

The Making of Modern Africa, 1820-Present

**HIST 3319
MW 11:00-12:15
Pafford 206**

Contact Information & Office Hours:

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Office Hours: MW 12:30-2:45 or by appointment

Course Objectives & Overview:

This course is a survey of the major historical developments in African history from the ending of the Trans-Atlantic Slave Trade in 1820 to the present. It examines colonial rule, decolonization, and challenges facing contemporary Africa. This course explores issues of race, ethnicity, power, resistance, violence, and development across Sub-Saharan Africa over the past 200 years. Using a combination of sources, this course will introduce students to modern African history and the complex factors that continue to affect Africa today.

By the end of this course, students should be able to:

- Demonstrate knowledge of major events and trends in modern African history
- Identify major features of African geography
- Analyze and interpret primary and secondary sources to develop persuasive arguments about modern African history
- Demonstrate an appreciation for the complexities of the local and global interactions that have shaped the continent.

Required Texts:

The following texts are required reading for this course. All books are available at the University bookstore and amazon for purchase. If you do not wish to purchase books, all are available on reserve at Ingram library. You may also check books out from GIL-Express or Interlibrary loan.

- Adam Hochschild, *King Leopold's Ghost: A Story of Greed, Terror, and Heroism in Colonial Africa.*
- Chimamanda Ngozi Aiche, *Half of a Yellow Sun*
- Ngugi wa Thiong'o, *Devil on the Cross*
- Philip Gourevitch, *We Wish to Inform You that Tomorrow We will be Killed with Our Families: Stories from Rwanda*
- Phaswane Mpe, *Welcome to Our Hillbrow*

Policies:

- **Attendance** - Attendance is taken for university administrative purposes only. However, attendance in class is essential to performing well and to your participation grade.
- **Missed Work** - You are responsible for all missed work. I do not give out notes.
- **Make-Up Quizzes & Exams** - I only give make-up quizzes and exams for documented excused absences. If you know you are going to be absent for a quiz or exam, let me know in advance.
- **Technology** - Do not use your phone in class and only use your computer to take notes. If your use of technology is disruptive, you will be asked to put it away and/or leave the classroom.
- **Email Policy** - University of West Georgia students are provided a MyUWG e-mail account. This is the official means of communication between the University and the student. **It is your responsibility to check your email. Only email me in Course Den.**

- **Academic Honesty** - All work must abide by the UWG honor code. All work must be completed independently unless otherwise specified and must be original. The UWG Honor Code is in force at all times. Each student is responsible for understanding the nature of, and rules regarding, academic dishonesty. **Academic dishonesty will result in a failing grade for the course.**
- **Accommodations** - If you require accommodations, **it is your responsibility to provide me with documentation** from the office of accessibility services. It is **also your responsibility to make arrangements for extra time, alternative testing locations, etc., and to remind me in advance.** I cannot provide accommodations without University documentation.
- **Grading** - I will not discuss grades within 48 hours of posting them and I do not change grades except in cases of mathematical error. It is against university policy to discuss grades via email.
- **University Policies** - Please see the following link for a complete listing of University policies - <http://www.westga.edu/UWGSyllabusPolicies/>

Assignments, Tests, & Grading:

Assignments:

Reading Responses: There will be **five** reading responses due over the course of the semester for each of the books we will read during class.

Response papers should:

- Be 3-4 pages in length
- Respond to a specific question or topic on the reading.
 - Prompts will be provided.
- Analyze the selected prompt
- Not book reports or statements whether you liked the book.
- **Not** provide background information or a synopsis.
- Judiciously use quotes from the book and other class readings to support your argument.

Reading Responses are due on the following dates:

King Leopold's Ghost – Wednesday, January 31

Half of a Yellow Sun – Monday, March 12

Devil on the Cross – Monday, March 26

We Wish to Inform You – Wednesday, April 11

Welcome to Our Hillbrow – Monday, April 25

Responses should be turned in via the dropbox on course den by 10:30am and a hard copy turned in at the beginning of class.

*1/3 of a letter grade will be deducted for papers that are not stapled.

Tests & Quizzes:

Map Quizzes: There will be two map quizzes over the course of the semester. The first quiz will ask you to identify geographical features and biomes, colonies, and the colonizing powers. The second quiz will require you to name the countries and capitals of modern postcolonial Africa. The first quiz will be on **Wednesday, January 24** and the second quiz will be on **Wednesday, February 28**.

Tests: There will be two tests over the course of the semester – an in-class midterm and a final exam. These will consist of Identifications, short answer questions, reading questions, and essay questions. Reading questions will cover the additional readings and not the books. You may have your sources with you during the tests. The final exam is not cumulative but the essay questions will ask you to examine broad trends and changes covering the entire course. The midterm will be **Wednesday, February 21** and the Final Exam will be **Monday, May 7 at 11:00 am**

Extra Credit: You may earn up to 4 points extra credit on the midterm and the final by submitting current event analyses. You may only turn in 2 for the semester – one before the midterm and one before the final. Current Events should consist of finding a current (from within the last calendar year) news article (from a reputable source – not national enquirer or somerandompersonsblog.blogspot.com), writing a brief synopsis of the story, and then providing a critical analysis of the situation and its historical roots. Your analysis should be 1-2 pages and you should submit the article as well.

Grading: All work is graded according to the following criteria:

- Thesis – Does your work have a clear thesis statement in the introductory paragraph which clearly and succinctly explains a) your argument b) the significance of your argument c) the way you are going to support your argument?
- Analysis & Argumentation – How are you interpreting and combining information to reach new and insightful conclusions? How clearly and effectively are you laying out your argument to create a cogent paper?
- Source Use – How effectively are you using examples, quotes, and arguments from the various readings to support your point?
- Writing Style – Are you a clear and concise writer? Does your writing support your argument or does it hinder it?
- Spelling & grammar – Spelling and grammar always count. You should always avoid passive voice, sentence fragments, run-on sentences, contractions, and ending sentences or clauses with prepositions. See Dr. McCullers’s guide to spelling and grammar on course den.
- Formatting – All papers should have a heading with your name, date, and assignment at the top. All papers should have a title; this should be something interesting and reflective of the paper – not “reading response 4.” All papers should have page numbers, use Times New Roman 12 point font, be double spaced, and have 1-inch margins
- Notation – All work should be properly cited using either Chicago-style footnotes OR parenthetical citations consisting of the author’s last name and page number at the end of the sentence.

Grade Distribution:

Participation – 10%

Reading Responses – 45% (9% each)

Quizzes – 10% (5% each)

Mid-term – 15%

Final Exam – 20%

Schedule

Unit 1 – Colonization & the Colonial Era – 1820-1950

Monday, January 8 – Introduction to Course & Africa ca. 1800

- Read “Settlers in Southern Africa” on Course Den

Wednesday January 10 - Settlers in Southern Africa

- Begin Reading *King Leopold's Ghost*
- Read “Complex Conflicts in 19th Century South Africa” on Course Den

Monday – January 15 – MLK no classes

- Continue Reading *King Leopold's Ghost*

Wednesday January 17 – The Mfecane, Great Treks, & Anglo-Zulu Wars

- Continue Reading *King Leopold's Ghost*
- Read “Introduction to Abolition” on Course Den

Monday January 22 – The End of the Trans-Atlantic Slave Trade & Dislocations in West Africa

- Continue Reading *King Leopold's Ghost*
- Read “Introduction to the Scramble” on Course Den

Wednesday January 24 – The Scramble for Africa

Geography Quiz 1

- Read “Conquest & Commerce” on Course Den
- Read Walter Rodney – “How Europe Under Developed Africa” – Course Den
- D.K. Fieldhouse – “The Myth of Economic Exploitation” – Course Den

Monday January 29 – Colonial Conquest & Economies

- Finish reading *King Leopold's Ghost*
- Complete reading response for *King Leopold's Ghost*

Wednesday January 31 – The Congo Free State & *King Leopold's Ghost* Discussion

- ****King Leopold's Ghost* response due***
- Read “Bling Bling!” on Course Den
- Read Sol Plaatje – The 1913 Natives Land Act – Course Den
- Read “Introduction to *Half of a Yellow Sun*” on Course Den
- Begin Reading *Half of a Yellow Sun*

Monday February 5 – Mining & Migrant Labor in Southern Africa

- Read “Resistance & Rebellion” on Course Den
- Read Iliffe & Gwassa – Record of Maji Maji – Course Den
- Continue reading *Half of a Yellow Sun*

Wednesday February 7 – Resistance & Rebellion

- Read “Learning to Rule” on Course Den
- Read Lord Lugard “Indirect Rule in Tropical Africa” and “Principles of Native Administration” on Course Den
- Continue reading *Half of a Yellow Sun*

Monday February 12 – Direct & Indirect Rule in Colonial Africa

- Read “Missionaries & Medicine” on Course Den
- Continue reading *Half of a Yellow Sun*

Wednesday February 14 – Missionaries & Medicine in Colonial Africa

- Read “African Colonial Lives” on Course Den
- Read Nancy Rose Hunt “Le Bebe en Brousse” – Course Den

Monday February 19 – Life in colonial Africa

- Extra Credit Due
- Study for Mid-Term Exam

Wednesday February 21 – Mid-Term Exam

- Read “Early Opposition & Africans in WWII” on Course Den
- Read Leopold Senghor “On Negritude” – Course Den

- Continue reading *Half of a Yellow Sun*

Unit 2 – Decolonization & Independence, 1945 - 1975

Monday February 26 – The First Wave of Decolonization

- Read “Mau Mau in Kenya” on Course Den
- Read Jomo Kenyatta “Meeting at Nyeri” – Course Den
- Continue reading *Half of a Yellow Sun*

Wednesday February 28 – Mau Mau

- Geography Quiz 2
- Read “The Congo Crisis” on Course Den
- Continue Reading *Half of a Yellow Sun*

Monday March 5 – The Congo Crisis

- Read “The Biafran War” on Course Den
- Continue Reading *Half of a Yellow Sun*

Wednesday March 7 – The Biafran War

- Finish *Half of a Yellow Sun*
- Complete Reading Response for *Half of a Yellow Sun*

Monday March 12 – Book Discussion - *Half of a Yellow Sun*

- ****Half of a Yellow Sun* reading response due***
- Read “Gate Keeping & Prebendalism” on Course Den
- Read Frederick Cooper “The Recurrent Crises of the Gatekeeper State”- Course Den
- Read Franz Fanon “The Trials and Tribulations of National Consciousness” – CD
- Begin Reading *Devil on the Cross*

Unit 3 – Late Colonial & Post-Colonial Africa

Wednesday March 14 – Neocolonialism, Gatekeeping, & Prebendalism in Independent Africa

- Finish *Devil on the Cross*

- Complete reading response for *Devil on the Cross*

March 19-24 – Spring Break

Monday March 26 Book Discussion – *Devil on the Cross*

- ****Devil on the Cross* reading response due***
- Read “Introduction to Apartheid” on Course Den
- MDC De Wet Nel – “The Principles of Apartheid, 1959” – Course Den
- Nelson Mandela – “Verwoerd’s Tribalism” – Course Den
- Begin reading *We Wish to Inform You*

Wednesday March 28 - Apartheid South Africa

- Read “The Cold War & Zimbabwe”
- Read Frederick Cooper “The Late Decolonizations: Southern Africa” – Course Den
- Continue reading *We Wish to Inform You*

Monday April 2 – The Second Chimurenga & Gukurahundi

- Read “Blood Diamonds” on Course Den
- Continue Reading *We Wish to Inform You*

Wednesday April 4 – Natural Resources & Civil War in Liberia & Sierra Leone

- Read “The Hutu Ten Commandments” on Course Den
- Continue reading *We Wish to Inform You*

Monday April 9 – Rwanda

- Finish reading *We Wish to Inform You*
- Complete reading response for *We Wish to Inform you*

Wednesday April 11 – Book Discussion – *We Wish to Inform You*

- ****We Wish to Inform You* reading response due***
- Read “The New South Africa”
- Begin Reading *Welcome to Our Hillbrow*

Monday April 16 – The New South Africa

- Finish reading *Welcome to Our Hillbrow*

Wednesday April 18 - Book Discussion – *Welcome to Our Hillbrow*

- Complete reading response for *Welcome to Our Hillbrow*
- Read “Women, Children, & Conflict in Central Africa” – Course Den

Monday April 23 – Women, Children, & Conflict in Central Africa

- ****Welcome to Our Hillbrow* response due***
- Read “Sectarianism in Contemporary Africa”

Wednesday April 25 – Sectarianism & Conflict in the Sahel & East Africa

Monday April 30 – What’s Happening in Africa Today?

- Extra Credit 2 due

Final Exam: Monday 5/7 – 11:00 am to 1:00 pm