

## **HIST 3389-01: Africa-Past & Present (Spring 2018)**

**CRN Number: 21208**

**Credit Hours: 3**

**Class Location: Online**

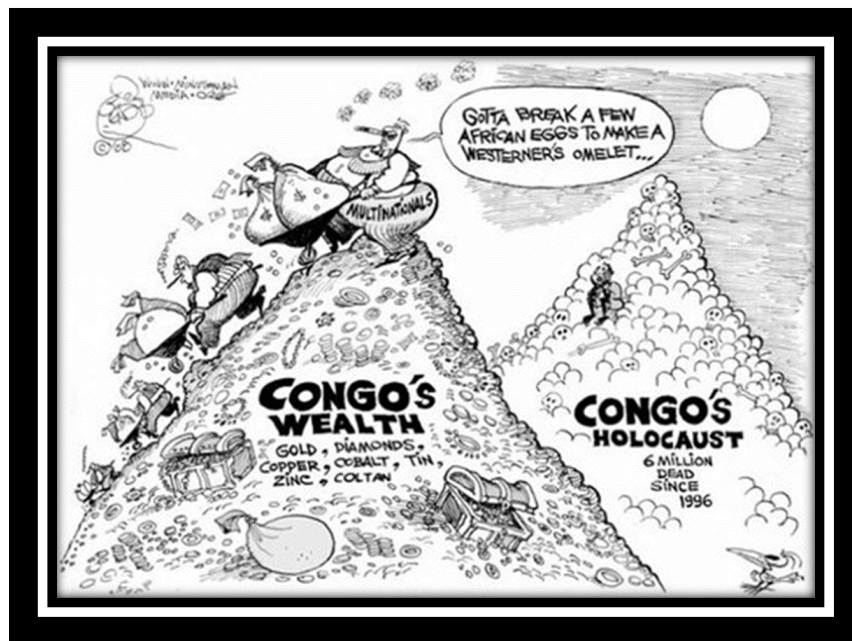
**Instructor:** Dr. Willis Okech Oyugi

**Office:** AB4 451

**Phone:** 936-294-1483

**Office Hours:** Tue/Thur: 12:30-2:00 PM & by appointment

**Email:** [woo002@shsu.edu](mailto:woo002@shsu.edu)



### **Course Description**

This course explores the history of Modern Africa from the 1800s until more recent times. Major topics and themes will examine changes to Africa's political, socio-economic, and ecological developments. The first half of the course will highlight Africa's great cultural diversities and a survey of African history during 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, and the shaping of new African nations in the twentieth century.

### **Course objectives**

This course is designed to develop students in the following skill areas:

1. **Critical thinking:** By the end of this course students should be able to question popular and scholarly narratives about Africa and its peoples, as well as 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 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 and how these can be adopted for historical inquiry.
4. **Historical skills:** Students should be able to develop an argumentative thesis and conduct objective research in secondary historical sources by being able to identify and use primary historical sources about African history.
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.

### **RECOMMENDED "W" COURSE SYLLABUS STATEMENT**

"This is a "W" course, which means that at least 50 % percent of your course grade will derive from writing activities designed to help you master course objectives. Writing in this course is one of the tools your instructor will use to help you learn course material. Some writing activities will require you to draft and revise your work, with or without instructor feedback. Others may not receive a grade but are designed to assist you in critical reflection of the course material. You should approach writing in this course as a tool to use as part of your learning as well as a tool your instructor will use to assess your level of learning." (*Approved by SHSU Writing Advisory Council, March 2009.*)

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

The following texts are available for purchase at the school bookstore or online. A couple of the books have also been placed on print reserve [PR] or are available electronically [ER] 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]).

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

- 1). David Northrup, Alfred Andrea, & Andrew Holt, eds. *Seven Myths of Africa in World History*. Indianapolis: Hackett Publishing Co., 2017.
- 2). Richard Reid. *A History of Modern Africa: 1800 to the Present*. Malden: Wiley-Blackwell, 2012.

- 3). Adam Hochschild, *King Leopold's Ghost: A Story of Greed, Terror, and Heroism in Colonial Africa*. New York: Houghton Mifflin, 1998.
- 4). Wangari Maathai, *Unbowed: A Memoir*. New York: Knopf. 2006.
- 5). Sembene Ousmane, *God's Bits of Wood*. New York: Anchor Bks, 1970.

### **Films/Documentaries**

Film: *The Battle for Algiers*. (1966), Dir. Gillo Pontecorvo

Film: *Darwin's Nightmare* (2004), Dir. Hubert Sauper

Film: *Lumumba* (2000), Dir. Raoul Peck

### **Evaluation/ Grading**

- Syllabus Quiz [due Sunday Jan 21, by 11:59pm) (5%)
- Discussion Forum Participation & Responses (20%)
- Africa in the News [10 submissions starting Week 2] (5%)
- Document paper [due Week 4] (2-3 pages) (10%)
- Exams x2 [Week 6 & Week 12] (10% each)
- Book Review (*King Leopold's Ghost*) [due Week 9] (10%)
- Film review *Darwin's Nightmare* [due Week 14] (10%)
- Term Paper [due Week 16] (20%)

### **Discussion Forum/Participation/Posts:**

- Participation is essential to the collaborative learning process. In roughly 150 words, students will answer to the main, instructor-provided questions that are related to each week's readings. Original posts are due 11:59pm every Sunday from the end of Week 2
- All students must also post and respond to each other's posts/comments. Responses should be no more than 50 words and from each respective week's readings that you think ought to be addressed in the Forum. Responses are due each Wednesday by 11:59PM.

### **Africa in the News**

- Students will be expected to keep abreast of current news events related to Africa. Your response to any news article will be no more than 50 words and may be aligned with course material/themes. You will summarize at least 10 of these news articles.

### **Exams:**

- Exams generally consist of a map/maps, short identifications, and short essay questions. Exams will only cover course material (i.e. lectures, readings, and discussions). The final exam 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***

### **General Course Policies:**

Learning involves a shared student-instructor responsibility. Students must take full responsibility of meeting their obligations. Throughout the semester, we will maintain ongoing communication with each other through email and other course web-page links such as Blackboard and Discussion Forums. Through these links, which will also be our primary forum to share course-related material, students will have ongoing access to the instructor and their fellow peers. These links and tools will also be our primary forum to share course-related material, comments, postings etc. My role as instructor will primarily be limited to monitoring and facilitating the forums.

### **In the event of a technical breakdown:**

Students may submit assignments to the instructor via e-mail by the posted due date. Remember to back up your work frequently, once completed, load files onto a power drive, and keep a hard copy of papers/projects.

### **Online Learning Environment:**

The work load in an online class is generally the same as that of a face-to-face class. For a three-credit hour class, the general rule of thumb is to set aside *at least* 9 hours. i.e. [3 hours class time + (3x2 reading)].

### **Standards of appropriate online behavior:**

The protocols defined by the College/University Student Conduct Code must be upheld in all online classes. Students are not allowed to post inappropriate material, SPAM to the class, use offensive language or online flaming. *Please to not post private/non-course related correspondence to the Discussion Board/Forum.*

- **Email etiquette:** *Please remember to maintain a professional demeanor in all interactions with your peers and instructor.*

### **Communication:**

- E-mail ([wo0002@shsu.edu](mailto:wo0002@shsu.edu)) will be the primary form of immediate communication with the instructor.
- Please type “3389” in the subject line of your emails to help quickly identity your message as important.
- All email will correspondence will take place via SHSU email accounts only, as FERPA (Federal Education Rights Privacy Act) regulations require that communication and grades be kept confidential. Live communication with the instructor is available via Skype to students not physically located at or near SHSU.
- “On-site” students can visit the instructor during office hours or set up meeting times via email to discuss course work.

- Please allow 24-48 hours for responses. Also note that some days see more email arrive in my inbox than I can possibly attend to. During those days I will try to get to class email first, but inevitably some of my desk duties take priority. If your message is urgent, please mark it as such.

### **Assignments & Other Information**

- **NB: All assignment/review guidelines and grading rubrics will be posted on Blackboard.**
- **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. Except for 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 will submit your written assignments through E-mail. The paper must be typed in a 12-point font (Times New Roman), proofread, double-spaced, and must be cited appropriately using *footnotes* following the *Chicago Manual of Style*.
- **Electronics:** *The audio or video recording of lectures and other course material for redistribution 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 (Jan 18-21): Introductions to the course and to each other**

- **Assignment 1 (At your earliest convenience before Sunday Jan 21 by 11:59pm):**  
Each Student will upload an introductory video that should not be more than three minutes long. In the video, please respond to the following:
  - Introduce yourself.
  - Why are you taking this course? For example, are you taking this course for general knowledge? Is this course a requirement for your major? Any other reason?

- What do you or don't you know about Africa? How many countries are there in Africa?
- **Assignment 2 (due Sunday Jan 21 by 11:59pm)**. Syllabus Quiz (this will be based on the required texts, posting procedures, course expectations, and the due dates for major assignments).

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

# ***UNIT I: INTRODUCING AFRICA & AFRICAN HISTORY; THE LONG NINETEENTH CENTURY***

## **Week 2 (Jan 22-28): Introducing Africa; Geography, Africans, & African History**

- Christopher Ehret, "Introducing Africa and Its History," in *The Civilization of Africa: A History to 1800* (Charlottesville: University of Virginia Press, 2016), 2-9. **(BB)**
- John Iliffe, "The Frontiersmen of Mankind," in *Africans: The History of a Continent* (Cambridge: Cambridge University Press, 2007), 1-5. **[BB]**
- Northrup, "Introduction"
- David Wiley, "Using 'Tribe' and 'Tribalism' Categories to Misunderstand African Societies," *New England Social Studies Bulletin*, 39, 2 (1982), 15-17.
- Watch: Chimamanda Adichie: The danger of a single story. Available at <https://ed.ted.com/on/oQQimtYK> (19min)

## **Week 3 (Jan 29-Feb 4): Writing African History: Origins, Development, Methodology**

- Hugh-Trevor Roper, "The Stages of Progress," in *The Rise of Christian Europe* (London: Thames & Hudson, 1965), 1.
- John Philips, "What is African History? In John E. Philips (ed.), *Writing African History* (Rochester: University of Rochester Press, 2005), 25-48.
- Northrup, Ch. 1
- Bethwell Ogot, "Rereading the History and Historiography of Epistemic Domination and Resistance in Africa," *African Studies Review*, 52, 1 (2009), 1-22.

## **Week 4 (Feb 5-11): Religion and State in Pre-colonial Africa**

- **Primary source paper due**
- Reid Ch. 2 & Ch. 3
- Northrup, Ch. 3

## **Week 5 (Feb 12-18): From Slave Trade, Abolition, to "Legitimate" Commerce**

- Reid Ch. 4,
- Northrup, Ch. 4
- Walter Rodney, "Europe and the Roots of African Underdevelopment—To 1885," in *How Europe Underdeveloped Africa* (New York: Black Classics Press, 2012), 93-146.

## **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”

## ***UNIT II: EUROPEAN COLONIALISM to AFRICAN INDEPENDENCE***

### **Week 6 (Feb 19-25): Explorers, Missionaries, & The Scramble for Africa**

- **Exam #1**
- Reid, Ch. 8
- *The Magnificent African cake* (Documentary)

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”
- Henry M. Stanley, “The is as rich as North America” (1885)
- “Cecil Rhodes Dreams of Empire (1877” [4pp]

### **Week 7 (Feb 26-Mar 4): Imposition and Resistance to European Colonial Rule**

- Reid Ch. 9-10

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

- 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 8 (Mar 5-11): Colonialisms**

- Reid, Ch. 11
- Mahmoud Mamdani, “Decentralized Despotism,” in *Citizen and Subject: Contemporary Africa and the Legacy of Late Colonialism* (Princeton: Princeton University Press, 1996), 37-61.

Documents: (Worger et al, *Vol. 2*) [BB]

- “Roger Casement’s report on the Congo December 11, 1903,”
- Frederick Lugard, *Political Memoranda* 1919;
- G. L. Angoulvant, “General Instructions to Civilian Administrators, November 26, 1908”

### **Week 9 (Mar 12-18): Spring Break (No Class Sessions)**

### **Week 10 (Mar 19-25): Political, Economic, and Social Change in Colonial Africa**

- Book review due: Hochschild, *King Leopold’s Ghost*
- Reid, Ch. 12



- Frederick Cooper, “Workers, peasants, and the crisis of colonialism,” in *Africa Since 1940: The Past and the Present* (Cambridge: Cambridge University Press, 2002): 20-38.
- 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), 98-124.

### **Week 11 (Mar 26-Apr 1): Pan-Africanism & Incipient Nationalism**

- W.E.B. Du Bois, “The Collapse of Europe,” / “Resolutions of the Pan-African Congress Paris, February 1919” in *The World and Africa* (New York: Viking Press, 1946), 1-15.
- Robert Vinson, “‘Sea Kaffirs’: ‘American Negroes’ and the Gospel of Garveyism in Early Twentieth Century Cape Town,” *The Journal of African History*, 47, 2 (2006), 281-303.

Documents: (Worger et al, Vol. 2). [BB]

- “Petition of the National Congress of British West Africa, October 19, 1920”
- “Harry Thuku explains why he formed a political movement for all East Africans (1921)”
- “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

### **Week 12 (Apr 2-8): The World Wars, Decolonization, & Independence**

- *The Battle for Algiers* (film)
- Ousmane Sembene, *God’s Bits of Wood*.
- Frederick Cooper, “Possibility and Constraint: African Independence in Historical Perspective,” *Journal of African History*, 49 (2008), 167-196.
- **Exam 2**

## ***UNIT III: POSTCOLONIAL AFRICA***

### **Week 13 (Apr 9-15): Unsafe Foundations**

- Reid, Ch. 17
- Frederick Cooper, “The Recurrent Crises of the Gatekeeper State,” in *Africa since 1940*, 156-190. (BB)
- “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.
- Patrice Lumumba, *Congo, My Country*, 1961[(BB)
- Film: *Lumumba*

### **Week 14 (Apr 16-22): Gender, Patriarchy, & Marginalization**

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

- 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)
- **Film Review due: Darwin’s Nightmare**

#### **Week 15 (Apr 23-29): The Illusion of Development**

- 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.
- 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.
- Northrup, Ch. 7

#### **Week 16 (April 30-May 10): Finals**

- Reviews
- **Term Paper due**