

AFRICAN HISTORY SINCE 1800
Associate Professor Timothy Cleaveland
Spring 2009

HIST 2502
LeConte 101
T/R, 9:30- 10:45

Office: 340 LeConte
Hours: T/R, 11:00- 11:45
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Course Warning

This is a very rigorous course that requires attendance as well as abundant reading and study. The teacher will penalize the final grades of those students who do not meet the mandatory minimum attendance.

Course Description and Philosophy

This course is a general survey of African history since 1800. Its primary goal is to provide the students with an historical framework for interpreting the current state of African societies and their relations with the World. The second goal is to help students develop their analytical skills and to express their analyses in verbal and written forms. Therefore the teacher will lead class discussions as well as give lectures, and students will write essays in addition to taking exams. The course will focus on historical developments such as the decline of the Atlantic slave trade; European conquest and colonialism; African participation in World War I and II; the struggle for independence; and the era of Cold War politics. We will also examine various themes, such as European imperialism and racism; colonial systems of forced labor and wage labor; African resistance and collaboration; the Christianizing and Westernizing effects of colonial education; and the transformation of gender, class, and ethnic identities. The course assumes no prior background in African Studies, however, it requires the students to master the general history of Africa, and then analyze the broad historical debates.

Many students will find this course somewhat more difficult than comparable courses on American or European history, because of their lack of familiarity with African societies and cultures. This problem can be solved by carefully reading the texts when they are assigned, thus allowing time to absorb gradually the unfamiliar material. Although some history students habitually neglect weeks of reading assignments only later to read them hurriedly over a single weekend-- such a strategy is not suited to this course. The design of this course encourages daily reading, so that students come to class prepared to discuss the readings. Lively class discussions should help the students develop their own analyses, which they will express in essays. Therefore, in addition to learning about African history, the successful students in this course will develop skills. They will improve their abilities to read, to think analytically, and to express their ideas in verbal and written forms.

Course Requirements (The course syllabus is a general plan for the course; deviations announced to the class by the instructor may be necessary.)

Readings- The required readings include a general text on African history, a philosophical and literary meditation on European imperialism in Africa, a scholarly examination of the West African participation in the World Wars, a CIA officer's memoir, Nelson Mandela's autobiography, and two African novels. All these books are available at the Tate University Bookstore, and other bookstores may also stock some of them. Students may also choose to purchase their books online, in which case they are responsible for obtaining the books in time to complete their assignments. The reserved readings are available at the reserve desk in the Main Library and on electronic reserve.

Books For Purchase

1) *History of Africa*, by Kevin Shillington
Amazon List Price: \$26.95, paperback
Publisher: St. Martin's Press; Revised edition (2005)
ISBN: 0-333-59957-8

2) *Exterminate All The Brutes*, by Sven Lindqvist
Amazon Hardcover Price: \$25, 21 used & new from \$7.92
Publisher: The New Press (1996 or 1997- both editions are acceptable)
ISBN: 1565843592

3) *Things Fall Apart*, by Chinua Achebe
Paperback List Price: \$9.95, 335 used & new from \$0.95
Publisher: Anchor; 1st Anchor Books edition (1994)
ISBN: 0385474547

4) *Weep Not, Child*, by Ngugi wa Thiong'o
Paperback List Price: \$12.95, 48 used & new from \$4.98
Publisher: Heinemann (1988)
ISBN: 0435908308

5) *Colonial Conscripts: The Tirailleurs Senegalais in French West Africa, 1857-1960*,
by Myron Echenberg
Paperback List Price: \$22.95, 7 used & new from \$17.20
Publisher: Heinemann (1990)
ISBN: 0435080520

6) *In Search of Enemies: A CIA Story*, by John Stockwell
24 used & new paperback from \$1.74, used hardcover from \$17
Publisher: W W Norton & Co Inc; Reissue edition (1984)
ISBN: 0393009262

7) *Long Walk to Freedom: The Autobiography of Nelson Mandela*, by Nelson Mandela
Paperback List Price: \$16.95, Amazon Price: \$11.87, 60 used & new from \$9.68
Publisher: Back Bay Books (1995)
ISBN: 0316548189

Reserve Readings

- 1) Robert Collins, *Documents from the African Past*
- 2) *Africa and the West*, ed. by Worger, Clark, and Alpers
- 3) *In Search of Enemies: A CIA Story*, by John Stockwell

Short Essays- The students will write two analytical essays, each about four pages in length (1,250 words). These essays must analyze evidence and ideas derived from the course, including readings, lectures/discussions, and films, and require no research beyond the course materials. I will grade the essays on the basis of content, grammar, presentation, and style. I will distribute written guidelines for the style and grammar of historical writing, and the grading of the essays will be based on these guidelines. The essays must be submitted at the beginning of class on the date due. The essays should bear only the student's 810-identification number, typed at the top of the front page. Do not write your name on your paper. Please do not put late papers in my department mailbox and do not slide them under my office door. Do not submit essays electronically unless you obtain permission beforehand, and I will only grant permission in exceptional circumstances. One letter grade will be deducted from late essays for each class meeting after the due date.

Please write the last four numbers of your student identification number on the back of the last page. Do not write your name on your paper. The two analytical essays together constitute 33% of the course grade.

Short Exams- There will be three short, scheduled exams that will collectively count as 33% of the course grade. Exams will cover material in the reading assignments and will consist of short answer or fill-in-the-blank questions. Students are advised to read carefully and take notes, as casual reading will often be insufficient to pass the exams. The short exams will not be comprehensive. For example, if the first exam covers the 7th reading assignment, the second exam will only cover the reading assignments that follow (ie. the 8th, 9th, etc.). The short exams should bear only the student's 810-identification number, printed on the top of the front page. Do not write your name on your paper.

Final Exam- There will be no midterm exam in this course, but the students will write a comprehensive final exam on May 7th, which will count as one third (33%) of the course grade. This exam will consist of a fill-in-the-blanks section and an essay, each counting as 50% of the exam. The teacher will distribute a study guide for the final exam in early April. Students should bring a 'blue book' and two pens to the final.

Class Attendance- Instruction in this course will mainly consist of lectures, but will also include occasional discussions. The teacher expects students to attend class and participate in discussions, but will not ascribe a grade for attendance or participation. However, attendance is mandatory and the teacher will automatically drop any student who accumulates five absences before the midpoint withdrawal deadline (March 24) regardless of the reasons for the absences. Thereafter, the teacher will deduct two-thirds of a letter grade from the student's course average for every absence after the fifth. Excessive tardiness (more than 10 minutes) or early departure without permission from the instructor will count as a half or full absence. Attendance will be recorded on sign-in sheets, and every student is responsible for signing the sheet. If a student does not sign the attendance sheet the instructor will count the student absent. Students are also responsible for keeping track of their own absences, and should not expect to be warned when they reach the limit. Attendance is important because those students who are occasionally absent and fall behind in the readings will almost certainly perform badly on the exams and essays. Students who maintain excellent class attendance and participation will receive extra credit points toward their final course averages—3 points for no absences, 2 points for one absence and 1 point for two absences. Assignments missed because of illness or the like may be submitted without penalty if the documentation is acceptable to the teacher and within university guidelines, but the absence still counts against the student's maximum allowance of five. Students should contact the teacher by email in advance of missed assignments. Students who suffer a major illness or a series of minor illnesses during the semester should request a medical withdrawal from the Registrar.

Email- I require that all students provide me with an email address in order to facilitate communication regarding assignments. I will occasionally send the class emails bearing advice regarding the assignments or changes to the schedule. For this reason, students should check their email regularly, at least twice a week. Students should also be careful to keep their in-boxes tidy, as the teacher has often had messages to students bounce back because of overloaded in-boxes.

Academic Honesty- This course has "zero tolerance" for cheating. Any work that infringes the University's academic honesty code (see web address below) will at a minimum receive a grade of "0". The consequences for what I consider significant plagiarism on an essay in this course can also include suspension or expulsion. For a definition of plagiarism please refer to my general writing guide, which I will distribute early in the

semester. My policies regarding plagiarism conform to the History Department recommendations. Similar penalties apply to cheating on exams or falsifying an attendance sheet. (http://www.uga.edu/ovpi/academic_honesty/academic_honesty.htm)

Grading Scale

100-90= A = 4.0	79-75= C+ = 2.3	<59= F = 0.0
89- 85= B+ = 3.3	74-70= C = 2.0	
84- 80= B = 3.0	69- 60= D = 1.0	

Schedule of Assignments (all assignments and due dates are subject to change)

I. Introduction to Africa on the Eve of European Conquest

Week One: Introductions

Jan. 8- Introduction to the Course and African Geography

Week Two: Africa to 1800

Jan. 13- Introduction to African History: Shillington, *History of Africa*, Ch. 12

Jan. 15- West Africa in the eighteenth and nineteenth centuries: Shillington, Chs. 13 and 16

Week Three: Prelude to European Conquest

Jan. 20- Southern Africa to 1850: Shillington, Chs. 15 and 18,

Jan. 22- Prelude to the 'Scramble': Shillington, pp. 156-163, Chs. 19 & 20, *Africa and the West*, 167-172

Week Four: Iboland before the British Conquest

Jan. 27- Introduction to Chinua Achebe and Iboland, *Things Fall Apart*, Chs. 1-6

Jan. 29- Conflict and Harmony in Pre-colonial Umuofia: Achebe, Chs. 7-12

II. The Ideology and Economics of European Imperialism

Week Five: The Center Cannot Hold

Feb. 3- Missionaries Come to Iboland: Achebe, Chs. 13-18

Feb. 5- Christianity and Conquest in Iboland: Achebe, Chs. 19-25 (**Exam #1**)

Week Six: European Conquest

Feb. 10- The Scramble for Africa: Shillington, Ch. 21, *Exterminate All The Brutes*, Part I.

Feb. 12- Industrialization and Empire: Shillington, Ch. 22, *Africa and the West*, 172-79

Week Seven: The Economic and Ideological Foundations of Imperialism

Feb. 17- Anthropology and Notions of 'Civilization': *Exterminate All The Brutes*, Part II.

Feb. 19- Extinction, Evolution, and Imperialism: Shillington, Ch. 23, *The Brutes*, Part III.

Week Eight: Imperialism and Racism

Feb. 24- Imperialism and Ideology: *Exterminate All The Brutes*, Part IV. (**1st Essay Due**)

Feb. 26- Industrialization, Empire and World War I: Shillington Ch. 23, Echenberg, Chs. 1-3

III. European Colonialism and African Resistance

Week Nine: Slavery, Forced Labor and Conscription

March 3- Forced Labor and French Colonialism: Echenberg, Chs. 4-5, *Africa and the West*, 163-167

March 5- Africa and the World Wars: Shillington, Chs. 24 & 25, Echenberg, Ch. 6

Week Ten

March 10- Spring Break

March 12- Spring Break

Week Eleven: Fighting for France and the Empire

March 17- The Tirailleurs and French Imperialism: Echenberg, Chs. 7 and 10 (**Exam #2**)

March 19- Introduction to Kenya and Ngugi Wa Thiong'o, *Weep Not, Child*, Chs 1-5

Week Twelve: Settler Colonialism and the Dispossessed

March 24- Settler Colonialism in Kenya: Ngugi, *Weep Not, Child*, Chs 6-11

March 26- The 'Mau Mau' Rebellion: Ngugi, *Weep Not, Child*, Chs 12-15

Week Thirteen: Resistance and Collaboration

March 31- Kenya's Colonial Divisions: Ngugi, Chs 16-18 (**Exam #3**)

April 2- Colonialism and the Cold War: Stockwell, *In Search of Enemies*, Chs. 1-3

IV. Independence and Neo-Colonialism

Week Fourteen: Africa and the Cold War

April 7- The Cold War and the CIA in Africa: Shillington, Ch. 26, Stockwell, Chs. 4-6

April 9- The CIA in Angola: Shillington, Ch. 27 Stockwell, Chs. 7-10

Week Fifteen: The Cold War and African Resistance

April 14- Stockwell, Chs. 11- 15 (**2nd Essay due**)

April 16- Nelson Mandela and South African Apartheid: Mandela, *Long Walk*, pp. 1-59

Week Sixteen: Mandela and the ANC

April 21- Mandela's Rise in the ANC: *Long Walk*, 141-195

April 23- Mandela's Trials: *Long Walk*, 197-261

Week Seventeen: The Colonial Legacy

April 28- Africa Since Independence: Shillington, Chs. 28- 30, *Long Walk*, 265- 378, 559-625

April 30- **No Class** - Monday Class Schedule in Effect

Final Exam

May 7- 8:00-11am

