

## **HIST 3389: Africa-Past & Present (*Fall 2017*)**

**T/Th: 2:00pm-3:20pm**

**AB4 302**

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*Kimberley Diamond Mines, South Africa, 1872*



*Kimberley, South Africa, 2016*

### **Course Description**

This course examines Africa's great cultural diversities, as well as its political, socio-economic, and ecological developments from the 1800s until more recent times. The first half of the course will be dedicated to a survey of African history from the nineteenth century; a period that witnessed the abolition of the trans-Atlantic slave trade, Islamic revolutions, and European intrusion and occupation of Africa. We will subsequently assess the lasting colonial impact, the rise of nationalism in the 1950s & 1960s, and the shaping of new African nations in the twentieth century.

The second part of the course examines how Africa's contemporary environmental issues reflect the continent's historical developments over the past two centuries. We will primarily focus on five countries: Ethiopia, the Democratic Republic of Congo, Nigeria, Kenya, and South Africa, for reasons that will become apparent. Throughout the course, we will engage themes such as power, race, and gender dynamics. For a continent that has undoubtedly witnessed its fair share of resource-related conflicts, students will explore the historical links to these contestations and claims to resource ownership and use over space and time.

Our classes will include lectures and discussions. Key questions will inform our discussions. We will seek to understand how and why fundamental ethical concepts such as social and procedural justice, equality, property rights, and intergenerational equity have been compromised through space and time, among other issues.

The course materials include African art, texts, music, and literature. Students will learn to analyze, speak, and write about Africa and its environmental history including the use of oral

traditions as an alternative methodological approach to historical inquiry.

### **Course objectives**

1. To introduce students to the history and contributions of Africa and Africans to major world developments.
2. To promote students' critical thinking, reading, and refine their oral and written communication skills.
3. To challenge students to understand how Africa and Africans have made invaluable contributions and sacrifices to major developments in recent world history (politically, socially, and economically).
4. To familiarize students with the roles that human, environmental, as well as internal and external factors have played in recent African history.
5. Teach students how to analyze, speak, and write about Africa and Africa's environmental histories; students will also be familiarized with alternative/multidisciplinary methodological approaches such as the use of oral traditions.

### **Skills objectives**

1. **Critical thinking:** By the end of this course students should be able to question popular and scholarly narratives about Africa and its peoples, and its environmental history (such as those that pertain to environmental determinism and degradation).
2. **Historical knowledge:** Students will gain basic competence in analyzing, writing, and speaking about African & African environmental history. Students will also be able to appreciate Africa's major contributions to major historical developments around the world since the 1800s.
3. **Methodological competence:** Students should be able to recognize the distinctions between primary and secondary sources, including their credibility, and how these can be adopted for historical inquiry.
4. **Historical skills:** Students should be able to formulate historical questions, develop an argumentative thesis, and write a well-organized research paper based on historical evidence.
5. **Group/Social Responsibility:** Since the success of the group project is dependent upon individual and collective contributions, it will promote social responsibility as students learn to work together towards a common goal.
6. **Communication skills:** Students should be able to improve their oral and written communication skills after engaging in class discussions, group projects, and other coursework/assignments.

### **Required Texts/Readings/Films\***

The following texts are available for purchase at the school bookstore or online. The books may be available electronically [**ER**] or have been placed on print reserve [**PR**] through the school library. In addition to these texts, the required readings include both scholarly articles on specific topics and primary sources. You can download these readings by clicking on the link to each author's name from the class web site on Blackboard (designated with [**BB**]). For the most part, we will use class time to view the course-related films and documentaries. It is, however, only by

attending lectures and discussions that you will get the organizing chronological and thematic framework for the course as a whole.

### **Texts/Readings/Films**

- 1). William Worger, Nancy Clark, and Edward Alpers, *Africa and the West: A Documentary History, Volume 1 From The Slave Trade to Conquest, 1445-1905* (New York: Oxford University Press, 2010). [PR]
- 2). William Worger, Nancy Clark, and Edward Alpers, *Africa and the West: A Documentary History, Volume 2 From Colonialism to Independence, 1875 to the Present* (New York: Oxford University Press, 2010). [PR/ER]
- 3). Richard Reid, *A History of Modern Africa: 1800 to the Present* 2<sup>nd</sup> ed. (Malden: Wiley-Blackwell, 2012).
- 4). Adam Hochschild, *King Solomon's Ghost: A Story of Greed, Terror, and Heroism in Colonial Africa* (New York: Houghton Mifflin, 1998).
- 5). Wangari Maathai, *Unbowed: A Memoir*. New York: Knopf. 2006.

### **Films/Documentaries**

Video: *Africa: The Rise of Nationalism*. (1989), narrated by Basil Davidson  
Film: *Darwin's Nightmare* (2004), Dir. Hubert Sauper  
Film: *Lumumba* (2000), Dir. Raoul Peck

### **Evaluation/ Grading**

- Engagement in class discussions (10%)
- Map Quiz [Week 3] (5%)
- Review of a primary document [due Week 5] (2-3 pages) (10%)
- Discussion questions [10x starting Week 2] (5%)
- Group project [due Week 13] (15%)
- Exams x2 [Week 7 & Week 16] (each 15%)
- Book Review (*Unbowed* or *King Leopold's Ghost*) [due Week 11] (15%)
- Film review *Darwin's Nightmare* [due Week 14] (10%)

### **Group Project Assignment**

- Group project: Each student will be part of a small group (3-4 students) responsible for a certain era or theme covered during weeks 2-9 of the course. The topics and groups will be decided by Week 6. During Week 13, each group will produce a short text (4-5 pages) describing major socio-economic, political, and ecological trends in Africa during the group's time period. You will also do a 15-minute in-class presentation.

**All assignment/review guidelines and grading rubrics will be posted on Blackboard.**

***NB: I reserve the right to change the syllabus over the course of the semester. Any changes (generally minor in nature) will be communicated in class at least one week prior to their implementation.***

**Exams:** The exams generally consist of a map/maps, identifications, and short or long essay questions. Exams will only cover course material (i.e. lectures, readings, and discussions). Note that the final will not be cumulative.

### **Grading Scale**

A	100–90
B	89–80
C	79–70
D	69–60
F	59–50

***NB: I prefer to answer questions concerning grades during office hours or by appointment***

### **Class Format, Assignments, & Other Information**

Our class meetings will feature a mix of lectures, documentaries, and group discussions. As the deadlines/dates for papers and exams approach, I will give you more detailed information about my expectations. Please keep the following in mind:

- **Attendance & Participation:** You should complete the weekly readings as scheduled prior to attending lecture. This preparation will facilitate your grasp of the lecture material and enhance your participation in class discussion. Since the success of this class is also dependent on active community learning, *attendance will be recorded* at the beginning of each class.
  - **3 or more unexcused absences will result in no credit for the entire course**
- **Be Considerate:** It is disruptive to your peers to arrive late to class or leave early. Please be unobtrusive if you really must do so.
- **Communication:** I will respond to course-related emails within the shortest time possible (within the first 24hrs). Please expect delayed responses on weekends.
- **Email etiquette:** In your email messages, please include the course number and topic in the subject line. *Please remember to maintain a professional demeanor in all interactions with your peers and your instructor.*
- **Assignments & Exams:** I am happy to discuss your assignments with you as you prepare them, the earlier the better. Email or come see me during office hours to talk about paper outlines, thesis paragraphs, drafts, or exams.
- **Late Work:** will be penalized 1/3 of a letter grade per day and will only be accepted up to one week after the due date. With the exception of the final term paper, I reserve the right to allow extensions on a case by case basis.
- **Support:** If you find yourself unable or struggling to comprehend or finish the assigned readings or contribute to class discussion, please meet with me so that we can discuss some possible strategies/solutions.
  - I encourage you to take advantage of the study/writing resources SHSU offers to you outside the classroom.
- You must submit a hard copy of your paper in class. E-mail submissions will only be accepted under certain conditions. The paper must be typed in a 12-point font (Times New Roman), double-spaced, and must be cited appropriately using *footnotes* following the *Chicago Manual of Style*.

- **Electronics:** Cell phones, laptops, iPads and other technological *distractions* are not welcome.
  - *The audio or video recording of lectures is strictly prohibited without the professor's written consent.*

## **UNIVERSITY CODE OF CONDUCT:**

<http://www.shsu.edu/students/guide/StudentGuidelines2013-2016.pdf#page=34>

### **ACADEMIC DISHONESTY:**

All students are expected to engage in all academic pursuits in a manner that is above reproach. Students are expected to maintain honesty and integrity in the academic experiences both in and out of the classroom. Any student found guilty of dishonesty in any phase of academic work will be subject to disciplinary action. The University and its official representatives may initiate disciplinary proceedings against a student accused of any form of academic dishonesty including but not limited to, cheating on an examination or other academic work which is to be submitted, plagiarism, collusion and the abuse of resource materials. For a complete listing of the university policy, see: <http://www.shsu.edu/dotAsset/728eec25-f780-4dcf-932c-03d68cade002.pdf>

### **STUDENT ABSENCES ON RELIGIOUS HOLY DAYS POLICY:**

Section 51.911(b) of the Texas Education Code requires that an institution of higher education excuse a student from attending classes or other required activities, including examinations, for the observance of a religious holy day, including travel for that purpose. Section 51.911 (a) (2) defines a religious holy day as: “a holy day observed by a religion whose places of worship are exempt from property taxation under Section 11.20....” A student whose absence is excused under this subsection may not be penalized for that absence and shall be allowed to take an examination or complete an assignment from which the student is excused within a reasonable time after the absence.

University policy 861001 provides the procedures to be followed by the student and instructor. A student desiring to absent himself/herself from a scheduled class in order to observe (a) religious holy day(s) shall present to each instructor involved a written statement concerning the religious holy day(s). The instructor will complete a form notifying the student of a reasonable timeframe in which the missed assignments and/or examinations are to be completed. For a complete listing of the university policy, see: <http://www.shsu.edu/dotAsset/0953c7d0-7c04-4b29-a3fc-3bf0738e87d8.pdf>

### **STUDENTS WITH DISABILITIES POLICY:**

It is the policy of Sam Houston State University that individuals otherwise qualified shall not be excluded, solely by reason of their disability, from participation in any academic program of the university. Further, they shall not be denied the benefits of these programs nor shall they be subjected to discrimination. Students with disabilities that might affect their academic performance are expected to visit with the Office of Services for Students with Disabilities located in the Counseling Center. They should then make arrangements with their individual instructors so that appropriate strategies can be considered and helpful procedures can be developed to ensure that participation and achievement opportunities are not impaired. SHSU adheres to all applicable federal, state, and local laws, regulations, and guidelines with respect to providing reasonable accommodations for students with disabilities. If you have a

disability that may affect adversely your work in this class, then I encourage you to register with the SHSU Counseling Center and to talk with me about how I can best help you. All disclosures of disabilities will be kept strictly confidential. NOTE: No accommodation can be made until you register with the Counseling Center. For a complete listing of the university policy, see: <http://www.shsu.edu/dept/academic-affairs/documents/aps/students/811006.pdf>

### **VISITORS IN THE CLASSROOM:**

Only registered students may attend class. Exceptions can be made on a case-by-case basis by the professor. In all cases, visitors must not present a disruption to the class by their attendance. Students wishing to audit a class must apply to do so through the Registrar's Office.

### **Course Schedule**

#### **Week 1: Introductions**

##### **8/24: Introductions & Course Expectations**

- Christopher Ehret, "Introducing Africa and Its History," in *The Civilization of Africa: A History to 1800* (Charlottesville: University of Virginia Press, 2016), pp. 2-9. **(BB)**
- John Iliffe, "The Frontiersmen of Mankind," in *Africans: The History of a Continent* (Cambridge: Cambridge University Press, 2007), pp. 1-5. **[BB]**

#### **Week 2: Africa, Africans & History**

##### **8/29: Africans and the natural world**

- James Delehanty, "Africa: A Geographic Frame," in Maria Grosz-Ngaté, John Hanson and Patrick O'Meara (eds.), *Africa*. Bloomington: Indiana University Press, 2014, pp. 7-31. **[BB]**

##### **8/31: Writing African History**

- Reid, "Introduction"
- John Philips, "What is African History? In John E. Philips (ed.), *Writing African History* (Rochester: University of Rochester Press, 2005), 25-48.

#### **Week 3: The Long Nineteenth Century: from the Slave Trade to "Legitimate" Commerce**

##### **9/5 & 9/7: Reid Ch. 2 & Ch. 3**

##### **Documents: Worger et al, *Vol. 1* (BB)**

- Replies of W. S. Ryneveld to Cape of Good Hope governor Macartney's questionnaire, Nov. 29, 1797
- Joseph Dupuis, *Journal of a Residence in Ashantee*, 1824
- "Testimony of Bwana Mtoro Mwinyi Bakari" (1890s)
- "The Imperialism of Chartered Companies" [2pp].

### **Map Quiz**

#### **Week 4: Pre-colonial African states**

##### **9/12: Southern Africa**

- Reid Ch. 4

##### **9/14: religion & state (West & East Africa)**



- Reid, Ch. 6 & 7

## **Week 5: Partition, Resistance, & Conquest**

### **9/19: the scramble & occupation**

- Reid, Ch. 8
- *The Magnificent African cake* (Documentary) [Watch before coming to class]
- **Primary source paper due at the beginning of class**

### **9/21: African and Afrikaner Resistance**

- Reid Ch. 9-10

#### Documents: (Worger et al, Vol. 1) BB.

- “General Act of the Conference of Berlin, relative to the Development of Trade and Civilization in Africa, Berlin, February 26, 1885,”; “The Congo is as rich as North America (1885)” Henry M. Stanley *The Congo and the Founding of Its Free State*, 1885/in Worger et al, Vol. 1.
- “Cecil Rhodes’s Dreams of Empire (1877)” [4pp]
- Frederick Lugard, *The Rise of our East African Empire*, 1893 in Worger et al, Vol. 1.
- Ndansi Khumalo, description of the defeat of Lobengula and the Ndebele, July- December 1893”
- J. Smuts, *A Century of Wrong*, 1899”
- African oral testimonies about the Maji uprising of 1905, recorded in the 1960s by G.C.K Gwassa and John Iliffe,” all in Worger et-al Vol 1, [8pp]

## **Week 6: Colonialisms**

### **9/26: methods of rule**

- Reid, Ch. 11

### **9/28: empires of soil & service**

- “Roger Casement’s report on the Congo December 11, 1903,” in Worger et-al, *Africa and the West*, Vol 2.
- Frederick Lugard, *Political Memoranda* 1919; G. L. Angoulvant, “General Instructions to Civilian Administrators, November 26, 1908,” in Worger et-al, *Africa and the West*, Vol 2.

## **Week 7: Identities & Protest**

### **10/3: race & identity: the illusion of “tribe”**

- Reid, Ch. 12

### **10/5: Mid-term exam**

## **Week 8: Decolonization, Nationalism, & Independence**

### **10/10: the interwar years**

- Frederick Cooper, “Workers, peasants, and the crisis of colonialism,” in *Africa Since 1940: The Past and the Present* (Cambridge: Cambridge University Press, 2002), pp. 20-38.
- Read at least three of the following excerpts [all in Worger et. al, Vol 2]
  - “Resolutions of the Pan-African Congress Paris, February 1919
  - “Harry Thuku explains why he formed a political movement for all East Africans (1921)”
  - “Petition of the National Congress of British West Africa, October 19, 1920”
  - Clements Kadalie and the Industrial and Commercial Workers’ Union of South Africa program of 1928
  - Charlotte Maxeke, “Social Conditions among Bantu Women and Girls,” Fort Hare, 1930

**10/12:** No Class (I will be attending a conference)

- Documentary: Basil Davidson, *Africa: The Rise of Nationalism*

**Week 9: Postcolonial Africa**

**10/17:** unsafe foundations

- Reid, Ch. 17

**10/19: the gatekeeper states**

- Frederick Cooper, “The Recurrent Crises of the Gatekeeper State,” in *Africa since 1940*, pp. 156-190. **(BB)**

**Week 10: African Environmental History**

**10/24**

- William Beinart, “Beyond the Colonial Paradigm: African History and Environmental History in Large-Scale Perspective,” in Edmund Burke III and Kenneth Pomeranz (eds.) *The Environment and World History* (Los Angeles: University of California Press, 2009), pp. 211-228. **[BB]**

**10/26**

- Paul Sutter, “Reflections: What Can U.S. Environmental Historians Learn from Non-U.S. Environmental Historiography?” *Environmental History*, 8, 1 (2003), 109-129.

**Week 11: Ethiopia: Re-reading the African Landscape**

Book review due at the beginning of class.

**10/31:** political landscapes

- Reid: Ch. 18
- “An Emperor and his Court (1970s)” & Haile Selassie’s Royal Court described by Ryszard Kapuscinski, *The Emperor: Downfall of an Autocrat*, 1983, in Worger et-al, Vol. 2.

**11/2:** environmental legacies.

- James McCann, “The Plow and the Forest: Narratives of Deforestation in Ethiopia, 1840-1992,” *Environmental History*, 2, 2 (1997), pp. 138-159.



- Melissa Leach and Robin Mearns (eds.), “Environmental Change and Policy: Challenging Received Wisdom in Africa,” in *The Lie of the Land: Challenging Received Wisdom on the African Environment* (Portsmouth: Heinemann, 1996), pp. 1-33. [BB]

## **Week 12: Kenya: Gender, ‘Equity’, and Environmental History of the Poor**

### **11/7: colonial science and gendered labor dynamics in the postcolony**

- A. Fiona D. Mackenzie, “The Construction of Colonial Agricultural Knowledge, Kenya, 1914-1952,” in *Land, Ecology and Resistance in Kenya, 1880-1952* (London: Edinburgh University Press, 1998), pp. 98-124.

### **11/9: Challenging Patriarchal Structures: Domestic, Bureaucratic [postcolonial]**

- Rob Nixon, “Slow Violence, Gender, and the Environmentalism of the Poor,” in *Environment at the Margins*, pp. 257-285.
- Maathai, *Unbowed* (Discussion)

## **Week 13: Nigeria & Group Presentations**

### **11/14: Ogoniland: marginalization; rentier state**

- Saro-Wiwa: *Silence would be Treason* excerpts. [BB]
- Michael Watts, “Petro-Insurgency or Criminal Syndicate? Conflict & Violence in the Niger Delta,” *Review of African Political Economy*, 34: 114 (2007): 637-60. (BB)
- Chinua Achebe, *The Trouble with Nigeria* (excerpt)

### **11/16: Group presentations**

## **Week 14: Democratic Republic of Congo: Post-Cold War Legacies**

### **11/21: Starving Africa; feeding Europe: Nile perch, bullets, and coltan**

#### **Read:**

- Patrice Lumumba, *Congo, My Country*, 1961
- Film: *Lumumba* (watch before class)

**Film review assignment: *Darwin’s Nightmare* due at the beginning of class.**

### **11/23:**

- Hochschild, *King Leopold’s Ghost* (Discussion)
- Blaine Harden, “The Dirt in the New Machine” *New York Times*, August 12, 2001. Available at <http://www.nytimes.com/2001/08/12/magazine/the-dirt-in-the-new-machine.html>

## **Week 15: South Africa: Apartheid legacies**

### **11/28: the legacies of race & transnational politics**

- Protest Songs: Hugh Masekela [“Stimela/Coal Train,” 1974] & Miriam Makeba [“Khawuleza,” 1966]

- Allen Isaacman, “Displaced People, Displaced Energy and Displaced Memories: The Case of the Cahora Bassa, 1970-2004,” *International Journal of African Historical Studies*, 38, 2 (2005): 201-238.

**11/30: environment, disease, & poverty**

- Speech by Thabo Mbeki at the Thirteenth International AIDS Conference, July 9, 2000 on AIDS and poverty in Africa, in Worger et. al, Vol 2.
- Jane Carruthers, “Tracking in Game Trails: Looking Afresh at the Politics of Environmental History in South Africa,” *Environmental History*, 11 (2006), pp. 804-829. Available at [http://www.jstor.org/stable/3985803?seq=1#page\\_scan\\_tab\\_contents](http://www.jstor.org/stable/3985803?seq=1#page_scan_tab_contents)

**Week 16: Review & Finals**

**12/5: Final (3:30pm -5:30pm)**