COLONIAL AND POST-COLONIAL AFRICA

This is a history of Africa from the late nineteenth century to the present day. In the first half of the course, we will study the imperial scramble to colonize Africa, the broader integration of African societies into the world economy, the social, political and medical impact of imperial policies, Western popular images of Africa in the colonial period, the nationalist struggles that resulted in the independent African states, and the persistent problems faced by those post-colonial states. In the final half of the course, we will investigate three cases: Congo-Zaire and the state as a source of chaos through the Second Congo War; violence, liberation and memories of childhood in late colonial Rhodesia and postcolonial Zimbabwe; the political history of economic development programs and the advent of “resource conflicts,” particularly those involving diamonds.

The books listed below are available for purchase at the Jeffrey Amherst Bookstore. (Copies are also on Reserve in Frost Library). In addition, there are packets of photocopied readings to be purchased from the History Department office in Chapin II.

Philip Curtin, *Disease and Empire*
Caroline Elkins, *Imperial Reckonings*
Peter Godwin, *When a Crocodile Eats the Sun*
Uzodinma Iweala, *Beasts of No Nation*
Marie Beatrice Umutesi, *Surviving the Slaughter*

There will be three class meetings per week. For the first few weeks of the course the Monday meetings will be lectures, and the Wednesday and Friday meetings will be discussions of the readings assigned. The readings assigned for the Monday meetings are **not** optional, as they provide essential background information both for the lecture as well as for the following readings. After the first few weeks, every meeting will be devoted to discussions of the readings. **Class attendance and participation count approximately 25% toward the final grade.**

Each student must be prepared to discuss the readings assigned, and to write five papers. The first two papers will be 3 to 4 pages long and will each be a “reaction paper” to one week’s readings (your choice of weeks) in the first half of the course. The third and fourth papers will each be 5 pages long and will be on two out of the three case studies in the second half of the course. The final paper will be in place of a final examination, and will be due on the last day of exam period. For this final paper, you will choose one of your first two papers to revise and expand to a twelve page paper that reassesses the original topic in the light of later readings and the case studies. In addition, students will be expected to participate in discussion boards on Blackboard as well as in discussions in class; Blackboard postings will not be graded individually but participation will be counted into the class participation grade. On Monday, February 11, there will be a pass/fail map quiz in class based on the current political map of Africa. A copy of a study map, plus one blank map for practice, will be handed out in class.

**WEEK 1: PRE-COLONIAL SOCIETIES AND MYTHS ABOUT THE PAST**

Mon. Lecture 1/28


**WEEK 2: THE IMPERIAL TAKEOVER**


“Dr. Livingstone, I presume.”

**Video:** For Friday’s class see *Black and White in Color* on streaming video.


“Crying Bushwoman,” not dated, probably 1930s, from Killie Campbell Library, University of Kwa-Zulu/Natal.
WEEK 3: ECONOMICS, CULTURE, AND IMPERIAL CONTROL

Mon.  2/11


WEEK 4: COLONIAL LAW, DISEASE AND WITCHCRAFT

Mon.  2/18


WEEK 5: THE DEVELOPMENT OF AFRICAN NATIONALISM

*Video:* Watch for class on Monday, *The Battle of Algiers*, on streaming video.

Mon. Frantz Fanon, *The Wretched of the Earth*, pp. 35-55, 249-51, 289-310 (photocopy).


WEEK 6: ANTI-COLONIALISM AND NATIONALISM–MAU MAU AND BRITAIN’S GULAG

Mon.  3/3
Photo: “Rounding up Mau Mau Suspects.”


**WEEK 7: ETHNICITY AND GENOCIDE: RWANDA**

*Video: Chronicle of a Genocide Foretold*, episode 1, to be seen via on-line streaming by class on Monday.


National Security Archive, (private) on-line site with documents pertaining to U.S. Official inaction during the genocide:
http://www.gwu.edu/~ensarchiv/NSAEBB/NSAEBB53/index.html


Fri. Marie Beatrice Umutesi, *Surviving the Slaughter*, pp. xi-xvi, 3-137.

**SPRING BREAK**

**CONGO/ZAIRE AND THE STATE AS A CREATOR OF CHAOS**


ASSIGNMENT DUE FRIDAY (if writing a paper on this unit).

ZIMBABWE: Colonialism and Violence, Memory and Childhood

Monday 4/7

Wed.

Friday

ASSIGNMENT DUE FRIDAY (if writing a paper for this unit)
RESOURCE CONFLICTS AND DEVELOPMENT QUANDRIES

Video: see for class on Monday, *Blood Diamonds*, a History Channel documentary on the role of diamonds in financing African conflicts (on-line streaming).

**Monday 4/21**


**Wed.**


**Fri.**


**Monday 4/21**


Story on U.S. public opinion on aid to Africa:


**Wed.**


October 15, 2007; read on-line:

Celia Dugger, “Ending Famine, Simply by Ignoring the Experts,” New York Times,
December 2, 2007; read on-line:
Times, November 15, 2007; read on-line:

ASSIGNMENT DUE FRIDAY (IF WRITING A PAPER FOR THIS UNIT)

POST-COLONIAL AFRICA: A Reappraisal

Monday  Jacques Pauw, Dances with Devils, pp. 199-217 (photocopy).
Times, November 15, 2007. Read on-line and see accompanying slideshow:

Video: For discussion in class on Wednesday, see Ezra via on-line streaming video.

Wed  Uzodinma Iweala, Beasts of No Nation, pp. 1-73.

“In Liberia, and throughout West Africa, warlords commonly conscript children as soldiers.” Photo by
Michael Kamber for The New York Times

Fri  Uzodinma Iweala, Beasts of No Nation, pp. 74-142.
Parker and Rathbone, African History, Chapter 7.

FINAL ASSIGNMENT, IN LIEU OF A FINAL EXAM, DUE LAST DAY OF EXAM PERIOD:  May 16