

HISTORY OF EAST AFRICA SINCE 1800

Associate Professor Timothy Cleaveland

Fall 2009

HIST 3512
LeConte 101
MWF- 10:10- 11:00

340 LeConte, 542-2479
Hours: MW 11:15-12:15, appt.
tcleave@uga.edu

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

The primary goal of this course is to provide the students with an historical framework for interpreting the experience of colonialism from African perspectives, in this case primarily Kenyan. An appreciation of these experiences will facilitate an assessment of the effects of colonialism on post-colonial Africa—and by extension, other colonized parts of the world. The second goal is to help students develop their analytical skills and to express their analyses in oral and written forms. To this end, the course emphasizes class discussions as well as lectures, and formal essays rather than exams.

This course focuses on the history of Kenya and examines in detail a single society, the Kikuyu of the Central Highlands. It examines in detail the British conquest, the rise of settler colonialism; the dispossession of the Kikuyu; the development of Kikuyu political and violent resistance; the achievement of independence; and troubled domestic politics thereafter. It will also examine colonialism's effect on the development of African cultural attitudes about racial and ethnic identity, religion, gender, and property. The course assumes no prior background in African history, but it requires the students to master the historiography of colonial Kenya and to analyze historical debates and primary sources in formal essays.

Primary sources constitute a significant portion of the course readings. They include a Kenyan ethnography and translated biographical interviews with Kenyan women. The course also includes several academic interpretations of colonialism and resistance in Kenya. Students will analyze these diverse course readings in six short essays and the final exam. The short essays should set out analytical arguments about one of the issues covered in the assigned readings. The teacher will provide detailed writing guides for each of the essays in class, and will be happy to advise students during office hours and by email.

Some students will find this course somewhat more difficult than comparable courses on American or European history, because of their lack of familiarity with the names of African peoples and places. 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 reaction papers and short essays. Therefore, in addition to learning about East 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 oral and written forms.

Course Requirements (all requirements are subject to change)

Readings- The required readings are available at the Tate University Bookstore. 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. An additional text, *Unhappy Valley*, is available on NetLibrary and at the reserve desk in the Main Library.

Books for Purchase: Available at the University Bookstore at the Tate Center

1) *Facing Mount Kenya*, by Jomo Kenyatta

Publisher: Vintage Books; (1962) ISBN: 0394702107

Amazon Paperback List Price: \$12.45

2) *Squatters and the Roots of Mau-Mau 1905-63*, by Tabitha Kanogo

Publisher: Ohio Univ Press; (1987) ISBN: 0821408747

Paperback List Price: \$14.95

3) *Imperial Reckoning: The Untold Story of Britain's Gulag in Kenya*, by Caroline Elkins

Publisher: Henry Holt and Co. (2005) ISBN: 0805076530

Hardcover List Price: \$18.15

4) *Histories of the Hanged: The Dirty War in Kenya and the End of Empire*, by David Anderson

Publisher: W. W. Norton (October 3, 2005)

ISBN-10: 039332754X, ISBN-13: 978-0393327540

Amazon Paperback Price: \$15.95

5) *Voices from Mutira: Changes in the Lives of Rural Gikuyu Women, 1910-1995*, by Jean Davison

Publisher: Lynne Rienner Publishers; 2nd edition (1996) ISBN: 1555876021

Paperback List Price: \$19.95

Books on NetLibrary and Reserve

1) *Unhappy Valley*, by Bruce Berman, John Lonsdale

2) *Out of Africa*, by Isak Dinesen (aka. Karen Blixen)

Micro-Essays- The students will write three very short essays (about 500 words) analyzing a salient issue in specific assigned readings. Please do not exceed one page (front and back) or use a font smaller than 12 point, and do include the word-count at the top of the page. The Micro-Essays should make a scholarly argument and refer to specific evidence and cite that evidence. The teacher will evaluate the Micro-Essays on the basis of grammar and style as well as content. Micro-Essays and essays should bear only the last four numbers of student's identification number, printed on the back of the last page. Do not write your name on your paper. The Micro-Essays and other essays must be submitted at the beginning of class on the date due. Do not put late papers in my department mailbox and do not slide them under my office door. Do not submit Micro-Essays or other essays electronically unless you obtain permission beforehand, and the teacher will only grant permission in exceptional circumstances. One letter grade will be deducted from late Micro-Essays for each class meeting after the due date. The three Micro-Essays will constitute 30% of the course grade.

Short Essays- The students will write three analytical essays (not including the final exam essay), each about four pages in length (1,500 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. The

teacher will distribute written guidelines for the style and grammar of historical writing, and the grading of reaction papers and essays will be based on these guidelines. The rules for submission of reaction papers also apply to essays. The short essays should bear only the last four numerals of the student's identification number. Do not write your name on your paper. The essays must be submitted at the beginning of class on the date due. One letter grade will be deducted from late essays for each class meeting after the due date. The three analytical essays constitute 50% of the course grade.

Final Exam- The students will write a comprehensive final exam on December 16th, which will count as 20% of the course grade. This exam will consist of a short answer section counting as 50% of the exam, and a comprehensive essay counting as 50%. The teacher will distribute a detailed study guide for the final exam in early November. Students should bring a 'blue book' to the final exam and two black or blue pens.

Group Presentations- The teacher reserves the right to assign group presentations if the class enrollment is substantially less than 20 students. In such a case the teacher will divide the class into groups of two or three for the purpose of preparing special written reports (about 5 pages), which will be distributed to the rest of class electronically and will be summarized in group presentations. The instructor will assign each group a primary source text or theoretical statement, which the rest of the class will not be required to read. Each individual will independently produce his/her own interpretation and written analysis of the assigned text, but the group members will present their findings jointly in a presentation lasting about 45 minutes. Each student's written report or essay will be graded as the other written assignments and will count as one of the three assigned short essays. The teacher will not assign a grade to the oral presentations. The teacher will guide the students in the preparation of their presentations in class and in two scheduled office meetings.

Class Attendance and Participation- Instruction in this course will mix lecture and class discussion, therefore the teacher expects students to attend class and be prepared to contribute by sharing their views on issues treated in the readings. Study guides for the major topics will be distributed in class, as will guides for writing the reaction papers and the essays. The teacher will take attendance 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, (October 22). Thereafter, the teacher will deduct two-thirds of a letter grade from the student's average for every absence after the sixth, regardless of the reasons for the absences. 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. Excessive tardiness (10 minutes or more) or early departure without permission from the teacher will count as a half absence. Students who suffer a major illness or a series of minor illnesses during the semester should request a medical withdrawal from the registrar. Inadequate attendance or daily preparation will likely result in low grades on the short essays. Students who maintain excellent class attendance and participation (two or fewer absences) will receive extra credit toward their final course averages. 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. Students should contact the teacher by email in advance of missed assignments.

Email- I will use the students' UGA email addresses, provided by the Registrar, to facilitate communication regarding assignments. Students may also provide me with additional email addresses, but beware that the UGA spam filter sometimes diverts email sent to the professor from non-UGA accounts. 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.

Grading Scale

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

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 a paper in this course can also include suspension or expulsion. My policies regarding plagiarism conform to the History Department recommendations. (http://www.uga.edu/ovpi/academic_honesty/academic_honesty.htm)

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

Week One: Introduction

August 17- Introduction to the Course
August 19- Introduction to African History
August 21- Introduction to Modern Africa and Kenya

Week Two: The Conquest of Kenya

August 24- Kenya as a Place in the European Imagination: distributed reading from *Out of Africa*
August 26- European Conquest in Kenya: *Unhappy Valley*, 13- 44, on NetLibrary
August 28- Conquest and Colonialism in Kenya: *Unhappy Valley*, 45- 71, on NetLibrary

Week Three: The Kikuyu and Ethnography

August 31- Mau Mau Historiography: *Unhappy Valley* 265-302 on NetLibrary
September 2- Kenyatta, the Kikuyu and Anthropology: *Facing Mount Kenya*, Intro, Preface and Ch. 1
September 4- The Kikuyu Economy: *Facing Mount Kenya*, Chs. 2-3 (**Micro Essay #1**)

Week Four: The Gikuyu and the Politics of Representation

September 7- **Labor Day—Classes Suspended**
September 9- The Gikuyu Education: *Facing Mount Kenya*, Chs. 4-5
September 11- Gender and Marriage among the Gikuyu: *Facing Mount Kenya*, Chs. 6-9

Week Five: European Colonialism and African Ethnicity

September 14- Gikuyu Religion: *Facing Mount Kenya*, Chs. 10- 13 (**1st Essay due**)
September 16- The Colonial State in a Settler Colony: *Unhappy Valley*, 75- 95
September 18- The Early 'Squatters': *Squatters and the Roots of Mau Mau*, 1- 34

Week Six: The Colonial State, Settlers, and the Dispossessed

September 21- The 'Squatters' and the Colonial State: *Unhappy Valley*, 101-22
September 23- Settlers and 'Squatters': *Roots of Mau Mau*, 35- 73
September 25- 'Squatter' Society: *Roots of Mau Mau*, 74- 95

Week Seven: Settlers and 'Squatters'

September 28- The Decline of the 'Squatter' Economy: *The Roots of Mau Mau*, 96-124
September 30- Resistance and 'Mau Mau': *The Roots of Mau Mau*, 125- 161
October 2- After Independence: *The Roots of Mau Mau*, 162- 178

Week Eight: Squatter Resistance and Mau Mau

October 5- Politics after Mau Mau: *The Roots of Mau Mau*, 179- 181 (2st Essay due)

October 7- Introduction to *Imperial Reckoning*, Ch. 1

October 9- Imperial Strategies: *Imperial Reckoning*, Ch. 2

Week Nine: The Empire Strikes Back

October 12-- Screening and Rehabilitation: *Imperial Reckoning* Chs. 3-4

October 14- Britain's 'Gulag': *Imperial Reckoning* Ch. 5

October 16- Village Internment: *Imperial Reckoning* Ch. 6

Week Ten: Imperialism and Nationalism

October 19- Hard Core Mau Mau: *Imperial Reckoning* Ch. 7

October 21- Terror or Resistance?: *Imperial Reckoning* Chs. 8 and 9

October 23- The Aftermath: *Imperial Reckoning* Ch. 10 and Epilogue (Micro Essay #2)

Week Eleven: Imperialism and Resistance

October 26- Starting the Rebellion: *Histories of the Hanged*, Chs. 1 & 2

October 28- Race and Rebellion: *Histories of the Hanged*, Ch. 3

October 30- **Fall Break—Classes Suspended**

Week Twelve: Resistance and Retribution

November 2- Lari and the Divided Rebellion: *Histories of the Hanged*, Chs. 4 & 5

November 4- Rebels in the Forests: *Histories of the Hanged*, Ch. 6

November 6- Imperial Crimes and Punishment: *Histories of the Hanged*, Ch. 7

Week Thirteen: Interpreting Histories

November 9- Remembering Mau Mau: *Histories of the Hanged*, Ch. 8 (3rd Essay due)

November 11- The History of Oral History: *Voices From Mutira*, 1- 49

November 13- An oral Biography of Waminja wa Mucheru: distributed text

Week Fourteen: Oral History, Gender and Colonialism

November 16- Wanjiku and *irua*: *Voices From Mutira*, 51-74

November 18- Wamutira and Polygyny: *Voices From Mutira*, 75- 108

November 20- Watoro and Land and Labor: *Voices From Mutira*, 109-128

Week Fifteen:

Nov. 23- **Thanksgiving Break**

Nov. 25- **Thanksgiving Break**

Nov. 27- **Thanksgiving Break**

Week Sixteen: Gender, Colonialism and Religion

November 30- Wangeci and Women's Networks: *Voices From Mutira*, 129- 160

December 2- Wanoi and Religion: *Voices From Mutira*, 161- 192

December 4- Retrospective: *Voices From Mutira*, 229- 253

Week Seventeen: Interpreting the Colonial Legacy

December 7- Discussion of *Voices* (Micro Essay #3)

December 8- Course Review and Discussion

December 9- Reading Day

December 16- 8:00- 11:00am- **Final Exam**