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AFH 4254
History of Postcolonial Africa
3 credit hours

Professor: Hilary Jones, PhD (History and AADS)

Class Meeting: Time and Place, TBD

Email: Use Course Messages in Blackboard

Course Website:

Office: DM 300B-2

Office Hours: TBD

Course Description

Continental Africa plays a central role in contemporary geopolitical concerns from the advance of globalization, to the opening of new economic markets, and global security concerns. Some commentators have branded Africa the “hopeless continent.” These observers subscribe to a view known as Afro-pessimism. They emphasize Africa’s seemingly inherent conflicts, endemic disease and economic insecurity. Critics, however, maintain that this vision of the African continent is one that obscures the colonial and neo-colonial legacies and ignores western countries complicity in African underdevelopment. These observers further argue that this pessimistic view minimizes the strategies that African people have developed to respond to contemporary challenges and the positive accomplishments that have been made.*

This course is designed to push beyond the misconceptions of Africa’s role in the world by facilitating students’ ability to think critically about Africa’s contemporary situation from an historical perspective. Students will gain fresh insight into Africa in the second half of the twentieth century. Historians have only recently begun to take up the period after independence as a subject of historical inquiry. As a result, our understanding of postcolonial Africa necessarily depends on multidisciplinary perspectives. In this course we will examine postcolonial Africa through the lens of sociological, political science, economic, and cultural approaches to the study of contemporary Africa. In doing so, we will pay special attention to the legacies of the colonial state and neocolonial relations on the making of post-colonial African identities, societies, and governments. Themes that we will cover include: decolonization and post-colonial states; international organizations and their impact on African economies; African modernities; migration and urbanization; the cultures and politics of religion; development and globalization; and popular culture and memory.

* See, “Hopeless Africa,” *The Economist*, special issue “the Hopeless Continent,” 11 May 2000, <http://www.economist.com/node/333429> (accessed 29 March 2015) and Oliver August, “Emerging Africa: A Hopeful Continent,” in *The Economist*, special issue “Africa Rising” 2 March 2013, <http://www.economist.com/news/special-report/21572377-african-lives-have-already-greatly-improved-over-past-decade-says-oliver-august> (accessed 29 March 2015).

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Global Learning Outcomes and Expected Outcomes:

This course is suitable for History majors as well as students interested in African Studies, World History, and African Diaspora Studies. This course satisfies the discipline specific requirement for Global Learning by meeting the three benchmarks of Global Awareness, Global Perspective, and Global Engagement.

Students who take this course will be able to:

- Demonstrate knowledge of the geography of the African continent
- Conduct a multi-perspective analysis of a local issue such as socio-economic development, urbanization, or immigration by reading scholarly work on the topic and constructing an argument about its relevance to the evolution of African states and societies after 1945. (Global Perspective)
- Demonstrate the inter-connections between local African perspectives on the past and World History by analyzing primary source documentation such as writings by African nationalists, intellectuals, or writers and constructing an argument that explains how African people understood African independence and the formation of the post-colonial state. (Global Awareness)
- Engage in local, global, and inter-cultural problem solving by identifying a current event or a theme in popular culture that is relevant to contemporary Sub-Saharan Africa and explaining how the issue can be better understood by applying knowledge of the legacy of colonialism, de-colonization, or neo-colonialism. (Global Engagement)

Pre-requisites, Co-requisites, and Academic Credit

There are no pre-requisites or co-requisites required to take this class, although this course builds upon AFH 2000: African Civilizations. This class satisfies the elective credit requirement for the undergraduate African Studies Certificate in African and African Diaspora Studies. This class also satisfies the requirement for upper division coursework in Modern Latin America, Africa, or Asia for the B.A. in History, the B.A. in History/Social Studies Education, or the History minor.

This class is suitable for students who are interested in developing expertise in African Studies. Beyond the History major, students who are majoring in Journalism, Economics, Business, Public Health and Health Sciences, Anthropology, Religious studies, Political Science, International Relations, and Geography may find this class instructive for developing knowledge of African affairs and international studies. No prior knowledge of Africa is required to take this course but students should be prepared for rigorous engagement with knowledge about this world area.

Texts

- Maria Grosz-Ngaté, John Hanson, and Patrick O'Meara, editors, *Africa*, 4th Edition (Indiana University Press, 2014) ISBN 0253012929
- Frederick Cooper, *Africa since 1940* (Cambridge University Press, 2002) ISBN 0521776007

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- Ayi Kwei Armah, *The Beautiful Ones are not yet Born* Heinemann African Writer Series
- Additional readings are available in electronic format on the course website or in course reserves at Green Library.

Assessments

Map Quiz (10%): Every student must take the map quiz. The map quiz tests your knowledge of modern day nation-states and key geographical features. See the Map Quiz handout for additional information.

Pop Quizzes (10%): You will take 5 pop quizzes during the course of the semester. The pop quizzes will be announced on Tuesdays. You are expected to complete the quiz before the beginning of class on Thursdays. Quizzes will be administered through the Blackboard course website.

Paper #1 (15%): This formal writing assignment corresponds to the Global Perspective course outcome. For this assignment, you will write a *five to six page* paper that examines one of the following themes: socio-economic development, urbanization, or migration/immigration in Sub-Saharan Africa after 1945. Read the assigned works by scholars who address this topic. Conduct a multi-perspective analysis of the specific theme that considers historical context. Develop your own argument that explains why this topic illustrates the changing nature of African societies in Post-Colonial Africa.

Paper #2 (15%): This formal writing assignment corresponds to the Global Awareness course outcome. For this assignment, write a *five to six page* paper that considers local African perspectives on a major theme in the study of post-colonial Africa. You are required to read primary source documentation such as works by African nationalists, intellectuals, or writers. In your paper, analyze African voices on the subject of nationalism, independence, and post-colonial African societies. Develop your own analysis that explains how African people understood transformations in African states and societies after 1945.

Blogs (20%): The Blogs correspond with the Global Engagement course outcome. All students are required to complete *two blogs* for this course.

- For Blog #1 (10%), you will identify a current event that concerns Africa today from a vetted news source (See the list provided by the instructor in the Blog Handout). Compare the journalistic reporting with Curtis Keim's writing about contemporary perceptions about Africa and scholarly writing on how legacies of the past shape our understanding of Africa today. Write a *400 to 600 word* blog that critiques the current news source by applying your knowledge of representations about Africa and past legacies to the topic under consideration.

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- For Blog #2 (10%), consider a genre within African popular culture (music, fashion, film or video, or contemporary art). Find a contemporary media source that expresses a form of popular culture relevant to Sub-Saharan Africa today. Write a 400 to 600 word blog that explains why this genre is a popular form of expression in Africa today and how it relates to the idea of African modernities as one of the key themes that shapes the study of postcolonial Africa.

Final (20%): The final exam is comprehensive. It tests your understanding of the readings, lecture, and supplemental materials (film, primary sources, etc.) that you have learned throughout the entire course. You will get a handout that explains the format of the exam at least two weeks prior to the exam. The exam consists of essay questions, identifications, short answer questions and may include primary source analysis.

Participation (10%): This course requires your active and engaged participation. Your participation grade is a subjective measure of your preparation for the course, your attentiveness and contribution to the classroom conversation. I will determine your participation grade at the end of the semester based evidence that you are prepared for each class session, having completed the assigned readings; your ability to engage the topic under discussion and enter into conversation with your classmates about the assigned topic; your regular and prompt attendance and your improvement and/or decline in the course.

Extra Credit (3%): For Extra Credit, you must attend the Chris Gray Memorial lecture on African Studies sponsored by the African and African Diaspora Studies Program or another on-campus talk specified by me. The date and time will be announced as soon as information is available. If you attend this event for the entire lecture, you may receive 3 additional percentage points to your final course grade

Class Schedule

Week 1: Introduction and Geography

Tu: Introduction

Th: Perceptions and Representations of Africa

- Read: Africa, Chap. 2 “Legacies of the Past: and Curtis Keim, *Mistaking Africa*, Chap. 8
- Active Learning: Group Discussion, How do the “legacies of the past” shape popular ideas and representations about Africa today? Why is the word tribe problematic for describing Africa and Africans?

Week 2: Geographical and Historical Perspectives

Tu: Geography

- Read, *Africa*, Chap. 1 “Africa: A Geographic Frame”

Th: Colonialism

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- Read, Cooper, *Africa since 1940*, Chap. 2 “Workers, peasants and the Crisis of Colonialism”
- Active Learning: Group Exercise, identifying Cooper’s main argument and evaluating it.

Week 3: Nationalism, Decolonization, and Independence

Tu: De-colonization and Independence

- Read, Cooper, *Africa since 1940*, Chap. 3 “Citizenship, self-government, and democracy: The possibilities of the postwar moment;” and Chap. 4 “Ending Empire and imagining the Future”

Th: African Nationalism

- Read, Selected writings by Leopold Senghor, Kwame Nkrumah, Jomo Kenyatta, Nelson Mandela
- Active Learning: Small Group Discussion, What are the similarities and differences between these visions of African nationalism and/or Pan-African Unity?

Week 4: The Postcolonial State

Tu: Africa on the World Stage

- Read, Frederick Cooper, *Africa since 1940*, Chap. 5 “Development and Disappointment: Social and Economic Change in an Unequal World, 1945-2000.”
- Active Learning: Group Discussion, How did the post-colonial state address socio-economic development for its people and as a sovereign nation?

Th: Geography Quiz

- In-Class **Geography Quiz**
- **Blog #1 Due by Sunday 11:59 pm**

Week 5: Urbanization and Migration

Tu: Urbanization

- Read, *Africa*, Chap. 6, “Urban Africa: Lives and Projects,” by Karen Transberg Hansen
- Active Learning: Small Group Discussion, Why did urbanization happen so quickly after independence?

Th: Migration and Immigration

- Read, Paul Stoller, *Money Has no Smell*, Introduction and Chap. 1
- Active Learning: Role playing, What does it mean to be an African immigrant in Europe, the U.S., China? Why do Africans immigrate and what are the challenges that African immigrants face in the societies where they go?

Week 6: Postcolonial Society and Economies

Tu: African Societies and Economies

- Read, *Africa*, Chap. 3, “Social Relations: Family, Kinship, and Community,”
- **Paper #1 Due**

Th: Women and Socio-Economic Change

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- Read selected chapter Gracia Clark, *West African Market Women: Life Histories from Ghana*
- Active Learning: Group Discussion, case study, evaluating the experience of Ghana's market women

Week 7: African Film

Tu: Pioneers of African Cinema

- In-Class Screening, *Sembene: The Inspiring Story of the Father of African Cinema*

Th: African Cinema as a reflection of African Society

- Read, Akin Adesokan, "African Film," in *Africa*
- Active Learning: Small Group Discussion: How does film serve as a medium for expressing social tensions, political realities, and cultural shifts in post-colonial Africa?

Week 8: African Modernities: Religion

Tu: Religion in Africa

- Read, *Africa*, Chap. 5 "Religions in Africa," by John Hanson

Th: Christianity and Islam

- Read, "The convert: Act One Scene III and Act Two Scene II by Francis Nyamnjoh and Allen F. Roberts and Mary Nooter Roberts, "Introduction," *Saint in the City*
- Active Learning, Small Group Discussion: What do plays illustrate about the changing nature of religion in postcolonial African societies? How do Senegalese use visual images to illustrate the meaning of Islam in their society today?

Week 9: African Modernities: Identity

Tu: What does it mean to be "African" after colonialism?

- Read, Kwame Anthony Appiah, "African Identities,"

Th: Expressions of African Modernities

- Read, Elizabeth Linne Buhr, "Kanga: Popular Cloths with Messages and article on the "sapeurs" of Congo
- Active Learning: How does dress illustrate the ways in which African people express modern identities? What fashion choices do they make and why? How do these choices illustrate the tension between "tradition" and "modernity"?

Week 10: Understanding Crisis and Conflict through African Literature

Tu: Crisis and Conflict in Post-colonial Africa

- Read, *Africa*, Chap. 10 "Literature in Africa," by Eillen Julien and Armah, *The Beautiful Ones are not yet Born*, Pgs
- Read: *The Beautiful Ones are not yet Born*, pgs
- Active Learning: Small Group Discussion, explore the main characters, explain the overarching theme of the work and how it raises questions about government and its relationship to the people in post-colonial Ghana

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Week 11: Africa and Cold War Politics

Tu: Case Study: The Congo after Independence

- Read, Elizabeth Schmidt, *Foreign Intervention in Africa*, Chap. 3, "The Congo Crisis"

Th: Cold War Politics in the Congo

- Read, "Patrice Lumumba writes his last letter to his wife (1961) and "Patrice Lumumba, Congo My Country (1961)"
- Active Learning, Group Discussion, analyzing the writings of Patrice Lumumba in 1960s Congo.

Week 12: South Africa under Apartheid

Tu: Apartheid

- Read, Copper, *Africa Since 1940*, Chap. 6, "The Late decolonizations: Southern Africa 1975, 1979, 1994"

Th: The Legacy of Apartheid and Building Multi-Racial Democracy

- Read, selected primary source documents in *From the South African Past* and listen to interviews recorded in "South Africa: Overcoming Apartheid, Building Democracy," Matrix MSU
Active Learning: Group Discussion, How did key actors seek to build democracy in Apartheid South Africa? Why did the leadership coalesce around multi-racial democracy as a strategy for resistance?
- **Blog #2 Due by Sunday 11:59 PM**

Week 13: African Modernities: Cultural Expressions

Tu: African Modernities in Contemporary Art

- Read, *Africa*, Chap. 8 "Visual Arts in Africa" by Patrick McNaughton and Diane Pelrine and Bougumil Jewsiewicki, "Painting in Zaire: From the Invention of the West to the Representation of the Social Self,"
- Active Learning, Group Discussion, Analysis of seminal works of contemporary African Art for evidence of African contributions to modern cultural expression

Th: African Modernities in Contemporary Music

- Read, *Africa*, Chap. 9, "African Music Flows," by Daniel B. Reed and Ruth M. Stone
- Active Learning, Group Discussion, Listening to examples of contemporary African Music and analyzing music for evidence of African expressions of modernity

Week 14: Democracy, Human Rights and International Development

Tu: Governance in Africa Today

- Read, *Africa*, Chap. 12 "African politics and the Future of Democracy"
- **Paper #2 Due**

Th: Human Rights Discourse and Debate

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- Read, *Africa* Chap. 14 “Human Rights in Africa” and Africa’s Debt Crisis” (2004) UN Conference on Trade and Development, *Economic Development in Africa*
- Active Learning, Small Group Discussion: Where does the language of human rights come from and how does the international community apply it to African nations and the problem of development? How do Africans understand and use human rights discourse?

Week 15: Africa in the 21st century

Tu: African Today

- Read, Cooper, *Africa since 1840*, Chap. 8 “Africa at century’s turn: South Africa, Rwanda, and Beyond”

Th: African Solutions to Problems of the 21st Century

- Read, “The International Criminal Tribunal for Rwanda (ICTR) prosecutor Justice Hassan B. Jallow delivers closing submissions in Military 1 case, June 1, 2007
- Active Learning: Small Group Discussion, Evaluate the ICTR and the TRC as African Solutions to Problems facing African today

Week 16: Wrapping Up

- Tu, In-Class Evaluations
- Th: Review

Final Exam T.B.A

Policies

Grading: Assignments are graded according to accuracy of information, organization and clarity of writing, ability to follow directions, coherence of your argument and adequate explanation of historical context to support it. I reserve the grade of incomplete for extremely serious cases of students with extenuating circumstances. Please see me for further questions about a grade of incomplete. Grades will never be discussed over email—you must make an appointment or come to office hours to discuss your individual grade.

Attendance: Regular and Prompt attendance is required for successful completion of this course. Excused absences may be granted for serious medical issues, religious holidays, in the event of the death of an immediate family member, military duty, and some official university activities such as athletics, debates, performances etc. For an excused absence, you must inform the instructor (in advance when possible), make arrangements to turn in any assignments, and present documentation. Excessive unexcused absences (3 or more) will negatively impact your final course grade by reducing your final grade by one grade step (B- will drop to C+).

Late Assignments: All assignments are due at the beginning of class on the due date. Late assignments will be marked down by one grade step for every day late (B+

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becomes a B, etc.), unless I grant an extension or you have made prior arrangements with me in the case of an excused absence. No online assignments will be graded after the assignment is closed (see assignment due date on blackboard). Make-ups for quizzes or exams will only be given in the case of an excused absence. Students must provide documentation.

Academic Dishonesty: I take cheating and plagiarism seriously and will report any suspected cases to the Office of the Dean of Undergraduate Education for resolution. It is understood that students who take this class will abide by all ethical practices by writing their own papers and taking individual responsibility for all exams and assignments. If I find evidence of plagiarism, I will contact the office of Academic Affairs to determine whether prior instances of academic dishonesty have been recorded for a student. I will determine if an informal or formal resolution is necessary. In certain cases of a first offense, I may opt to assign a grade of 0.0. for the assignment. After the first offense, a formal charge of Academic Misconduct will be filed with university authorities and it will be reviewed according university procedure regarding Academic Misconduct. Go to the link below to familiarize yourself with FIU's policy on academic dishonesty and to learn more about what constitutes academic dishonesty.

http://academic.fiu.edu/AcademicBudget/misconductweb/Undergraduate_academic_misconduct_final.pdf

Classroom Misconduct: History is a field of collaboration, persuasion, and argument. This course relies on an open and respectful exchange of ideas. I expect everyone to participate in class discussion for successful completion of this course. In accordance, with the FIU Student Handbook (p. 11 and following), you have the right to agree, disagree, challenge, and question the opinions and comments of others, including the instructor. You do not have the right to be disrespectful to anyone else in the classroom or to act in a way that makes others uncomfortable. Such behavior will not be tolerated. I reserve the right to require disruptive and/or disrespectful students to leave the class.

Technology use in the Classroom: This course requires your uninterrupted attention during the class session. Turn all CELL PHONES OFF. You may not use tablets or telephones to take notes. You may only use computers for taking notes. The first time that your phone rings or I find you texting, surfing the web or otherwise using your phone or tablet during class time, I will give you a warning. The second time it happens you will be instructed to leave the class. In no case may you surf the Internet, check email, or use computer applications during class. It is advisable not to use computers to take notes in the class, instead take notes with pen and paper in a notebook dedicated for this course. You are not allowed to audiotape or videotape classroom lectures without explicit written permission from the instructor. Lectures are the intellectual property of the instructor and may not be disseminated beyond classroom use as designed by the instructor.

Course Website: Familiarize yourself with the blackboard website for this course.

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All handouts, announcements, electronic copies of assigned readings will be distributed or communicated on the course website. Additionally, online quizzes will be administered through blackboard. You are required to submit paper copies of your Essay as well as upload the documents on the course website. I use Turnitin software to review papers for cases of plagiarism. For questions regarding blackboard contact the UTS helpdesk: <http://it.fiu.edu/helpdesk/index.shtml>

Disabilities and Learning Differences

In order to receive accommodations in testing or other assignments, students with disabilities must register with the Disability Resource Center 305-348-3532, GC 190. For more information see: <http://drc.fiu.edu/index.php> I am happy to work with you and the DRC to make appropriate accommodations. Please follow up with me immediately after the DRC has sent the notification.

Emergencies: The link below explains what to do in the case of emergencies, weather or otherwise. In case of emergency, the instructor will communicate with the class via email. Please make sure your contact information is up to date in my.fiu.edu and if possible check the course website for additional information. <http://dem.fiu.edu/types-of-emergencies/index.html>

Learning Resources

The Learning Center (MMC, GL 120, 305-348-2441; BBC, AC1-160, 305 919 5370), offers assistance with study skills, time management, note taking, speed reading, and other personal learning skills. The Learning Center web site is found at: <https://ugrad.fiu.edu/learning/index.html>

The Reading Lab (<https://ugrad.fiu.edu/learning/lab-reading.html>) works with students who need to improve their reading skills, particularly in the area of critical comprehension and interpretation.

The Center for Excellence in Writing:

<http://writingcenter.fiu.edu/resources/online-tutoring/> provides tutoring service to help students with their writing. The Center tutors students in all matters of composition including grammar, organization, style, spelling, punctuation, and scholarly apparatus (footnotes, bibliography, etc.). By policy, the Center does not edit or write students papers. Appointments are required (MMC-GL 125, 305-348-6634; BBC, Hubert Library's 1st Floor, 305 919-4036).

The Center for Academic Success is a free tutorial service. Assistance is offered with homework assignments, ongoing class work, mid-terms, and finals in the following areas: math, statistics, science, language arts, and other subject areas based on demand and tutor availability. Tutoring is available five days a week (MMC: GL 120; BBC: AC1 160) and its web site can be found at https://ugrad.fiu.edu/cas/learning/driving_directions.html

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History Department Writing Tutors: The Department of History has its own team of tutors available to assist undergraduate students with their written assignments for history classes. The Department has as well two post-doctoral fellows ready to assist and advise students not only with written assignments but also with online and other resources available to strengthen the quality of their written work. Appointments are required: 305-348-2328. If you consult the History Writing Tutors you may receive a 5-day extension on writing assignments. To earn the extension you must write a rough draft of the assignment, workshop the rough draft of the paper with a History Tutor, and submit a paper copy of the rough draft to me with the History Tutor's written comments.

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