

## **History 2502: African History since 1800**

Fall 2009, MWF 11:15AM-12:05PM (LeConte Hall 321)

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Office Hours: MWF, 10:00-  
11:00AM and by appointment

### **Course Overview:**

This course provides students with a historical framework to interpret African societies, cultures, and Africa interaction with the rest of the world. Students will examine how Africans related to each other (for example, the Fulbe jihads of the early nineteenth century) and how they interacted with non-Africans (for example, the Barbary Coast War with the United States, the Atlantic slave trade, and colonization). The course looks at various themes and movements such as imperialism, racism, coercive labor systems, Christianity, Islam, the process of colonization, and genocide. Students will study how Africans navigated issues including the slave trade, colonization, World War I & II, the Cold War, and the post-colonial world. Since it is a survey course of an entire continent, it will not be inclusive of everything that happened at every moment in the last 219 years. The course will, however, seek to introduce students to key issues Africans faced over the last two centuries by using case studies. The case studies give a wide breadth of geographic area, European colonial power, and post-colonial philosophy in order to provide students with a well-rounded foundation in African history for further study.

This might be your first class in African History: that's fine. However, since Tippu Tip, the Great Trek, or Julius Nyerere might not be as familiar to you as George Washington, the American Civil War, or Franklin Roosevelt, you will have to pay more attention to lectures, discussion, and the readings than you might believe an "introductory" class warrants. As an instructor, I disagree with the concept that an "introductory" course must somehow bow to the least common denominator. This is a rigorous course which asks you to take an active role in the classroom and in your own learning. It is also a course which presents some material which might be unfamiliar to you. I'm upfront with expectations and assignments and am always here to help you in any way I can. In this course, the ball is in your court; I hope you grab it and join me for an exciting survey of African history.

### **Required Texts:**

- Kevin Shillington, *History of Africa* (Revised, 2<sup>nd</sup> Edition)
- Chinua Achebe, *Things Fall Apart* (any edition)
- Caroline Elkins, *Imperial Reckoning: The Untold Story of Britain's Gulag in Kenya*
- Isabel Hull, *Absolute Destruction: Military Culture and the Practices of War in Imperial Germany* (two of three chapters on sale at Bel-Jean, 163 East Broad Street, across from the Arch for \$13.59 and another chapter on electronic reserve---also the entire book is on reserve at library)
- Online Library Reserves and Primary Sources on course website

### **Assignments:**

Response Paper One, due October 5 (15%)  
Response Paper Two, due November 6 (15%)  
Exam One, September 16 (15%)

Exam Two, October 21 (15%)  
Final Paper, due December 11 (20%)  
Attendance and Participation (20%)

This course utilizes several forms of assessment (essays, exams, oral participation, and written participation) in order to gauge student performance. First, students will write **two analytical response papers** (4-5 pages) in response to issues we've discussed in class. These papers ask you to start thinking like a historian: you'll draw conclusions of your own based on the information we have presented in class.

The **two in-class exams** will ask students to write a directed essay about the course materials as well as think about linkages between time periods, regions, and events in African history. The two exams come at the end of the first section of our course (Africa to 1885) and the second section of our course (Africa 1885-1939). Several weeks before the exam, I will distribute a study guide.

The **final paper** (7-10 pages) asks you to hone your writing and argumentative skills in a creative way. Near the end of the course, we will play the computer game "Darfur is Dying" and look at how the situation in Darfur matches up with the game. For your final paper, you will design a game of your own (on paper—no computer programming required) on any topic in African history since 1800. (I will work with you to help you make a choice). The first part of the paper will ask you to design the actual game to include plot, characters, goals, progress through the game, and possible outcomes for players, both positive and negative. For the second part of the paper, you will need to show how your game accurately reflects an issue in African history. To do that, you will need to do some outside research on your individual topic. More information on the final paper will be distributed near the beginning of the course so as soon as a topic strikes you, work can begin.

The **attendance and participation** portion of your grade reflects its incredible importance in this course. It rewards you for coming to class and keeping up with the readings. Both attendance and active participation are expected.

I compute attendance and participation using a point system. You can earn a maximum of 217 points. They are awarded in three categories: attendance in lecture, participation in discussion, and a written assignment due August 24.

#### Attendance in Lecture: Total of 65 possible points

This course combines lecture with discussion. Both are incredibly important for you to be successful. I use lecture to guide us through complicated issues in African history or to set the stage for the next few class periods of discussion. These class days are denoted with a (L) on the course schedule. Lecture DOES NOT follow the textbook, although we will use the textbook as a companion in our study of Africa. If you miss lecture, you will be missing out on an important part of the course which will hamper your academic performance.

There are thirteen lecture days on our course schedule (out of 45 total days). Students present on those days will earn five points. To earn the five points you must be physically present in the classroom for at least forty-five minutes out of our fifty-minute class period. It shall be the student's responsibility to sign the sign-in sheet each class day. There are no excused absences and no "make-ups." It does not matter if a family member died, if you are in jail, or just do not feel like coming that day. To earn the points, you will need to be present in class---no excuses and no exceptions.

#### Participation in Discussion: Total of 112 Possible Points

In each class period denoted with a (D) on the syllabus (a total of 28) you can earn between zero and four points. Here is how you can earn them:

Zero Points: The student does not attend class or attends but is not actively engaged (ie he or she reads the newspapers, texts, or falls asleep)

One Point: The student attends class and actively pays attention but does not orally participate in class discussion.

Two Points: The student attends class and makes a contribution to the class but the quality of the comment does not significantly advance the discussion of the meaning of the material.

Three Points: The student attends class and makes insightful contributions to the discussion which advances the discussion of the material.

Four Points: The student attends class, makes frequent insightful contributions to the discussion which advances our understanding of that material.

#### Written Assignment (Due August 24): Total of 40 Possible Points

To help me to get to know you better, you will write a 2-3 page “intellectual autobiography” where you will introduce yourself to me, what you are interested in (historically speaking and otherwise as well), why you decided to take this class, and what you hope to get out of it. If you turn it in on-time and it is 2-3 pages in length, you will earn the full forty points.

#### **\*\*\*Important\*\*\***

Any student who adds the course on Friday August 21 will have an opportunity to make-up the missed discussion period if he or she did not attend it. Students adding on Friday August 21 will also have an additional forty-eight hours to turn in their written assignment. Students wishing to make-up their discussion grade for the class period on August 21 must contact the instructor within the first week they are registered for the course. Students who do not abide by the deadlines in this section will not be able to make-up either grade.

To sum up, your participation grade (20% of the final grade) is computed out of 217 points:

Lecture Attendance: 65 points (13 lectures x 5 points each)

Class Discussion: 112 points (28 class periods x 4 points each)

Written Assignment (Due August 24): 40 points

At the end of the semester, to figure your grade:

1. Add up the number of points you’ve earned.
2. Add fifteen to it (Yes—I’m giving you fifteen “free points” so if you do need to miss class for some reason, you can)
3. Divide the number of points you earned by 217.
4. That score will then be computed as 20% of your final grade.

Using this system, you can see that if you attend all lectures, attend but never verbally participate in class discussion, and complete your written assignment, you will earn 148 points (133 plus 15 free points) which is a 68.2% in discussion. However, since I give you fifteen “free” points at the end of the semester, you can actually earn a participation grade as high as 107%.

#### **Course Communication:**

It is important for you to contact me with any issues you have about the course. Please feel free to stop by during office hours, make an appointment to meet outside of office hours, or send me an email. I am not scary! I’m here to help you! Don’t hesitate to ask me for help!

Please keep your email boxes available (ie not full) and **check your email often**. I'll be sending you course information via email. Please note that I do strive to answer any questions/concerns you pose via email as soon as possible. However, I do not guarantee that you will get an immediate response via email at all hours of the day or during University holidays. For example, if you send an email at 12:05AM, you might not get a response until 9:30AM the next morning so please plan accordingly.

### **Course Website:**

This syllabus, course assignments, reading guides for each day, and certain readings are posted online at the below address. **CHECK THE SYLLABUS SO YOU KNOW HOW TO GET THE READINGS!!** The course website is: <http://jgiganti.myweb.uga.edu/teaching.htm>

### **Academic Honesty:**

You have the luck of enrolling in a course with an instructor who has participated in the adjudication of over thirty-five Honor Code violations at another institution. Because of this experience, this course has a zero tolerance policy for any type of cheating, lying, or plagiarism. Any work suspected of violating the University's academic honesty code will be referred to the proper University officials for prosecution to the fullest extent the University permits.

As a University of Georgia student, you have agreed to abide by the University's academic honesty policy, "A Culture of Honesty," and the Student Honor Code. All academic work must meet the standards contained in "A Culture of Honesty" found at [www.uga.edu/honesty](http://www.uga.edu/honesty). Lack of knowledge of the academic honesty policy is not a reasonable explanation for a violation. Questions related to course assignments and the academic honesty policy should be directed to the instructor. I will post academic honesty standards for each assignment on the course website.

### **Classroom Etiquette:**

Both I, as an instructor at the University of Georgia, and you, as students at the University of Georgia, are bound by the University's Non-Discrimination and Anti-Harassment Policy. In order to promote an atmosphere of mutual respect towards others, this course will adhere to the University's Policy on Non-Discrimination. You can read the policy at this website: <http://www.uga.edu/legal/pdfs/DescrimandHarass.pdf>.

You know how to behave. You are adults. My expectation is that you would behave in the classroom as you would behave in your professional career. Here are a few things to remember. Please be respectful towards your fellow students by both listening to their comments and questions as well as not disturbing others during class time. Class time is not the time to text message on your cell phone, listen to music, play games, read the newspaper, eat, or smoke. On lecture days, you are welcome to use your laptop, but limit your use to word processing---class time is not time for facebook, email, or anything else. All of these things disrupt your classmates. You (or your parents or the State of Georgia) paid for you to be in this class. For these fifty minutes, I'll give the class my undivided attention. I expect the same from you. If you disrupt the course in any way, I reserve the right to drop you from the course and/or ask you to leave until your etiquette improves.

### **Policy on Make-up and Missed Assignments:**

I expect all students enrolled in this course to adhere to all due dates for assignments and take exams as scheduled. I do understand that sometimes life gets in the way. Therefore, I will grant extensions on a case by case basis for paper assignments and exams. However, I will only grant extensions in **limited**

medical or personal circumstances. I reserve the right to request documentation of your extenuating circumstances. The maximum extension I will grant is 48 hours. If you are having trouble fulfilling the course expectations and requirements, please contact me as soon as possible—do NOT wait until the last minute to ask for help!

### **Incompletes and Withdrawals:**

Department of History policy prohibits non-tenure track instructors from issuing incompletes. As an instructor in the History Department, I must abide by this policy. If for any reason you might foresee the need for an incomplete, I recommend withdrawing from this course as soon as possible.

If a student initiates a withdrawal before the midpoint withdrawal deadline, I will assign a WP if the student's pro-rated grade (assignments completed up to that point) is a passing grade. Please contact me with any questions if you decide to withdraw from this course.

### **Students with Disabilities:**

Students with disabilities (registered with the Disability Resource Center) who require reasonable accommodations in order to participate in course activities or meet course requirements should contact me before the end of the first week of class. I am very willing to help you in any way I can.

### **Course Expectations and How to Succeed:**

I do not hide that this is a rigorous discussion based class. I do not believe that I'm here to tell you everything you need to know. Rather, I expect that you interpret the primary and secondary sources we will explore together and grow as a historian. I'll help you along the way and together we'll hone your historical thinking.

To do that, the reading load might be heavier than other "core" courses you've taken. For each discussion based class, we'll read a chapter of a book or a journal article along with a few pages of the textbook. For the entire semester, we'll read 1330 pages or an average of 31 pages of reading per class period. Some days (especially for lecture) we might only have five to ten pages of textbook reading. Other days, we'll have 20-30 pages from books or articles. If we are reading a monograph, we might read up to 150 pages. Pay close attention to what readings are coming up in the course so you can stay on top of the readings.

We also have a variety of assignments (book reviews, exams, a final paper, and participation). Take a look at the types of assignments and the reading load. If this class isn't for you, no hard feelings. This semester there are two large sections of Latin American history, a World Civilization class, and another African history course which precedes this course chronologically---they all meet the introductory non-Western history requirement. If you are willing to commit to this class, you will learn a great deal about African history and take an active role in your own learning through discussion. I hope you will join me for an exciting look at African history.

If you decide to stay, to be successful in this course, you'll have to do a few things:

1. Listen and take notes in lecture. This is key!
2. Do the Assigned Primary and Secondary Source Readings! I've selected readings from a variety of sources for us to explore together. When you read anything in this class, read it carefully. Look at the discussion questions I've posted online. Think about one or two questions or comments you would like to make about it in class. Come prepared!

3. Participate in Discussion! Don't just sit there. Stand out! Your comments are just as good as anyone else's.
4. Ask for Help! I'm here to help you succeed in this class and in your education. I see my role as to introduce you to material and show you ways to analyze it. It is your job to learn those skills and apply them. The exams, papers, and other assignments are not tricks. They are not designed to lower your grade or hurt you in any way. They are straight forward assignments which allow you to apply the skills you've learned in class. If at any time you need help or are wondering about anything, please talk to me! I want to help you succeed.

### **Electronic Reserve:**

In order to provide students with a wide range of interesting and informative readings at a reasonable price, this course utilizes the UGA Library's Electronic Reserve System. This system allows students to read chapters of various books online. Below is the way to access any of the readings which are on electronic reserve:

1. Go to <https://gil.uga.edu/>
2. Click on "Search Course Reserves"
3. Using the "Instructor" pull down menu, select our course: "History 2502: Africa since 1800"
4. Click on which reading you want (NOTE: There are TWO entries for each assigned reading: one is a listing for the actual book which is at the library's reserve desk and the other is the electronic version. To tell the difference, it will say "Electronic Reserve Reading.")
5. Click on "Full Text Online"
6. A box will pop up and ask you for a password. The password is "history"
7. Print out the reading, read it, and bring it to class with you

### **Course Schedule**

Please note that the course syllabus is a general plan for the course; deviations announced to the class by the instructor may be necessary.

**(D)=Discussion**

**(L)=Lecture**

**Monday August 17:** Course Introduction: African Geography, Cultures, and Peoples

Section One: Africa to 1885

**Wednesday August 19:** Muhammad Ali, Tripoli, and North Africa

Reading: *History of Africa*, 276-287.

**Friday August 21:** Corsairs, Piracy, and War: The US comes to Africa (D)

Reading: Martha Elena Rojas, "Insults Unpunished: Barbary Captives, American Slaves, and the Negotiation of Liberty" *Early American Studies: An Interdisciplinary Journal* 2003 1(2): 159-186 (on library electronic reserve)

**Monday August 24:** Colonization and Invasion: The French in Algeria (D)

Reading:

1. *History of Africa*, 273-276.
2. Patricia Lorcin, *Imperial Identities: Stereotyping, Prejudice, and Race in Colonial Algeria*, 35-52 (on library electronic reserve)

**Intellectual Autobiography Due**

**Wednesday August 26:** Usman dan Fodio, Sokoto, and Jihads: West Africa in the 19<sup>th</sup> Century (L)  
Reading: *History of Africa*, 224-230.

**Friday August 28:** The Atlantic Slave Trade to the 19<sup>th</sup> Century (L)  
Reading:

1. *History of Africa*, 169-178.
2. Excerpts from the *Narrative of the Life of Olaudah Equiano* (on course website)

**Monday August 31:** The Closing of the Atlantic Slave Trade (D)  
Reading:

1. *History of Africa*, 230-237
2. Paul Lovejoy, *Transformations in Slavery: A History of Slavery in Africa*, 140-164 (on library electronic reserve)
3. Philadelphia Society of Friends Yearly Meeting for Suffering, Meeting Minutes, January 20, 1826, Swarthmore College Archives and Special Collections (on course website)

**Wednesday September 2:** Searching for Freedom: Sierra Leone (D)  
Reading:

1. *History of Africa*, 237-239
2. Cassandra Pybus, *Epic Journeys of Freedom: Runaway Slaves of the American Revolution and their Global Quest for Liberty*, 169-182 (on library electronic reserve)

**Friday September 4:** Tippu Tip and Central/East Africa, 1800-1885 (L)  
Reading: *History of Africa*, 240-254.

**Monday September 7:** No Class: Labor Day

**Wednesday September 9:** Iboland on the Eve of Conquest (D)  
Reading: *Things Fall Apart*, Pages 3-125 (Chapter 1-13)

**Friday September 11:** Iboland on the Eve of Conquest (D)  
Reading: *Things Fall Apart*, Pages 129-209 (Chapter 14-25)

**Monday September 14:** Shaka, Voortrekkers, and Southern Africa to 1870 (L)  
Reading: *History of Africa*, 210-218 and 256-272.

**Wednesday September 16:** Exam One  
Section Two: Africa, 1885 to 1939

**Friday September 18:** The Scramble for Africa (L)  
Reading: *History of Africa*, 288-304

**Monday September 21:** Why Imperialism? (D)  
Reading: Wolfgang Mommsen, *Theories of Imperialism*, Pages 70-93 (on library electronic reserve)

**Wednesday September 23:** Germany attacks the British Sphere: German East Africa (D)

Reading:

1. *History of Africa*, 313-316
2. Jonathon Glassman, *Feasts and Riot: Revelry, Rebellion, and Popular Consciousness on the Swahili Coast, 1856-88*, Pages 177-198 (on library electronic reserve)

**Friday September 25:** Moving to Colonial Status: The French in Senegal (L)

Reading: *History of Africa*, 305-308

**Monday September 28:** Moving to Colonial Status: Lord Lugard and Indirect Rule (D)

Reading:

1. *History of Africa*, 309-310.
2. Fredrick Lord Lugard, *The Dual Mandate in British Tropical Africa*, Pages 94-113 (on library electronic reserve)

**Wednesday September 30:** Understanding Imperialism in German Southwest Africa (D)

Reading: Isabel Hull, *Absolute Destruction*, 1-90 (check website on how to access this reading)

**Friday October 2:** In Search of Diamonds and Gold in Southern Africa (D)

Reading:

1. *History of Africa*, 317-324
2. T. Dunbar Moodie, *Going for Gold: Men, Mines, and Migration*, 76-106 (on library electronic reserve)

**Monday October 5:** War and Union in Southern Africa, 1870-1910 (L)

Reading: *History of Africa*, 329-331.

### **First Response Paper Due**

**Wednesday October 7:** Uncontrolled Power: The Congo Free State (D)

Reading:

1. *History of Africa*, 311-313 and 332-336
2. Jan-Bart Gewald, "More Than Red Rubber and Figures Alone: A Critical Appraisal of the Memory of the Congo Exhibition at the Royal Museum for Central Africa" *International Journal of African Historical Studies* 2006 39 (3): 471-486 (on library electronic reserve)

**Friday October 9:** Settler Colonies Take Root (L)

Reading: *History of Africa*, 338-339.

**Monday October 12:** The First World War and the African Experience (D)

Reading:

1. *History of Africa*, 344-347.
2. Myron Echenberg, *Colonial Conscripts: The Tirailleurs Senegalais in French West Africa, 1857-1960*, 25-46 (on library electronic reserve)

**Wednesday October 14:** The Economic Impact of Colonialism: Portugal and Cotton (D)

Reading: Allen Isaacman, *Cotton is the Mother of Poverty*, 38-69 (on library electronic reserve)

**Friday October 16:** African Education in the Colonial Period (D)

Reading: L. Carol Summers, *Colonial Lessons: Africans' Education in Southern Rhodesia*, Pages 59-78. (on library electronic reserve)

**Monday October 19:** Turning Africans into Europeans (D)

Reading: Timothy Burke, *Lifebuoy Men, Lux Women: Commodification, Consumption, and Cleanliness in Modern Zimbabwe*, 35-62 (on library electronic reserve)

**Wednesday October 21:** Second Exam

**Thursday October 22:** Withdrawal Deadline

Section Three: Africa since 1939

**Friday October 23:** World War II and the African Experience (L)

Reading:

1. *History of Africa*, 366-375.
2. The Atlantic Charter (1941) [http://www.let.rug.nl/~usa/D/1926-1950/war/at\\_charter.htm](http://www.let.rug.nl/~usa/D/1926-1950/war/at_charter.htm)

**Monday October 26:** Moving to Freedom: Decolonization of Non-Settler Colonies (L)

Reading: *History of Africa*, 376-383.

**Wednesday October 28:** Moving out of Settler Colonies: Kenya and the Mau-Mau (D)

Reading: Caroline Elkins, *Imperial Reckoning*, 1-120.

**Friday October 30:** No Class: Fall Break

**Monday November 2:** Moving out of Settler Colonies: Kenya and the Mau-Mau (D)

Reading: Caroline Elkins, *Imperial Reckoning*, 121-232.

**Wednesday November 4:** Moving out of Settler Colonies: Kenya and the Mau-Mau (D)

Reading: Caroline Elkins, *Imperial Reckoning*, 233-368.

**Friday November 6:** Algeria, the Cold War, and the Fight for Greater France (D)

Reading:

1. *History of Africa*, 383-385.
2. Matthew Connelly, "Rethinking the Cold War and Decolonisation: The Grand Strategy of the Algerian War for Independence" *International Journal of Middle East Studies* 2001 33(2): 221-239 (on library electronic reserve).

**Response Paper Two Due**

**Monday November 9:** Angolan Independence and Civil War in the Midst of Cold War (D)

Reading:

1. *History of Africa*, 404-408.
2. Odd Arne Westad, "Moscow and the Angolan Crisis, 1974-1976" in *Cold War International History Project Bulletin* 1996-1997, 21-29. Access at: <http://www.wilsoncenter.org/topics/pubs/ACF191.pdf> (Scroll down to Page 21)

**Wednesday November 11:** Creating Apartheid in South Africa (L)

Reading:

1. *History of Africa*, 409-413.
2. Roger Omond, *The Apartheid Handbook: A Guide to South Africa's Everyday Racial Policies*, 23-35, 110-121 (on library electronic reserve)

**Friday November 13:** Debt and Underdevelopment: Africa and the World (L)

Reading: *History of Africa*, 417-424, 431-436.

**Monday November 16:** Trying Something New: Tanzania and the Socialist Experiment (D)

Readings:

1. *History of Africa*, 427-430.
2. Cranford Pratt, "Julius Nyerere: Reflections on the Legacy of His Socialism" *Canadian Journal of African Studies* 1999 33(1): 137-152 (on library electronic reserve)

**Wednesday November 18:** Ending Apartheid in South Africa (L)

Reading: *History of Africa*, 455-458.

**Friday November 20:** Healing Apartheid's Wounds: South Africa's Truth and Reconciliation Commission (D)

Reading: Antjie Krog, *Country of My Skull: Guilt, Sorrow, and the Limits of Forgiveness in the New South Africa*, 233-250 (on library electronic reserve)

**Monday, Wednesday, and Friday, November 23-27:** No Class: Thanksgiving Break

**Monday November 30:** Western Intervention: Somalia and Black Hawk Down (D)

Reading: Chester Crocker, "The Lessons of Somalia: Not Everything Went Wrong" *Foreign Affairs* 1995 74(3), 2-8 (on library electronic reserve)

**Wednesday December 2:** Leonardo DiCaprio and the Conflict over Diamonds (D)

Reading: Greg Campbell, *Blood Diamonds: Tracing the Deadly Path of the World's Most Precious Stones*, pages 1-24.

**Friday December 4:** Genocide in a local Rwandan Community (D)

Reading:

1. *History of Africa*, 453-454.
2. Luke Fletcher, "Turning Interahamwe: Individual and Community Choices in the Rwandan Genocide" *Journal of Genocide Research* 2007 9(1), 25-43.

**Monday December 7:** Rwanda Again? The Darfur Question (D)

Reading:

1. Watch "Darfur in Ten Minutes: An Overview of the Conflict in Sudan" (on course website)
2. Play the computer game "Darfur is Dying" (<http://www.darfurisdying.com/>)
3. J. Millard Burr and Robert O. Collins, *Darfur: The Long Road to Disaster*, 281-302. (on library electronic reserve)
4. Jen Marlowe, *Darfur Diaries: Stories of Survival*, 30-58 (on library electronic reserve)

**Tuesday December 8 (Friday Class Schedule in Effect):** HIV, AIDS, and Africa's Future (D)

Reading: Read the "Cover Story" and look through the "Photo Essay" on  
<http://www.time.com/time/2001/aidsinfrica/>

**Final Paper Due:** Friday December 11, 5:00PM