course policies or requirements, however, do require a letter from the Accessible Education Center. The AEC is located in 155 Oregon Hall; call (541) 346-1155 or email [uoac@uoregon.edu](mailto:uoac@uoregon.edu) to set up a consultation. They are excellent advocates for your success.

**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 the films, which are widely available and will be on reserve at the Library at the very least. In cases involving due dates and exams, if your absence is University-related or an emergency *and* documented, then you are exempt from any quiz given that day and you may receive a short extension on relevant paper due dates, but give us as much warning as possible. Without documentation, all the normal markdowns for late work will apply. The final examination must be taken at the requisite time: **10:15am on Monday, 10 June 2019.** In the rare case that a legitimate conflict exists due to other exams or overlapping University programs, let me know as early as possible so that I may verify the particulars and make the necessary arrangements.

**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 properly. For citation format and writing tips, any humanities-based style guide should be fine (if you don’t know what citation or style guides are, please ask.) I normally recommend M. L. Rampolla’s *Pocket Guide to Writing History*, 9<sup>th</sup> edition (available at the Duck Store or online), which includes citation models as well as other stylistic pointers that will greatly improve your work. Other styles (e.g., MLA) are OK so long as you are consistent. Poor style (grammar, formatting, and prose) can obscure your points indirectly, and the misuse of terms may also cause direct markdowns.

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<sup>1</sup> 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; Pam Mueller and Daniel Oppenheimer, “The Pen is Mightier than the Keyboard: Advantages of Longhand over Laptop Note-taking,” *Psychological Science* 25, no. 6 (2014): 1159-1168 (both available online via the UO Libraries). Their conclusions absolutely hold for this course, from my experience.

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

**Paper Deadlines:** Unless specifically extended for the whole class, the paper deadlines are at *exactly* the minute specified, with submission time as recorded by Canvas or in our email inboxes. Make sure that your work gets to us in the proper format, at the time it is required. If Canvas is not accepting your work, email it to us to make sure it goes out, but keep trying to upload, as we can't upload your work ourselves. Only documented emergencies or UO systems outages warrant extension, but fortunately deadlines occur at the start of class so you'll be on campus. To be on the safe side, try to tender your paper a bit early.

**Academic Honesty:** The information in this subsection isn't necessary for 99+% of the students in my courses, but unfortunate ongoing experience dictates that we link to the UO academic misconduct guide:

<https://dos.uoregon.edu/academic-misconduct>

A number of relevant headings to policies on academic honesty and conduct are there. In practice, the issues of academic honesty that arise most often are cheating and plagiarism. If you are unsure of what plagiarism is, handy guides to it are available from many educational sources. The UO has one here:

<http://researchguides.uoregon.edu/citing-plagiarism>

It is a gross understatement to say that academic dishonesty will adversely affect your grade. At the very least, you will receive an automatic failing mark for the course. My personal view of the matter is that plagiarists and cheaters do not belong in an institution of higher learning, which usually means judicial review and ultimately suspension or expulsion from the University. If you have any concerns or you're not sure whether something is plagiarism, ask **before you turn it in for a grade. Ignorance is not a valid excuse, and lack of malicious intent will not shield you from the consequences.**

One final warning, regarding the potential crutch of the Internet: if you can find it, so can we—so resist the temptation to cut corners. By all means use internet tools (such as Google or Wikipedia), but use them properly and judiciously, and accept nothing from an unaccredited source like Wikipedia or a non-academic webpage alone as reliable or authoritative. Verify their information, and never use outside sources as substitutes for actual assigned course material. Aggregators, search engines, and crowd-sourced information may be helpful to orient you, but they are not valid sources in themselves; using dodgy sources like newspaper opinion pieces, book summaries (Shmoop and the like), or blog posts as authorities will count against you on the papers. If you need an independent evaluation of a source's reliability, come see us or send an email. We'll be happy to look at it for you.

**VeriCite:** We use VeriCite on Canvas as the primary method for tendering papers, in order to have an easy means of collecting your essays, providing a time-stamp, and checking for duplication. VeriCite itself 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, as well as papers submitted in prior years. **By enrolling in this course, you grant the instructor and any associated graduate employee permission to submit your work to VeriCite or similar analytical programs as needed.** See Canvas Help or ask us if you need that tool and its reach explained.

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

# HIST 326: COLONIAL & POSTCOLONIAL AFRICA

**Class Schedule (subject to change based on pacing, class interest, availability, and any UO closures)**

Readings are to be completed *before* the class assigned, and we may discuss them (especially primary-source documents from Collins, etc). Readings marked with (Canvas) will be on our course site.

## Unit I: Introduction

Week 1	<p><b>M 1 Apr Introduction: The Image of Africa, or “What is Modern Africa?”</b></p> <p><b>W 3 Apr The African World of the Late 1800s</b>            Catching up: Pier M. Larson, “Myths about Africa, Africans ...” (Canvas)            Binyavanga Wainaina, “How to Write About Africa” (2006). (Canvas link)            Reading: John Iliffe, “Regional Diversity in the Nineteenth Century,” ch. 8 in <i>Africans: The History of a Continent</i> 2d. ed. (2007), 164-92. (Canvas);</p>
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## Unit II: Patterns of Colonial Invasion and the ‘Exceptions,’ c.1870-1920

Week 2	<p><b>M 7 Apr The ‘Scramble for Africa’: Preconditions and Prospects for Invasion</b>  <b>MAP QUIZ: MODERN NATIONS OF AFRICA</b>            Reading: Shillington, 296-342, 344-47, 351-53. (Relevant for all of Unit II.)</p> <p><b>W 10 Apr Accommodating, Resisting, and Managing the Colonialist Element</b>  <b>TOPICS FOR PAPER 1 DISTRIBUTED BY THIS DATE</b>            Reading: (Excerpt from Hertslet’s <i>Map of Africa by Treaty</i>, Royal Niger Co., 1887)            “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><b>M 15 Apr The Special Case of Self-Reliant Ethiopia? (to 1946)</b>            Reading: Shillington, 291-95; 380-82.            Harold G. Marcus, “Racist Discourse about Ethiopia and Ethiopians Before and After the Battle of Adwa” in <i>The Battle of Adwa</i>, ed. P. Milkias &amp; G. Metaferia (2005), 229-37. (Canvas)            Haile Selassie, “At the League of Nations, June 30, 1936” in Collins (ed.), <i>Documents</i>, 320-27.</p> <p><b>T 16 Apr SPECIAL SHOWING 7:00-9:00pm, 112 Lillis</b>  <b>Film:</b> <i>Congo: White King, Red Rubber, Black Death</i> (2004), 90 min.  <b>(DVD 01862)</b> This film is REQUIRED, whether or not you can see it at this time. Be sure to see it by Friday for your papers, in any case!            Optional: I will make Roger Casement’s long report (Cd.1933) available via Canvas.</p> <p><b>W 17 Apr The Special Case of Industrial South Africa?</b>            Reading: Shillington, 328-42; 376-78.            G. S. Preller, <i>Day Dawn in South Africa</i> (1938), 72-84. (Canvas) Note: Read this selection for its framing and viewpoint, not for factuality.            C. H. Feinstein, <i>An Economic History of South Africa: Conquest, Discrimination, and Development</i> (2005), 47-73. (Canvas)  <b>Start reading Ngūgī, <i>The River Between</i>.</b></p>

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

Week 4

**M 22 Apr The Practices of Colonial Administration: Philosophies and Applications**  
 Reading: Shillington, 367-70 (note, this deals with later periods too).  
 Tom Spear, "Neo-Traditionalism and the Limits of Invention in British Colonial Africa," *Journal of African History* 44 (2003): 3-27. (Canvas) **(This is relevant throughout weeks 4 & 5, despite its Anglophone focus.)**  
 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.

**W 24 Apr Cultural Exchange, Missions, and Syncretizing Religious Expression**  
**PAPER 1 (UNIT II) DUE VIA CANVAS, BY CLASS TIME**  
**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. (Canvas)

Week 5

**M 29 Apr 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 *Imperialism, Colonialism, and Hunger: East and Central Africa*, ed. R. Rotberg (1983), 89-112. (Canvas)

**W 1 May African Societies and Cultures in an Age of Adaptation**  
 Reading: Misty L. Bastian, "Vultures of the Marketplace': SE Nigerian Women & Discourses of the *Ogu Umunwaanyi* (Women's War) of 1929," in *Women in African Colonial Histories*, ed. Susan Geiger et al. (2002): 260-81. (Canvas);  
 Lynn Thomas, *Politics of the Womb* (2003), 24-59. (Canvas; not paginated)  
**Finish reading Ngũgĩ, *The River Between*; be ready to discuss.**

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

Week 6

**M 6 May Africans and Africa in the World Wars and the Depression (Prelude to 1940)**  
 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 *The Economies of Africa and Asia in the Inter-War Depression*, ed. Ian Brown (1989), 8-28. (Canvas)  
 Optional: Melvin E. Page, "Africa's first 'High-Tech' War," *African Journal of Military History* 2, no. 1 (2018): 24-61, or similar selection from *The Chiwaya War*.

**W 8 May The Rise of African Mass Politics and Life Under Late Colonialism**  
**PAPER 2 (UNIT III) DUE VIA CANVAS, BY CLASS TIME**  
 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). (Canvas)

- Week 7
- M 13 May The First Wave of Decolonization and its Resisters (the “Settler Problem”)**  
**TOPICS FOR PAPER 3 DISTRIBUTED BY THIS DATE**  
 Reading: Kwame Nkrumah, “Freedom! Freedom! Freedom! [1957]” in *Africa & the West*, ed. E. Alpers, N. Clark, and W. Worger (2001), 325-28. (Canvas)  
 National Liberation Front (FLN), “Declaration, November 1, 1954,” in *Voices of Decolonization*, ed. Todd Shepard (2015), 96-100.  
 Frantz Fanon, *A Dying Colonialism* (1965), 35-67. (Canvas)
- M 13 May SPECIAL SHOWING 7:00-9:15pm, 112 Lillis**  
**Film: *The Battle of Algiers* (1966), 117 min. (DVD 07380 X)**  
 This film is REQUIRED, whether or not you can see it at this time. Be sure to see it no later than next Monday. Fanon is extremely helpful here.
- W 15 May Late Decolonization and the “Thirty Years’ War” in the South**  
 Reading: Shillington, 397-98, 416-32.  
 M. D. C. de Wet Nel, “The Principles of Apartheid, 1959,” Nelson Mandela, “Verwoerd’s Tribalism [1959],” and Steven Bantu Biko, “Black Consciousness and the Quest for True Humanity,” in Collins (ed.), *Documents*, 339-62. (3 documents)

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

- Week 8
- M 20 May The Economic and Political Legacies of Colonialism**  
 Reading: Shillington, 433-43.  
 George B. N. Ayittey, *Africa Betrayed* (1992), 233-64. (Canvas)
- W 22 May African Socialism and the Search for an African Path**  
 Reading: Shillington, 443-46.  
 K. Nkrumah, “African Socialism Revisited” & Léopold Sédar Senghor, “The African Road to Socialism,” *African Forum* 1, no. 3 (1966): 3-16. (Canvas)
- Week 9
- M 27 May MEMORIAL DAY – NO CLASS MEETING – OFFICE HOURS TUESDAY**
- W 29 May Cold War Geopolitics and the Monsters of Autocracy**  
**PAPER 3 (UNIT IV+wk 8) DUE VIA CANVAS, BY CLASS TIME**  
 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. (Canvas)
- Week 10
- M 3 Jun Public Health, Sustainability, and the Challenges of Growth**  
 Reading: Shillington, 447-81.  
 John Iliffe, “Containment,” from *The African AIDS Epidemic: A History* (2006), 138-57. (Canvas)
- W 5 Jun African Development in the “Globalized” World: into the 21<sup>st</sup> Century**  
 Reading: James Ferguson, *Global Shadows* (2006), 194-210. (Canvas)  
 Léonce Ndkumana and J. K. Boyce, *Africa’s Odious Debts* (2011), 12-37.  
 Optional: Wole Soyinka, “Millennial Challenges for Contemporary African Affairs: Restructuring from Within,” in *Reframing Contemporary Africa*, ed. P. Soyinka-Airewele and R. K. Edozie (2009), 321-33. (Canvas)

**--END OF THE REGULAR TERM--**

**M 10 Jun FINAL EXAMINATION, 10:15am-12:15pm, 129 MCK (regular room).**

**If you miss this time, you won't get another chance to sit the exam. So  
make sure you have the correct date, time, and location!**

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**Recapitulation of Key Due Dates:**

Monday, 7 April 2018:

Wednesday, 24 April 2018:

Wednesday, 8 May 2018:

Wednesday, 29 May 2018:

**Monday, 10 June 2018:**

Map Quiz

Paper 1 due, 12:00pm

Paper 2 due, 12:00pm

Paper 3 due, 12:00pm

**Final Examination, 10:15am**

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**SAMPLE ONLY**

**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 on a list. 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, São Tomé and Príncipe [one nation, two islands], and Seychelles. Cape Verde and Mauritius will not be asked.)

