

HIST 326: COLONIAL & POSTCOLONIAL AFRICA

Spring 2020 – Nominal Time 2-3:20pm MW – CRN 32729
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Professor L. F. Braun
Telephone (Voicemail) 541-346-4838
Email: lfbraun@uoregon.edu
Virtual Hours: F 8:30-11am (Week 3 only: R 8:30-11am)
& by appt

GE: Ian Halter
(Email and chat contact only)
Email: ihalter@uoregon.edu
Virtual Hours: MW 12pm-1pm,
& by appt

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 21st 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 19th and 20th 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. This course is run entirely through Canvas, and any changes will be announced there, so please do keep informed. Because of the challenging circumstances forced upon all of us by public health necessity, we have sought to make this course as asynchronous as we can, but this is new territory for us just as it is for you. As a result, this syllabus is more likely to be fluid and flexible, so it is all the more important to keep abreast of changes and keep an eye on your Canvas announcements or simply email us as you need. We do answer!

Course Structure

Because African History will introduce you to new bodies of knowledge, I am taking an incremental approach to this survey. The course is therefore divided into roughly chronological thematic units, five in total. Each unit consists of a series of ‘parts,’ as you can see in the Modules view on Canvas. This structure is intended to build knowledge bit by bit, with periodic three-attempt quizzes to assure basic comprehension of various sessions and readings. You will also write six analytical essays that support a position (thesis) upon a given prompt dealing with part or all of a unit. The first essay is very short (300-400 words), the second and third are a little longer (500-600), and the fourth and fifth are extensive (1000-1200). The final essay is the longest (1300-1800) but should be the most fun.

Please note that you must complete the entirety of each unit before you can move on to the next (with the exception of the Unit 3-5 essays, which I have put into separate modules so they won’t bar you).

Assignments and Grading

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. Your grade will tally up as follows, out of the ideal total of 400 points possible:

Quizzes (including ‘Getting to Know You”)	80 pts	20%
Unit 1 Short Essay	20 pts	10%
Unit 2 Short Essays (30 pts. each)	60 pts (30 x 2)	15%
Units 3 and 4 Medium Essays (60 pts. each)	120 pts (60 x 2)	30%
Final Essay (Unit 5 and cumulative):	120 pts	30%

There is no plan yet for extra credit, essay revision, or similar things in this course, but we stand ready to aid you in improvement of your future work by looking at outlines, drafts, and so forth. Although this course is mostly asynchronous, the deadlines for essays are not. Late essays lose 5% per day (or portion).

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. **Note: 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, though the Duck Store will ship print materials (rented or purchased) free of charge. **Make sure you get the exact edition of Shillington indicated** as content and pagination vary. Collins and Shillington are unchanged from HIST 325.

- Achebe, Chinua. *Arrow of God*. New York: Anchor, 1989 [1964]. ISBN 0-385-01480-5
- Collins, Robert O., editor. *Documents from the African Past*. Princeton: Markus Wiener, 2001. ISBN 978-1-558-76289-2
- Shillington, Kevin. *History of Africa*, 3rd 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, or the new 4th edition that is very pretty but way too expensive right now.)

Starting with Unit 2, readings from these books and from PDF files on Canvas (indicated as “Canvas” on this syllabus) will be indicated within the module for each ‘part’ just above whatever video or film link may be there. Be aware that both outside films are fairly long, roughly two hours. Bring popcorn.

Policies (the fine, yet important, print)

Attendance and Deadlines:

Given the geographic dispersal of the members of the class, and the variety of challenges to scheduling that I already know about (and all the ones I don’t), we operate asynchronously. As such, attendance is never required at any given time. I may arrange group discussions of material at times in response to interest (for example, when we’re working with Achebe’s *Arrow of God*), but there is no grade for that, and you can always make up those sessions in individual arranged conferences.

The only synchronized elements are our assignment deadlines and the availability of the various units themselves, but even those are generous. In the interests of being consistent, **all essays during the term are all due on Sundays before midnight, while the final essay is due before midnight on our exam day, Monday, 8 June 2020.** We are also capping markdowns on papers at 50%. As long as we receive work before the end of week 10, it will still be worth something, but please do try to be timely because it’s honestly easier on us.

The exception to these two practices is the final essay, which is due after the regular term, and will earn a zero if it is still missing after Friday of Finals Week.

Communicating with us:

Email from your UO account—sent either directly, or via Canvas—is the best option for reaching out to us at all times, although it may take a day. Please make certain your Canvas preferences are set up to receive all announcements and notifications, otherwise you will miss important things. If you have connectivity challenges, my office phone number (541-346-4838) will get voicemail to me, but the system sounds like it’s kept in a fish tank, so please speak slowly and clearly (and loudly).

In addition, we will hold live ‘virtual office hours’ via Zoom Meetings, with Canvas Conferences as a backup if that somehow fails. See the first page of this syllabus for those times. You can also make specific appointments with us to livechat via Zoom or Canvas Conferences, and we can always use email. Again, please use your UO account, because our spam filter sometimes disposes of other domains’ mail.

Technical Requirements:

This course is run entirely through Canvas, so you must log in to <http://canvas.uoregon.edu> to access our class site using your DuckID. If you have questions about using Canvas, please visit the Canvas support page, or contact them by phone or live chat seven days a week from 6am to midnight at 541-346-4357 or <http://livehelp.uoregon.edu>.

Computer labs on the Eugene campus are apparently still open for those who reside there. For a full list of options, see the [Going Remote resources page for student access](#). More technical kinds of information about platforms and so forth [may be found here at the official IS remote technology page](#), if you need.

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](#). They are excellent advocates for your success, and they are reachable during this time of health emergency.

Writing Style:

All 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*, 9th 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 even though we don't actively grade on it. The misuse of terminology or problematic descriptors like 'tribe' and 'primitive' may, however, cause direct markdowns. For special writing assistance, see the [Teaching and Learning Center website](#).

Outside Supplemental Reading and Sources:

The papers for this course are designed around the sources we've chosen and the short lectures that help to provide structure. To that end, you should make exhaustive use of the provided readings and films first, including those marked 'optional.' This is not a blanket prohibition, however; if you feel strongly that something you want to talk about demands extended resources, you may ask Mr. Halter and I to approve your use of an additional source. Using one and not citing it is not a solution, as that violates academic honesty (see below). Substituting your own Internet finds for our course texts is a fast road to a failing mark anyhow, because very few students know how to vet historical texts on Africa, and the results can be absolutely cringeworthy if not even worse.

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 here, where you can find a number of relevant headings for policies on academic honesty and conduct](#). In practice, the issue of academic honesty that will arise most often in this course is plagiarism. If you are unsure of what plagiarism is, [the UO has a guide available here](#), but you can find many similar guides online.

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. 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 tempting crutch of the Internet: if you can find it, so can we—so resist the urge 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—use our course texts (see above) or contact us.

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 class policy, I default to the recommendations of the Academic Council for this term and UO Admin. If you're not sure of something, please ask—the sooner the better!

HIST 326: COLONIAL & POSTCOLONIAL AFRICA

Sessional Reading Schedule, with Order and Intended Weeks for Consumption

Readings marked with (Canvas) will be on our course site. Email us if something is unavailable.

See the last page for a list of synchronized due dates.

Unit 1: Introduction and Historical Trajectory (Week 1); 1 short essay

UNLOCKS ON 30 MARCH 2020

- Part 1.1 Introduction: The Image of Africa, or “What is Modern Africa?”**
 Reading: Pier M. Larson, “Myths about Africa, Africans ...” (Canvas)
 Binyavanga Wainaina, “How to Write About Africa” (2006). (Canvas link)
 Video: Chimamanda Ngozi Adichie, “The Danger of a Single Story” (Canvas link)

- Part 1.2 The African World of the Late 1800s**
 Reading: John Iliffe, “Regional Diversity in the Nineteenth Century,” ch. 8 in *Africans: The History of a Continent* 2d. ed. (2007), 164-92. (Canvas);

Unit 2: Patterns of Colonial Invasion and the ‘Exceptions,’ c.1870-1920 (Weeks 2-3); 2 short essays

UNLOCKS ON 6 APRIL 2020

- Part 2.1 The ‘Scramble for Africa’: Factors Behind the Imperialist Invasion**
 Reading: Shillington, 296-342, 344-47, 351-53. (Relevant for all of Unit II.)

- Part 2.2 The Practices of Colonization**
 Reading: Excerpt from Hertslet’s *Map of Africa by Treaty*, Royal Niger Co., 1887.
 “Records of Maji Maji: The Maji Maji Rebellion of 1905-1907” in Collins (ed.), *Documents*, 305-311.
 Ndansi Kumalo, “The Ndebele Rebellion, 1896,” in Collins (ed.), *Documents*, 282-85.

- Part 2.3 African Strategies for Mitigating the Imperial Factor**
 Reading: [Letters of] Khama, Sebele, and Bathoen to Joseph Chamberlain, 24 Sep 1895 (No. 22) and 4 Nov 1895 (No. 33), in *Correspondence Relative to the Visit to this Country of the Chiefs Khama, Sebele, and Bathoen, 1896*, C. 7962.

UNLOCKS ON OR BEFORE 13 APRIL 2020

- Part 2.4 Exceptional Cases I: Ethiopia**
 Reading: Shillington, 291-95; 380-82.
 Harold G. Marcus, “Racist Discourse about Ethiopia and Ethiopians Before and After the Battle of Adwa” in *The Battle of Adwa*, ed. P. Milkias & G. Metaferia (2005), 229-37. (Canvas)
 Optional: Haile Selassie, “At the League of Nations, June 30, 1936” in Collins (ed.), *Documents*, 320-27.

- Part 2.5 Exceptional Cases II: The Congo Free State**
 Film: *Congo: White King, Red Rubber, Black Death* (2004), 90 min.
 Available streaming via **Kanopy** (see Canvas for link)
 Optional: I will make Roger Casement’s long report (Cd.1933) available via Canvas.

- Part 2.6 Exceptional Cases III: The Colonies and Republics of South Africa**
 Reading: Shillington, 328-42; 376-78.
 C. H. Feinstein, *An Economic History of South Africa: Conquest, Discrimination, and Development* (2005), 47-73. (Canvas)

Week 1

Week 2

Week 3

Unit 3: The Experience of Colonial Rule, c.1900-1940 (Weeks 4-5); 1 essay

UNLOCKS ON 20 APRIL 2020

Week 4

Part 3.1 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 Unit 3, 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.
Start reading Achebe, *Arrow of God*.

Part 3.2 Cultural Exchange, Missions, and Syncrctizing Religious Expression

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

Part 3.3 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)

Part 3.4 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);
Finish reading Achebe, *Arrow of God*.

Unit 4: Global War, Politicization, and African Independence, 1940-1994 (Weeks 6-7); 1 essay

UNLOCKS ON 4 MAY 2020

Week 6

Part 4.1 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*.

Part 4.2 The Rise of African Mass Politics and Life Under Late Colonialism

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

Part 4.3 The First Wave of Decolonization and its Resisters

Reading: Kwame Nkrumah, “Freedom! Freedom! Freedom! [1957]” in *Africa & the West*, ed. E. Alpers, N. Clark, and W. Worger (2001), 325-28. (Canvas)

Part 4.4 The Settler Problem: Violence and Decolonization

Reading: 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)

Film: *The Battle of Algiers (1966), 117 min. (Streaming via Kanopy)*

Part 4.5 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 5: Independent Africa and its Challenges, 1957-2010 (Weeks 8-10); included with final essay UNLOCKS ON 18 MAY 2020

Week 8

Part 5.1 The Economic and Political Legacies of Colonialism

Reading: Shillington, 433-43.

George B. N. Ayittey, *Africa Betrayed* (1992), 233-64. (Canvas)

Part 5.2 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)

Part 5.3 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. (Canvas)

Weeks 9 and 10

Part 5.4 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)

Part 5.5 African Development in the “Globalized” World: into the 21st 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--

All work from during the term must be tendered before midnight on Friday, 5 June 2020. The cumulative final essay is due on the date of our final exam slot, **Monday, 8 June 2020, at 11:59pm.** Late final essays will be accepted at normal markdown (5% per day or portion thereof) but only until Friday, 12 June 2020.

Key Due Dates and Final Tender Dates for Written Assignments:

*Quizzes have no due dates, but must be completed after the ‘part’ they’re attached to.

Sunday, 5 April 2020 (week 1/2)

Unit 1 Essay due, 11:59pm

Sunday, 12 April 2020 (week 2/3)

Unit 2A Essay due, 11:59pm

Sunday, 19 April 2020 (week 3/4)

Unit 2B Essay due, 11:59pm

Sunday, 10 May 2020 (week 6/7)

Unit 3 Essay due, 11:59pm

Sunday, 24 May 2020 (week 8/9)

Unit 4 Essay due, 11:59pm

Friday, 5 June 2020:

All late work from the regular term must be in by 11:59pm, or receive 0 grades.

Monday, 8 June 2020: (finals week)

Final Essay due, 11:59pm

Friday, 12 June 2020:

Any late final essays must be in by 11:59pm, or receive 0 grades.

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