CAST YOUR VOTE FOR LUMUMBA. ELECTION CAMPAIGN, 1959

AFRICA SINCE 1940

Professor: Emily Callaci
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Office: 5116 Mosse Humanities Building
Office Hours: Wednesday 1:30-3:30 and by appointment
Class Time: Tuesdays and Thursdays, 11:00-12:15
Class Location: B105 Van Vleck Hall

COURSE DESCRIPTION:

This course surveys the history of sub-Saharan Africa from the 1940s through the present day. Students will examine how various African communities have defined well being, pursued prosperity, and imagined collective futures in the years since World War II, during a time period which historians have described as the era of development. Over the course of the semester, we will examine how African communities and individuals have grappled with matters of faith, power, identity, morality and survival in light of major historical processes, including colonialism and decolonization, the articulation of African nationalisms, labor movements, urbanization, global health crises and economic change. We will shift our lens frequently, at times engaging with the big picture narratives of African and global histories, and at other times, focusing in on stories of individual lives and locations. Course materials combine academic texts with memoirs, political and philosophical writings, films, photographs, fiction and works of art.
LEARNING OBJECTIVES:

By the end of this class, students should have the ability to raise historically informed questions about Africa, and a working knowledge of twentieth century African societies that could enable future study on a wide range of topics. We will pursue these aims through four main learning objectives.

1. Media images often give the inaccurate and ahistorical impression that African societies are inherently traditional and unchanging. By contrast, this introductory course invites students to cultivate an historical approach to the study of twentieth century Africa. To think historically about Africa is to explore how and why some ideas, practices, material circumstances and identities have endured, and how and why others have changed, over time. In this way, we will seek to develop an appreciation for complexity, dynamism and contingency in the African past.

2. Africa is home to fifty-four sovereign nations and roughly 2,000 different languages. Over the semester, we will visit many of the regions of sub-Saharan Africa. At the same time, to gain a comprehensive knowledge of the entire continent’s twentieth century history would be an impossible task, and it is not the goal of this class. Instead, this course will offer students frequent opportunities to examine the relationship between the broad historical processes that have shaped communities across the continent, and the local and regional dynamics of specific places and communities. In this way, students should gain a working knowledge of the major trends in African history, while also developing an awareness of the limits of generalization about Africa as a whole.

3. One of the central skills of historical thinking is the ability to imagine the world from the perspective of someone in a circumstance different than one’s own. Throughout the semester, students in this course will have opportunities to develop the skills of historical imagination, most often through the close reading and interpretation of primary sources produced by African authors.

4. This course will provide students with an historical foundation for thinking about contemporary Africa.

REQUIRED TEXTS:
In addition to the readings posted to Learn@UW, the following texts will be available for purchase:

COURSE REQUIREMENTS:

Participation:
This class requires your active participation. Class sessions will combine direct instruction with discussions and other active classroom activities. Lectures will typically constitute between fifteen and forty-five minutes of a seventy-five minute long class session. Nearly every session will have a participation component. You can only participate fully if you attend, if you have completed the readings, and if you are ready to engage with your fellow students.

Map quiz:
In the beginning of week three, you will be asked to identify several countries and geographical features of Africa on a blank map. Study materials will be distributed in advance.

In-Class Reading Response:
Several times throughout the semester, I will distribute a writing prompt during class and ask you to write a brief response. These are meant to be open-ended and thought provoking questions, which will allow you a chance to think through the concepts discussed in the course, and to test out your own ideas. These reading responses will not be graded. Nevertheless, it will be impossible to do these assignments successfully, and receive credit, without having completed the assigned readings.

Critical Papers on Key Themes:
1. Week 4: In your own words, craft a succinct summary of Frederick Cooper’s argument about the historical shift that occurred around 1940 in Africa. (1 page)
2. Week 6: Choose one character from the novel God’s Bits of Wood and analyze that character’s life, perspective, opportunities and constraints in light of the historical context in which the novel was set. (1-2 pages)
3. Week 12: As Mutongi shows, widows in precolonial and colonial western Kenya would speak publicly and eloquently about their “worries of the heart” as a strategy of making claims on community resources. However, when they attempted to do so in the Parliament and courtrooms of the postcolonial Kenyan state, their claims were ignored. How do you account for this? (3 pages)
4. Week 15: Write a critical and historically informed response to Manji and O’Coill’s article. To what extent does the role of NGOs in contemporary Africa reflect the continuation of colonial-era global relationships? To what extent is the contemporary dynamic distinct from this earlier history? You must cite specific examples. (2 pages)

Midterm Exam:
This exam will include several id questions and several short essay questions.

Final Take-home Exam:
You will choose three out of a list of four possible short essay questions.
Evaluation:
- Participation: 15%
- Map quiz: 5%
- In-class reading response papers: 10%
- Critical papers: 35%
  - Breakdown:
    - #1: 5%
    - #2: 10%
    - #3: 10%
    - #4: 10%
- Midterm: 15%
- Final: 20%

RESOURCES AND POLICIES

I encourage you all to come to my office hours to discuss any aspect of the course or your progress in it. These hours are set aside specifically for your benefit. I really hope to see you there!

We will spend time in class discussing writing, style, and citation methods. In addition, I encourage you to make use of the resources and services available at the Writing Center. More information about this can be found here: http://www.writing.wisc.edu/

I will strictly enforce the university policies on academic honesty. If you are unsure about what constitutes plagiarism, please be on the safe side and check. You can start here: http://writing.wisc.edu/Handbook/QPA_plagiarism.html

If you are still unsure about what constitutes plagiarism, and whether you are committing plagiarism, please be on the safe side and come speak to me during office hours. Ignorance about definitions of plagiarism will not be an acceptable excuse. More detailed information about student codes of conduct may be found here: http://students.wisc.edu/saja/misconduct/UWS14.html#points

Disability guidelines for course accommodations may be found at the UW McBurney Disability Resource Center site: http://www.mcburney.wisc.edu/

Questions for Professor Callaci/Email Protocol:

I read and respond to student emails in the evenings. You can expect a response to your emailed question within twenty-four hours. Before sending your questions, please review the syllabus first to make sure the question has not already been answered there. If your question has not been answered in the syllabus, please then refer to the “Frequently Asked Questions” section on the Learn@UW page, under the “Forums” tab. If you find that your question has not been addressed in either of these two places, you may ask your
question in an email. I ask that you please compose all emails in a professional and courteous tone.

When you send me a question that is of relevance to the entire class, I will post your question to the Frequently Asked Questions forum. I will then respond to your question in that forum, so that everyone in the class can benefit.

**SCHEDULE:**

**WEEK 1, INTRODUCTIONS:**

Tue, January 22: Introduction to the Course

Thurs, January 24: Key Concepts in Social Organization in Africa

Readings:

**WEEK 2, “MODERN” AND “TRADITIONAL” IN TWENTIETH CENTURY AFRICA**

Tues, 1/29: Historicizing the Map of Africa

Reading:
F. Cooper, *Africa Since 1940*, Chapter 1

Thurs, 1/31: Ethnicity, Race and Nation: Imagined Communities in Modern Africa

Reading:
2. L. Senghor, “Negritude: A Humanism of the Twentieth Century.” In Roy Richard Grinker & Christopher B. Steiner (eds), *Perspectives on Africa: A Reader in Culture, History and Representation* (pp. 629-636).

**WEEK 3, RELIGION AND SOCIAL ORGANIZATION**

Tues, 2/5: Islam, Authority and Education in Colonial West Africa  
   **In-class map quiz**

Thurs, 2/7: African Christians  
   Reading:  
   1. Mutongi, 1-159

**WEEK 4, IDENTITY AND LIVELIHOOD**

Tues, 2/12: Cocoa, Cotton and Coffee  
   Reading:  
   F. Cooper, *Africa Since 1940*, Chapter 2

Thurs, 2/14: Railroads and Workers  
   Reading:  
   O. Sembene, *God's Bits of Wood*, 1-108

**DUE: Paper #1**

**WEEK 5, WORLD WAR II AND THE POSTWAR ERA**

Tues, 2/19: Africans in World War II

Thur, 2/21: The Possibilities of the Post-War Moment  
   Reading:  

**WEEK 6, ANTI-COLONIAL MOBILIZATION**

Tues, 2/26: Political Mobilization, Part I: Kenya and the Mau Mau  
   Reading:  
   Cooper, *Africa Since 1940*, Chapters 3 and 4

Thurs, 2/28: Political Mobilization, Part II: Ghana  
   Reading:  
DUE: Paper #2

WEEK 7, IMAGINING NATIONAL FUTURES

Tues, 3/5: Political Mobilization, Part III: West Africa and “Greater France”
Reading:
Léopold Senghor and Sékou Touré, excerpts from J. Ayo Langley, *Ideologies of Liberation in Black Africa*, 528-45, 601-16

Thurs, 3/7: The National Culture Question
Reading:
1. Ngugi Wa Thiongo, *Decolonizing the Mind*, 1-34
2. Frantz Fanon, *The Wretched of the Earth*, 145-80;

WEEK 8, DECOLONIZATION AND THE COLD WAR

Tues, 3/12: MIDTERM EXAM

Thurs, 3/14: Decolonization in Congo
in class film excerpt and discussion, *Lumumba: La Morte du Prophete*

WEEK 9: SOUTH AFRICA

Tues, 3/19: Industrialization and Bantustans

Thurs, 3/21: Race, Revolution and Apartheid
Readings:
1. Steve Biko, *I Write What I Like*
2. Peruse: apartheid-era photography of Ernest Cole (Learn@UW)

SPRING BREAK

WEEK 10, GENDER AND SEXUALITY IN THE POSTCOLONY

Tues, 4/2: Youth, Fashion and Identity Politics
Reading:
Thurs, 4/4: Class, Gender and Education
Reading:

**WEEK 11, AFRICA IN THE 1970S: ECONOMIES AND EVERYDAY LIFE**

Tues, 4/9: Nigeria and the Oil Industry
Reading:
2. F. Cooper, *Africa Since 1940*, chapters 6 and 7

Thurs, 4/11: Ujamaa in Tanzania
Readings:

**DUE: Paper #3**

**WEEK 12, ETHNICITY AND VIOLENCE: GENOCIDE IN RWANDA**

Tues, 4/16: Histories of “Hutu” and “Tutsi”
Reading:
1. Alison Des Forges, *Leave None to Tell the Story: Genocide in Rwanda*, 1-27; 31-93

Thurs, 4/18: Genocide and its Aftermath in Central Africa
Reading:

**WEEK 13: HEALTH AND WELLNESS: HIV/AIDS**

Tues, 4/23: A History of the AIDS Epidemic
Reading:

**Thurs, 4/25: AIDS in Africa**
Reading:

**WEEK 14, LIVELIHOODS AND URBAN ECONOMIES**

Tues, 4/30: Nollywood and Urban Life
Reading:
2. Cooper, Chapter 8

Thursday, 5/2: African Migrations
Reading:

**Week 15, FINAL THOUGHTS**

Tues, 5/7: Aid and Intervention
Reading:

Thurs, 5/9 Final wrap-up

**DUE: Paper #4**

Distribute final take-home exam.

*Exam Due Tuesday, May 13th at noon*