

UNIVERSITY OF CONNECTICUT, SPRING 2015
HISTORY 3753 MODERN AFRICA

Instructor: [Dr. Vernal](#)

Teaching Assistant: none

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(Email is the best way to communicate as it automatically leaves a paper trail for the both of us)

Office Hours: Wednesdays, 11a.m-12 p.m. or by appointment

Class Times T/TH

Location: BUSN 215

Office: Wood Hall 332

Phone Extension: 486- 5538

Course Description

This course surveys the history of Africa from the eve of colonial conquest to the early post-independence period. The central themes the course considers include: the role of gender in the experiences of ordinary men and women; the nature of authority in indigenous polities; the European scramble for Africa and African responses; the persistence of slavery and other forms of unfree labor; colonial administrative and economic policies; urbanization; colonial education; Christianity; the development of African nationalism; and the economic, social, and political realities and challenges of post-colonial Africa; and the nature and consequences of foreign aid to Africa.

Course Structure and Policies

This course is divided into **Lectures** and **Discussions**; documentary and online video clips may be included

Attendance: is mandatory and missing class *will* adversely affect your grade. Medical and Athletic absences will be excused on the day you are absent with the appropriate paperwork from Health Services or coach, but if you want credit for a missed discussion, you need to make-up the discussion and the reading response by appointment or in office hours with Dr. Vernal within one calendar week of your absence. Students are responsible for planning ahead for any scheduled work/classes that will be missed.

Accommodations: Forward all relevant paperwork involving accommodations for exams as soon as possible.

A note on Class Participation

You are expected to participate in class discussions by raising your hand. You can also expect to be called on even if you have not raised your hand.

Readings: Available for Purchase at the bookstore

1. Dambisa Moyo Dead Aid: *Why Aid is not Working and How There is a Better Way for Africa*, Douglas & McIntyre Ltd, 2010
2. Walter Rodney, *How Europe Underdeveloped Africa*, Black Classic Press, 2011
3. Frantz Fanon, *The Wretched of the Earth*, Grove press, Inc., 1968

All other readings are available from, via (a) the indicated website, (b) HUSKYCT site for HIST 3753 or (b) or from the library's full-text electronic resources on Academic Search Premiere. Please try to download and/or print off materials ahead of time.

Grading: points system

- 15 Map quiz and country reports and African political role play
- 35 Mid-Term exam
- 50 Final Debate Paper and participation
- 100 Oral Participation
- 100 Reading Responses of 500 words

Important Dates for your calendar

- Jan 29 Map Quiz
- Feb 23rd, Google sheets data due
- March 3 Mid term Review
- March 5:Mid-Term Examination in class
- March 15-21: SPRING BREAK
- April: last day of spring classes
- May 5- May 9: FINAL EXAMS
- May 8 Grades are posted

Week One. January 20, 22

- Tuesday (a)** Introduction to the course/Course mechanics
- (b)** Images of Africa
- (c) Read (Dr. Vernal will distribute copies)** Binyavanga Wainana, "How to Write about Africa;" if you need a reprint search for the web link on GRANTA magazine
Discussion of "Images of Africa" and "How to Write about Africa"
- Thursday: Lecture:** African Geography and Political Boundaries (google maps)
Study your map of African countries and their capitals;
There will be a map quiz on January 29 with a snow date of Feb 3

CROWDSOURCING ASSIGNMENT: CREATING AN AFRICAN PROFILE:

Using the CIA world fact book, gapminder, any of the UN databases, and the UN millennium development goal site, each student will be assigned two countries and you will begin collecting information on the following—(potential examples) 1.population, 2.arable land, 3.urbanization rate and how many people live in the capital, 4. GDP, and GDP per person, 5. People living in poverty 6.exports, 7.export partners, 8. Imports 9. Import partners; this data needs to be uploaded to google sheets by Feb 23rd. Assignments will be reconfirmed after add drop period is over on Feb 2nd, but the basic structure is to go alphabetically by students surname.

Week Two. January 27, 29

- Tuesday: Lecture: Overview of African Societies**
- Thursday: Lecture: Overview of African Societies continued and map quiz.**

Readings: (to be discussed 2/3): Patrick Brantlinger, "Victorians and Africans: The Genealogy of the Myth of the Dark Continent," *Critical Inquiry* Vol. 12, No. 1, "Race," Writing, and Difference (Autumn, 1985), pp. 166-203 Available full text online via Uconn's databases; it is your responsibility to download this article. Please go to the library and ask for help if you need assistance.

Week Three, February 3, 5

Tuesday 2/3: Discussion of Brantlinger; reading response#1 due

Thursday: 2/5 Lecture: Transitions from Fighting the Slave Trade to the "Scramble"

Readings: for discussion on February 10th; reading response also due; our discussion will start with the Treaty of Berlin

#1. Capt. F. D. Lugard, "The Rise of Our East African Empire," 1893

<http://www.fordham.edu/halsall/mod/1893lugard.html>

#2: Treaty of Berlin, 1885 (search online if link is broken)

<http://ocid.nacse.org/qml/research/tfdd/toTFDDdocs/4ENG.htm>

#3 Rudyard Kipling Poem: "The White Man's Burden"

<http://www.fordham.edu/halsall/mod/Kipling.html>

#4 Why Britain Acquired Egypt

<http://www.fordham.edu/halsall/mod/1908cromer.html>

Mary Kingsley Excerpt (HuskyCT only)

Assignment: Review the following documents online. According to Lugard what is propelling the new changes in how the British should approach their trading interests? What is the role of industrialization? What are Lugard's views on the costs versus the benefits? What does Kipling mean by the White Man's Burden? What does the "White Man's Burden entail?" What are the concerns raised in the "Treaty of Berlin?" What can the treaty tell us about what Europeans envisioned and anticipated about their conquest of Africa? How does Egypt fit into the patterns outlined for the "scramble of Africa?" Where do missionaries fit into the overall picture that Lugard outlines? What types of missions does he think are the most beneficial? What role, according to Lugard, is the missionary supposed to play? According to Mary Kingsley, what issues came up regarding her trip to Africa? Who warned her about what? What is her critique of missionaries? What is the tone of her writing given our earlier discussion of Binyavanga Wainana?

Week Four. February 10, 12

2/10 Discussion of readings

2/12 Lectures: Early African Encounters: the story of money/currency; in class scenarios based on group work

Week Five. February 17, 19

Lecture Themes: How to rule Africa Colonial Administration and new Elites

Readings for discussion 2/19: Frederick Lugard, "Principles of Native Administration," from his book, *Dual Mandate in British Tropical Africa* (Access via HUSKYCT), pages 94-113, 193-213. Access via HUSCKYCT

Frederick Lugard, "*Hut Tax in Africa*" (Access via HUSKYCT), pages 256-257

Assignment:

According to Lugard, what are the two key administrative principles for ensuring success in ruling over subject peoples? What are the roles and responsibilities of the colonizer? What are the roles and responsibilities of the subject people? What are the limits on the responsibilities assigned to the subject peoples? What lessons can be gleaned from the British imperial experience in India? What is the plan being implemented in Nigeria and what makes this different from other parts of Africa?

Week Six. February 24, 26

Lecture Themes: Colonial Development Schemes/ Social and Economic Change

Readings: Cheryl Walker, Gender and Development of the Migrant Labor System (HUSKYCT)

Week Seven. March 3, 5

*****Mid-Term Examination in class on March 5*****

3/3 Midterm Review in class

3/5 Midterm exam

Week Eight. March 10, 12 Identities and Politics

3/10 Lecture Themes: Changing Consciousness, Nationalism

3/12 Discussion of the readings below

#1 Frantz Fanon, "The Trials and Tribulations of National Consciousness," in *Wretched of the Earth*, 97-144

#2 Elizabeth Schmidt, "History Culture and War: The Roots of Guinean Nationalism, 1939-1947, pages 15-36; Chapter 7, "Independence Now: The Resurgence of The Left and the Move Towards Independence, 1956-1958," pages 171-192, and "Conclusion" pages 193-196. Access via HUSCKYCT

Assignment. *Describe the actions France took to reform imperialism. What was the impact on Africans and how did they respond? What are the roots of Guinean nationalism? Where do war veterans fit into the picture? How did class, religion, language and gender shape the nationalist movement? What kinds of social groups and alliances emerged between the 1930s and 1950s? How did the experience of colonialism become more burdensome? What is the RDA and how did it emerge? What are the tensions in the RDA? How did the RDA rule? What did the move to the left entail? What is the relationship between the "party" and the "people?" From the beginning of the reading, Fanon launches into a strident critique of nationalism as it has emerged in the post WWII period? What is that critique? What role has the bourgeoisie and the masses played in the emergence of national consciousness and how does Fanon envision that their roles should change as nationalism matures? What are the economic dimensions of the problems Africans face as they try to forge a national consciousness? What, according to Fanon, should replace national consciousness?*

Week Nine March 24, 26 African Nationalists

Crowdsourcing African Nationalism: With about 25 students, I would like to divide the class into 5 groups of 5; your mandate is to choose a country and research its transition to Nationalism through the activism of its main national leaders (i.e. Kwame Nkrumah, Leopold Senghor,): You will be given Tuesday and Thursday to present your findings in class in the two lecture periods; Each group will have about 12-15 minutes to present; we will reflect on these individuals in light of the arguments made the previous week on African nationalism. Each group must hand in a profile of at least 500 words and a timeline

Week Ten. March 31, April 2 African Politics Lecture Theme: African States

#1 Crawford Young, "The end of the Post-Colonial State in Africa: Reflections on Changing African Political Dynamics," *African Affairs*, vol. 103, Issue 410, (2004), Pages 23-49. Access via HOMER: Academic Search Premiere

#2 Robert Kaplan, "The Coming Anarchy," February 1994, volume 273, Issue 2, page 44-66. Access via academic search premiere on HOMER Everyone read
The discussion questions for this week will be posted at a later date on HUSKYCT.

Week 11, April 7 and 9 Contemporary Issues: Food Security

Lectures: Famines: then and now

Discussion 4/9 Readings:

#1 Baro, Mamadou and Deubel, Tara F. "Persistent Hunger: Perspectives on Vulnerability, Famine, and Food Security in Sub-Saharan Africa." *Annual Review of Anthropology*, 2006, Vol. 35 Issue 1, pages 521-538, Access via HOMER: Academic Search Premiere

#2 Jerome Destombes, "From Long-Term Patterns of Seasonal Hunger to Changing Experiences of Everyday Poverty: Northeastern Ghana: 1930-2000. *Journal of African History* 2006, vol. 47, Issue 2, Pages 181-205
The discussion questions for this week will be posted at a later date on HUSKYCT.

Week 12, April 14, 16, (Possible Guest Speaker)

Lecture: Development gone wrong? Old and new stories

Discussion 4/16 Readings

#1 James Scott, "Compulsory Villagization in Tanzania: "Aesthetics and Miniaturization," in James Scott, *Seeing like a State* (New Haven: Yale University Press, 1998), pages 223-261. Access via HUSKYCT Everyone read

TBA: Ted talk on development

William Fisher, "Doing Good? The Politics and Anti-Politics of NGO Practices. *Annual Review of Anthropology* vol. 26 (1997):439-464.

Assignment. *The discussion questions for this week will be posted at a later date on HUSKYCT.*

Week 13. April 21, 23

Lecture: The Old and New Debates on African Development

Readings: Rodney *How Europe Underdeveloped Africa*, selections

The discussion questions for this week will be posted at a later date on HUSKYCT.

Week 14 April 28, 30

Lecture: China in Africa

Dambisa Moyo, *Dead Aid* (initial discussion)

The discussion questions for this week will be posted at a later date on HUSKYCT.

On our final exam day please come to class and divide yourself in 4 groups; two arguing for and the other against the side of aid; you will hand in your 5 page paper as well.

On our final exam day, everyone will come to class and our exam will consist of a Class Debate on the book *Dead Aid* and *How Europe Underdeveloped Africa*. We have 2 hours so prepare to make your presentation for 30 minutes each, and then we will have an hour for back and forth rebuttal. You each will individually write an outline and a precis of your arguments (total two pages) that you will contribute to your group's debate that includes the information from the last three weeks of class. Half of your grade will be based on your precis and the other half will be based on the group debate. Details will be forthcoming.