



*Votez tous M.N.C.-L. Liste No. 4. Campagne électorale (1959)*  
[Cast Your Vote for Lumumba. Election campaign, 1959].  
By Kalume, date unknown.

## AFRICA SINCE 1940

Professor: Emily Callaci

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Office: 5116 Mosse Humanities Building

Office Hours: Tuesdays, 1:30-3:30

Class Time: Tuesdays and Thursdays, 11:00-12:15

Class Location: Mosse Humanities Building 1651

TA: Stephen Pierce

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Office Hours: TBA

### 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 and made available in a course packet, the following texts will be available for purchase:

- Ousmane Sembene, *God's Bits of Wood* (London: Heinemann, 2008) (first published in 1960)
- David Anderson, *Histories of the Hanged: The Dirty War in Kenya and the End of Empire*, (New York: Norton, 2005).
- Lily Patience Moya, Mabel Palmer, and Shula Marks, *Not Either an Experimental Doll : The Separate Worlds of Three South African Women* (London: Women's Press, 1987).
- Chris Abani, *Graceland*, (New York: Farrar, Straus and Girous, 2004)

Additionally, though not required, you may want to have access to Frederick Cooper's *Africa Since 1940* as a reference. It is available as a recommended text in the bookstore.

#### COURSE REQUIREMENTS:

##### *Participation:*

This class requires your active participation, both during class session and during TA sections. Participation means more than attending class. 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 on a blank map of Africa.

##### *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 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.

##### *Short Papers:*

There will be four short paper assignments due over the course of the semester. In these papers, students will have the opportunity to think in more depth and detail about topics covered in class, and to practice critical skills of historical analysis, interpretation and argumentation. Topics and guidelines will be distributed in advance.

##### *Midterm Exam and Final Exam:*

The purpose of the midterm and final exams is for students to synthesize material from the course, think comparatively about different regions of Africa, and to identify broad historical trends in African history. The exams will take the form of short essay questions.

##### Evaluation:

Participation: 15%

Map quiz: 5 %

In-class reading response papers: 10%

Short papers: 40%

Breakdown:

#1: 10%

#2: 10%

#3: 10%,

#4: 10%

Midterm: 15%

Final: 20%

## RESOURCES AND POLICIES

### *Office Hours:*

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, and I really hope to see you there.

### *Technology in the Classroom:*

I ask that you turn off all devices that access the internet while we are in class session. Students who must use laptops to take notes are asked to kindly turn off the airport, and are required to sit in the first two rows of the classroom

### *Writing Center:*

You will spend some time in class, and some in your TA session, 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/>

### *Academic Honesty:*

The University of Wisconsin takes matters of academic honesty very seriously. Plagiarism in particular is a very serious offense that can pose a real threat to your success and to the integrity of our broader learning community. I will strictly enforce the university policies on academic honesty. The rules about plagiarism can sometimes be confusing. If you are unsure about them, please be on the safe side and check. You can start here:

[http://writing.wisc.edu/Handbook/QPA\\_plagiarism.html](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:*

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

### **Schedule:**

Week 1:

Tuesday, 9/3: Introductions

Thursday, 9/5: Mapping Africa in 1940

## CASE STUDY I: FRENCH WEST AFRICA: KINGDOMS, EMPIRES AND NATIONS

Week 2:

Tuesday, 9/10: History, Culture and Religion in West Africa

Thursday, 9/12: Race, Colonialism and Négritude  
In-class map quiz

Read:

Ousmane Sembene, *God's Bits of Wood*, 1-127

Week 3

Tuesday, 9/17: Africans in World War II

Thursday, 9/19: Railroads and Workers

Read: Ousmane Sembene, *God's Bits of Wood*, 128-end

Week 4

Tuesday, 9/24: Independence in Francophone Africa

Thursday, 9/26: Postcolonial Trajectories: Islam, Race and Democracy  
Due: Short Paper #1

Read:

1. Elizabeth Schmidt, "Emancipate Your Husbands! Women and Nationalism in Guinea, 1953-1958", in Jean Allman, Susan Geiger, and Nakanyike Musisi, eds., *Women in African Colonial Histories* (Bloomington: Indiana University Press, 2002), pp. 282-304.
2. Selected blog posts by professional historians, writing about the contemporary political crisis in Mali (TBA)

CASE STUDY II: PEASANT POLITICS IN THE CENTRAL KENYAN HIGHLANDS

Week 5

Tuesday, 10/1: Land, Identity and Politics in the Rift Valley

Thursday, 10/3: Cocoa, Coffee and Cotton: cash crops in the colonial period

Read: David Anderson, *Histories of the Hanged: The Dirty War in Kenya and the End of Empire*, (New York: Norton, 2005), 1-180

Week 6:

Tuesday, 10/8: Gender, Religion and the Female Circumcision Crisis

Thursday, 10/10: Mau Mau and Repression

Read: Anderson, *Histories of the Hanged*, 181-328

Week 7

Tuesday, 10/15: Independence Movements and Nationalism in Anglophone Africa

Thursday, 10/17: Gender and Nations

Due: short paper #2

Read:

1. Ngugi Wa Thiongo, *Decolonizing the Mind*, 1-34
2. Bethwell Ogot, "Mau Mau and Nationhood: The Untold Story," 8-36
3. Anderson, 328-344

Week 8

Tuesday, 10/22: Midterm and mid-semester check-in

Thursday, 10/24: TBA

Read:

1. Shula Marks, "Introduction," *Not Either an Experimental Doll: The Separate Worlds of Three South African Women*, ed. Shula Marks, (Bloomington: Indiana University Press, 1988), 1-41.

CASE STUDY III: INDUSTRIALIZATION AND WHITE SUPREMACY IN SOUTHERN AFRICA

Week 9

Tuesday, 10/29: Background to Southern Africa

Thursday, 10/31: Industrialization and Bantustans

Read:

Lily Patience Moya, Mabel Palmer and Sibusisiwe, "The Correspondence," in *Not Either an Experimental Doll*, 55-193.

Week 10

Tuesday, 11/5: in class: apartheid photography museum exhibit activity

Thursday, 11/7: Resistance and Revolution

Read:

1. Bloke Modisane, *Blame me on History*, 16-69
2. Steve Biko, *I Write What I Like*, chapters 1, 5, 9, 11, 13 and 15

Week 11

Tuesday, 11/12: Did Apartheid End in 1994?

Thursday, 11/14: HIV-AIDS in historical perspective

Read:

1. Daniel Magaziner and Sean Jacobs, "The End of South African Exceptionalism," *The Atlantic*, August 27, 2012  
<http://www.theatlantic.com/international/archive/2012/08/the-end-of-south-african-exceptionalism/261591/>
2. David Smith, "Marikana Mine Shootings Revive Bitter Days of SOWETO and Sharpeville," *The Guardian*, September 7, 2012  
<http://www.theguardian.com/world/2012/sep/07/marikana-mine-shootings-revive-soweto>
3. "Special Report: Marikana," *Mail & Guardian*,  
<http://mg.co.za/report/lonmin-platinum-mines-in-chaos>
4. Luke Sinwell, Thapelo Lekgowa, Botsang Mmope and Bongani Xezwi, "Interviews with Mineworkers," in *Marikana: A View from the Mountain and a Case to Answer*, eds. Peter Alexander, Thapelo Lekgowa, Botsang Mmope, Luke Sinwell and Bongani Xezwi, (43-64 and 80-96).

CASE STUDY IV: NATURAL RESOURCES, WEALTH AND REGIONALISM: NIGERIA

Week 12

Tuesday, 11/19: Regionalism, ethnicity and colonial rule in Nigeria

Thursday, 11/21: NO CLASS

Due: Short Paper #3

Read:

Chris Abani, *Graceland*, 1-81

Week 13

Tuesday, 11/26: Oil Boom and Bust in Nigeria

Thursday, 11/28: (THANKSGIVING: NO CLASS)

Read:

Chris Abani, *Graceland*, 82-206

Week 14

Tuesday, 12/3: Neoliberalism and Structural Adjustment in Africa

Thursday, 12/5: Megacities and Nollywood

Read:

Chris Abani, *Graceland*, 207-end

Week 15

Tuesday, Dec 10: Africa and China

Thursday, Dec 12: Final Thoughts; distribute take-home exam

Due: short paper #4

Read:

1. F. Manji and C. O’Coill, “The Missionary Position: NGOs and Development in Africa,” *International Affairs* 78 (2002), 567-583
2. James Ferguson, “Globalizing Africa? Thoughts from an Inconvenient Continent,” and “Paradoxes of Sovereignty and Independence,” in *Global Shadows: Africa in the Neoliberal World Order*, (Durham: Duke University Press, 2006), 25-68.