



Department of History
UNIVERSITY OF WISCONSIN-MADISON

HISTORY 201: THE HISTORIAN'S CRAFT SYLLABUS AFRICA AND THE GLOBAL COLD WAR FALL 2021

Meeting Time: TuTh 9:30-10:45AM

Location: 2251 Mosse Humanities Building

Instructor: Martha Myers | mjmyers2@wisc.edu | 5265 Mosse Humanities Building

Office Hours: Tuesdays & Thursdays, 11:00am-1:00pm (or by appointment)

Course Description:

The Cold War was a significant period of global political, cultural, and economic history in the latter half of the twentieth century. Its consequences were wide-reaching; this economic, technological, and ideological struggle shaped the geopolitics of regions across the globe, the contours of modern nation-states, influenced patterns of migration, and killed or displaced millions of people over fifty years. In this course, students will examine the intersection of “great power” politics, interventions, and ideological contests with the phenomena of decolonization, political independence, and postcolonialism in sub-Saharan Africa. As a class, we will trace the growth of, challenges to, and historical connections between African, American, and Soviet iterations of political thought.

First unpacking the ideological contests of the early Cold War and the historical processes that brought about decolonization in post-WWII Africa, the course will then take up the nature of Western and Soviet interventions in the so-called ‘Third World’ during the 1960s and 1970s as we examine the projects, visions, and debates that animated post-independence African societies. We will then investigate the local, regional, and international conditions and shifts that gave rise to economic liberalization in much of sub-Saharan Africa during the 1980s while examining the revolutions of southern Africa that unfolded in the final two decades of the Cold War.

Student Learning Outcomes and Class Objectives:

This course is an intensive introduction to the discipline of history. Over the course of the semester, you will learn not only about the histories of Africa during the Cold War, but also about what it is that historians do and how they do it.

This class will introduce you to the fundamental aspects of creating historical knowledge: crafting historical questions, using research methods to assemble primary and secondary sources, organizing and analyzing these sources, and composing an original argument from your research through written and oral

presentation. Building these skills week to week, this course fulfills Part B of the General Education Communication Requirement (Comm B).

In this course, students will:

1. **Ask Questions:** Develop the habit of asking questions, including questions that may generate new directions for historical research. Develop historical questions through engagement with primary sources, secondary literature, and historiographical questions.
2. **Find Sources:** Learn the logic of footnotes, bibliographies, search engines, libraries and archives, and consult them to identify and locate source materials.
3. **Evaluate Sources:** Determine the perspective, credibility, and utility of source materials. Distinguish between primary and secondary material for a particular topic.
4. **Develop and Present an Argument:** Use sources appropriately to create, modify, and support tentative conclusions and new questions.
5. **Communicate Findings Effectively:** Compose a historical research paper and articulate your argument and evidence through oral presentations.

Credit:

The credit standard for this 3-credit course is met by an expectation of a total of 135 hours of student engagement with the course's learning activities (at least 45 hours per credit or 9 hours per week), which include regular in-person instruction at weekly scheduled meeting times, reading, writing, research, individual consultations with and feedback from the instructor, and other student work as described in the rest of the syllabus.

Format:

This class meets in-person on Tuesdays and Thursdays between 9:30 and 10:45AM in 2251 Mosse Humanities Building.

Readings and Course Materials:

There is no required textbook for this course. Readings and materials for each week can be accessed or downloaded on the course Canvas page under the "Modules" tab.

Course Requirements and Expectations:

1. Attendance and Participation: 20%

Please come to class ready to discuss and engage with the material at hand. You are expected to read carefully and participate actively. Our meeting times are excellent opportunities to develop your understanding of the material, improve your communication skills, and ask questions!

Students each have one unexcused absence during the semester. If a situation requires you to miss class meetings beyond your first absence, you will have the opportunity to complete make-up work to earn full credit for your attendance and participation grade. If this happens to be your situation at any point during the semester, it is critical to communicate with me. My role is to facilitate a safe and productive semester for our class, and I am more than willing to work with students as individual situations arise.

2. Weekly Response Assignments (1 page): 2% each x 10 weeks= 20%

For ten weeks during the semester, you will be responsible for completing a short, weekly response assignment. These assignments are geared to help you think critically about the week's reading materials and cultivate your writing skills. Roughly one page in length, students are required to hand in a

hard copy on **Tuesday** morning during the weeks a weekly response assignment is due as noted in the course schedule below.

3. Source Analysis & Presentation: 15%

- **Analysis Paper (3 pages): 10%**

- Once during the semester, you will be required to compose a 3 page analysis paper of the readings and sources assigned during a week you will select at the end of the second week of class. Your analysis paper is due in hard copy at the beginning of class on the **Thursday** of your selected week.

- **Presentation (3 minutes) : 5%**

- The week you select to write your source analysis paper, you will give a brief presentation on your analysis and pose questions for our subsequent group discussion of the weekly materials. To ensure something of an even spread throughout the semester, students will be asked to select the week they would like to write and present their source analysis.

Please Note: During the week you select to write and present your source analysis, you will not also be expected to complete the short weekly response (see above) for the week. Please keep this in mind when selecting your analysis/presentation week!*

4. Research Proposal with Bibliography (1-2 pages): 5%

5. Paper Outline and Introduction Draft (~2-3 pages): 5%

6. Final Research Paper (~8 pages): 25%

7. Final Research Paper Presentation (5 minutes): 10%

Grading Scale:

A= 93-100, AB=87-92, B=83-87, BC=77-82, C=70=76, D=60-69, F= Below 60.

How to Succeed in this Course:

Course Rhythm, Time Management, and a Note on Note-taking

This is a reading and writing intensive course, and it is worthwhile to consider what study habits and routines will help you most enjoy and succeed in the course. We will work together on these skills during our weekly classes, in our individual meetings, and through feedback over the course of the semester, however here are a few broad suggestions for how to approach the course week-to-week:

Think about how best to pace your weekly workload for this course and how the weekly rhythm of this class fits in with your other academic obligations this semester. Whatever your schedule looks like, brainstorm strategies to start early and work regularly, piece-by-piece throughout the school week—don't save all the readings until the night before! (**The course schedule at the end of this syllabus is your roadmap for time management**--- even just glancing at the syllabus at the end of class on Tuesday to see what the next week's readings are in advance will help you plan your upcoming week accordingly.)

The components of active and critical reading are skills that we will practice and hone over the semester. While there is no central text to purchase for this course, I would encourage printing out weekly reading materials. Regardless of whether you're reading a hard copy or doing your readings electronically, **read with a pen in hand**. Take margin notes to ask questions, highlight main points, color-code the author's evidence, draw arrows to make connections between points or to other topics in the course. If you're reading on your laptop, keep a notebook/journal (or even a word file or google doc if you'd like your

semester's reading notes to be keyword searchable!) and write these thoughts, questions, and connections down for your reference later.

Computer Policy in Class:

Generally speaking, each of our meeting times on Tuesdays and Thursdays will consist of a lecture followed by discussion. Laptops, tablets, and phones are to be closed and shut off/ silenced during our class meetings. Distractions are too hard to avoid on our devices. Keeping devices put away during in-person lectures will also help you fine tune your note-taking skills. If you are a McBurney student who need accommodation in this regard, you are most welcome to come talk to me.

Diversity and Inclusion Statement:

Diversity is a source of strength, creativity, and innovation for UW-Madison. We value the contributions of each person and respect the profound ways their identity, culture, background, experience, status, abilities, and opinion enrich the university community. We commit ourselves to the pursuit of excellence in teaching, research, outreach, and diversity as inextricably linked goals. The University of Wisconsin-Madison fulfills its public mission by creating a welcoming and inclusive community for people from every background – people who as students, faculty, and staff serve Wisconsin and the world.

Accommodations for Students with Disabilities Statement:

The University of Wisconsin-Madison supports the right of all enrolled students to a full and equal education opportunity. The Americans with Disabilities Act (ADA), Wisconsin State Statute (36.12), and UW-Madison policy (UW-855) require the University to provide reasonable accommodations to students with disabilities to access and participate in its academic programs and educational services. Faculty and students share responsibility in the accommodation process. Students are expected to inform faculty [me] of their need for instructional accommodations during the beginning of the semester, or as soon as possible after being approved for accommodations. I will work directly either directly with you or in coordination with the McBurney Center to provide reasonable instructional and course-related accommodations. Disability information, including instructional accommodations as part of a student's educational record, is confidential and protected under the Family Educational Rights and Privacy Act (FERPA).

Academic Integrity:

By virtue of enrollment, each student agrees to uphold the high academic standards of the University of Wisconsin-Madison; academic misconduct is behavior that negatively impacts the integrity of the institution. Cheating, fabrication, plagiarism, unauthorized collaboration, and helping others commit these previously listed acts are examples of misconduct which may result in disciplinary action. Examples of disciplinary action include, but is not limited to, failure on the assignment/course, written reprimand, disciplinary probation, suspension, or expulsion.

Contacting Me:

I encourage students to visit me during office hours! If you're unavailable to meet during the times that are outlined at the beginning of this syllabus, please contact me to set up an appointment at an alternative meeting time. Emails will be responded to within 24 hours.

Course Evaluations:

Students will be provided with an opportunity to evaluate this course and your learning experience. Student participation is an integral component of this course, and your confidential feedback is important to me. I strongly encourage you to participate in the course evaluations.

COURSE SCHEDULE
PART I: DECOLONIZATION AND THE EARLY COLD WAR

Week 1: Introduction to Course

Tuesday, 7 September	No class.
Thursday, 9 September	Introduction to Course: What does it mean to “think like a historian”? Why study the Cold War in Africa? Preconceptions, geography, and ways of knowing Africa.
Readings:	N/A
Weekly Response Assignment:	N/A

Week 2: Berlin 1885, Berlin 1945

Tuesday, 14 September	<p>Berlin Conference 1885. The ‘Scramble for Africa,’ and European colonialism to 1945. What is an empire? What is a colony, and how did colonialism in Africa work?</p> <p>In-class activity: Note-taking with primary and secondary sources. Identifying arguments in secondary sources, asking key questions of primary sources.</p>
Thursday, 16 September	<p>The end of World War II, and the problem of Cold War ‘origins.’ How do historians explain the onset of the Cold War, how do historians use the word “ideology”?</p> <p>Capitalism, communism, and fascism by 1945.</p> <p>In-class activity: Discussion of assigned readings</p>
Readings:	<p>For Tuesday: Richard Reid, “Chapter 11: Pax Colonia?” in <i>A History of Modern Africa: 1800 to the Present</i>, 2012.</p> <p>For Thursday: “Telegram from Nikolai Novikov, Soviet Ambassador to the US, to the Soviet Leadership, September 27, 1946.”</p> <p>Mr. X, “The Sources of Soviet Conduct”</p>
Weekly Response Assignment (due 14 September):	Map quiz—ON CANVAS

Week 3: Postwar Colonialism, Development, and the Rise of African Nationalisms

<p>Tuesday, 21 September</p>	<p>British and French developmental colonialism in sub-Saharan Africa 1945-1960, modernization theory in early Cold War America. How did western powers in Europe understand 'modernization' and 'development'?</p> <p>In-class activity: Library databases and finding sources, part 1</p>
<p>Thursday, 23 September</p>	<p>Anticolonial movements and nationalisms in French West Africa. What is nationalism? What shapes did African nationalisms take in postwar West Africa?</p> <p>Introduction to Pan-Africanism- Case Study: Pan-Africanism of Kwame Nkrumah</p> <p>In-class activity: Discussion of assigned readings</p>
<p>Readings:</p>	<p>For Tuesday: Odd Arne Westad, "The United States and African Decolonization," in "Creating the Third World: The United States Confronts Revolution," <i>The Global Cold War</i>: pp. 131-143.</p> <p>Odd Arne Westad, "Empire of Justice: Soviet Ideology and Foreign Interventions," in <i>The Global Cold War: Third world Interventions and the Making of Our Time</i>, pp. 39-72.</p> <p>For Thursday: Selection of speeches and primary sources from "The Political Thought of African Independence: An Anthology of Sources," ed. Gregory Smulewicz-Tucker, Indianapolis; Cambridge: Hackett Publishing, 2017.</p>
<p>Weekly Response Assignment (due 21 September):</p>	<p>Summarize the chapter assigned for this week, "Empire of Justice: Soviet Ideology and Foreign Interventions." What are the main points? What types of evidence does the author use? Your summary should be 250-350 words.</p>

Week 4: Pan-Africanism, Non-Alignment, and the United Nations

<p>Tuesday, 28 September</p>	<p>Pan-Africanism, part 2.</p> <p>The concept of non-alignment and its significance to African anticolonial movements. Bandung Conference 1955. How was the 'Third World' created...and who created it?</p>
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	In-class activity: What makes a good historical question?
Thursday, 30 September	The United Nations and African decolonization. What place did the international body have in the relationship between the Cold War rivals? Or within anticolonial fights for African independence? In-class activity: Discussion of assigned readings
Readings:	For Tuesday: <i>Primary Source:</i> Selected speeches and final communique of the Asian-African Conference, Bandung, Indonesia, April 18-24, 1955.” Su Lin Lewis and Carolien Stolte, “Other Bandungs: Afro-Asian Internationalisms in the Early Cold War,” <i>The Journal of World History</i> vol 30 (2019): pp. 1-19. For Thursday: Frederick Cooper, “Possibility and Constraint: African Independence in Historical Perspective,” <i>The Journal of African History</i> , 2008 pp 167-93. <i>OPTIONAL for Thursday:</i> Meredith Terretta., 'We Had Been Fooled into Thinking that the UN Watches over the Entire World': Human Rights, UN Trust Territories and Africa's Decolonization, <i>Human Rights Quarterly</i> , 34, pp. 329-360 (January 2012)
Weekly Response Assignment (due 28 September):	Assess one of this week’s primary sources. Summarize the content of the source, state what context you know about the source or its author(s), and analyze how that context might have shaped the nature or content of the source. What sorts of questions does this source raise for you? Please compose 250-300 words for your response.

Week 5: The Cold War and Decolonization in Francophone Africa

Tuesday, 5 October	Decolonization in Algeria: ‘settler colonies’ in early Cold War. Algerian independence, the FLN, and Frantz Fanon as intellectual and historical figure. In-class activity: Online research, pt 2
Thursday, 7 October	The Congo Crisis, 1959-65. The policy of ‘containment’ and western intervention.

	In-class activity: Discussion of Fanon
Readings:	<p>For Tuesday: Alessandro Iandolo, "Imbalance of Power: The Soviet Union and the Congo Crisis, 1960-1961" <i>Journal of Cold War Studies</i> Vol 16 (214): 32-55</p> <p>For Thursday: Selection from Frantz Fanon, <i>The Wretched of the Earth</i> *Note: I suggest starting on this reading early in the week, if you can*</p>
Weekly Response Assignment (due 5 October):	Using the online library databases we have explored together in class thus far, identify 3 possible articles, book chapters, or primary sources related to a topic contained within the course thus far. Compose the correct citations for the secondary sources you find. Underneath these citations, write a brief annotation (2-3 sentences) on how you located the source and your reasoning for how this source connects to the topic you were researching in your database searches. (Please note: you are not responsible for reading these articles.)

PART II: DEVELOPMENT, SOVEREIGNTY, AND THE MODERNIST STATE

Week 6: Development and Knowledge in Cold War East Africa

Tuesday, 12 October	<p>Modernization and development in Soviet and American ideology and policy; modernization and development programs of African states.</p> <p>Science, technological expertise, and political power in Kenya</p> <p>In-class activity: Research proposals</p>
Thursday, 14 October	<p>Revolution in Zanzibar, Maoism in Tanzania. African socialism (ujamaa), and the politics of 'tradition.'</p> <p>In-class activity: Discussion of assigned readings</p>
Readings:	<p>For Tuesday: Daniel Speich, "The Kenyan Style of African Socialism: Developmental Knowledge Claims and the Explanatory Limits of the Cold War," <i>Diplomatic History</i> Vol. 33 (June 2009): 449-466.</p> <p>Priya Lal, "African Socialism and the Limits of Global Familyhood: Tanzania and the New International Economic Order in Sub-Saharan Africa," <i>Humanity</i> 6:1 (2015): pp. 17-31.</p>

	<p>For Thursday: Thomas Burgess, "Cinema, Bell Bottoms, and Miniskirts: Struggles over Youth and Citizenship in Revolutionary Zanzibar," <i>The International Journal of African Historical Studies</i> Vol 35, 2002: 287-313</p>
Weekly Response Assignment (due 12 October):	<p>This week, you are tasked with creating 2 historical questions from any one of the readings at hand. Explain how the reading and its argument connect to the week's lectures, state the historical questions you are posing from lectures and your selected reading, and explain the significance or stakes of your questions. Please write 250-300 words.</p>

Week 7: Cultural Diplomacy, African Publics, and American/Soviet Society Abroad

Tuesday, 19 October	<p>American cultural diplomacy in Africa to 1975.</p> <p>The US civil rights movement on the global stage.</p> <p>In-class activity: Components of a thesis statement</p>
Thursday, 21 October	<p>Soviet cultural diplomacy to 1975.</p> <p>African students in the eastern bloc.</p> <p>In-class activity: Discussion of assigned readings</p>
Readings:	<p>For Tuesday: Lonneke Geerlings, "Performances in the theatre of the Cold War: the American Society of African Culture and the 1961 Lagos Festival," <i>Journal of Transatlantic Studies</i>, 16: 1 (2018): 1-19.</p> <p>Chapter from Brenda Gayle Plummer, <i>In Search of Power: African Americans in the Era of Decolonization, 1956-1974</i>, Cambridge University Press, 2012.</p> <p>For Thursday: Sean Guillory, "Culture Clash in the Socialist Paradise: Soviet Patronage and African Students' Urbanity in the Soviet Union, 1960-1965" <i>Diplomatic History</i> Volt 38 (2014): 171-81.</p>
Weekly Response Assignment (due 19 October):	<p>This week, consider the use of footnotes while conducting a research project. For 1 of the articles</p>

	assigned, state the main argument(s) of the author and one of their supporting case studies or evidence bases. Then, identify in the article's footnotes 2 sources for further reading that you would select if you wanted to research the article's topic further. Why did you pick those footnoted sources?
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Week 8: The 1970s

Tuesday, 26 October **Final research paper student meetings with instructor**	1973 Oil Crisis, global stagflation, and the crisis of African one-party states. American-Soviet détente. Cuba and Cold War Africa, part 1. In-class activity: Creating an outline. What are transitions? What are topic sentences?
Thursday, 28 October	Détente? Cuban foreign policy and aid to Angolan Civil War, Horn of Africa. In-class activity: Discussion of assigned readings. - Historian's Craft in digital age?—blog posts & digital media as primary sources for historians.
Readings:	For Tuesday: Odd Arne Westad, "The Crisis of Decolonization: Southern Africa," in <i>The Global Cold War</i> (2005) For Thursday: Sean Jacobs, "If Africa is a Country, then Fidel Castro is One of our National Heroes" Africa is a Country, November 26, 2016. URL: https://africasacountry.com/2016/11/viva-fidel Selection of posters, photographs, ephemera from Struggles for Freedom: Southern Africa in digital JSTOR Primary Resources database and UW Madison library.
Weekly Response Assignment (due 26 October):	Paper outlines are used to organize your source base around the argument you are trying to make. This week, try to outline <u>the main sections</u> of Westad's chapter. (you will receive further instructions on this exercise in class prior to its due date)

Week 9: Media, Communication, and Popular Culture

Tuesday, 2 November 2021	<p>Angolan Civil War, part 2- Radio and nation in Angola</p> <p>In-class activity: Components of an effective introduction</p>
<p>Thursday, 4 November 2021</p> <p>**RESEARCH PROPOSAL WITH PRELIMINARY BIBLIOGRAPHY DUE**</p>	<p>Newspapers, novellas, and the public: information circulation and print culture in postcolonial Dar es Salaam (to 1975).</p> <p>In-class activity: Discussion of assigned readings</p>
Readings:	<p>For Tuesday: Marissa Moorman, “Radios, Turntables, and Vinyl: Technology and the Imagined Community, 1961-75,” in <i>Intonations</i> (2008)</p> <p>LISTEN- selected Angolan music track from <i>Intonations</i> (see Canvas for instructions)</p> <p>For Thursday: James Brennan, “The Cold War Battle over Global News in East Africa: Decolonization, the free flow of information, and the media business, 1960-1980,” <i>Journal of Global History</i> Vol 10 (2015): 333-356</p>
Weekly Response Assignment (due 2 November):	<p>This week, we will explore transitions in historical writing. In your response assignment, select 2 transitions from Marissa Moorman’s article and briefly explain the work the sentence/passage is doing for her argument. What makes a good transition? Then, identify what you believe to be the most effective 2 transitions in James Brennan’s article. Why do you think so, how did they improve your understanding of the article as you read it?</p>

PART III: DEREGULATION, REVOLUTION, AND THE END OF THE COLD WAR, 1980-1994

Week 10: Deregulation and the Global Politics of 1979

Tuesday, 9 November 2021	<p>1980s deregulation of national economies and structural adjustment programs in sub-Saharan Africa. IMF, World Bank, and neoliberal approaches to development.</p> <p>In-class activity: the editing process, part 1</p>
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Thursday, 11 November 2021	1979 and the Iranian Revolution, Soviet invasion of Afghanistan. Brezhnev Carter/Reagan administrations. In-class activity: Discussion of assigned readings
Readings:	For Tuesday: Odd Arne Westad, "The 1980s: the Reagan Offensive," in <i>The Global Cold War</i> (pp. 331-364) *Note: This week, there is a relatively light reading list. If you are able, I suggest taking advantage of this by starting in on one of Week 11's readings in advance .
Weekly Response Assignment (due 9 November):	This week we will revisit the art of note-taking. Compose an outline of Thursday 4 November's lecture. How does the lecture points build off of one another, and what evidence base is provided as support? What were the key takeaways?

Week 11: Apartheid South Africa and Southern Africa

Tuesday, 16 November	Apartheid South Africa: the ideology of white minority rule and the anti apartheid movement until 1980. In-class activity: the editing process, part 2
Thursday, 18 November **PAPER OUTLINE AND INTRODUCTION DUE at 11:59 via Canvas**	South Africa and southern Africa (review)- 1970s-1990s Anti apartheid movement(s) during the 1980s- local and internationalized activisms. In-class activity: Peer Editing of Intro & Outline (bring extra hard copy for editing) - Historian's Craft: The different lives of memoirs. Memoirs as activism, as testimony, as historical sources, teaching tools.
Readings:	For Tuesday: Daniel Magaziner, "Pieces of a (Wo)man: Feminism, Gender, and Adulthood in Black Consciousness, 1968-1977," <i>Journal of Southern African Studies</i> Volt 37 (2011): pp. 45-61. Nicholas Grant, "Crossing the Black Atlantic: The Global Antiapartheid Movement and the Racial Politics of the Cold War," <i>Radical History Review</i> , Spring 2014.

	<p>→ reading exercise: try to read this article <i>just for the general argument and main points</i>.</p> <p>For Thursday: 1955 Freedom Charter</p> <p>Excerpts from Steve Biko, <i>I Write What I Like</i></p> <p>Excerpt from Mark Mathabane, <i>Kaffir Boy</i> (1986)</p>
Weekly Response Assignment (in class on 18 November):	For this response assignment, you will practice the editing process in in-class peer groups. Students will receive full credit for completing this in-class exercise.

Week 12: Empire, Fiction, and Language

Tuesday, 23 November	<p>International circulation of African fiction during the Cold War. African writers in postcolonial Africa.</p> <p>Postcolonialism, nationalisms, and Cold War-era writers: Ngũgĩ wa Thiong'o, Frantz Fanon (revisited)</p> <p>Chinua Achebe's <i>Things Fall Apart</i>, Alex La Guma, Wole Soyinka, Ngugi wa Thiongo.</p>
Thursday, 25 November	No class.
Readings:	<p>For Tuesday: Excerpt from Ngũgĩ wa Thiong'o, <i>Decolonizing the Mind</i> (1986).</p> <p>Ngũgĩ wa Thiong'o, "Alex La Guma: In the Words of Ngũgĩ wa Thiong'o" post from <i>Africa is a Country</i></p> <p>Monica Popescu, "On the Margins of the Black Atlantic: Angola, the Eastern Bloc, and the Cold War," <i>Research in African Literatures</i> Volt 45 (2014): 91-109</p>
Weekly Response Assignment (due 23 November):	In 250 words or less, offer your thoughts about the possibilities of fiction as a <i>historical</i> source. What can works of fiction tell us about the context in which they were produced? How might historians analyze works of fiction?

Week 13: The end of the Cold War

Tuesday, 30 November	<p>The collapse of the Soviet Union, part 1</p> <p>In-class activity: preparing for oral presentations</p>
Thursday, 2 December	<p>The collapse of the Soviet Union, part 2.</p> <p>In-class activity: Discussion of assigned readings</p>
Readings:	For Tuesday:

	<p>Odd Arne Westad, "Conclusions: Revolutions, Interventions, and Great Power Collapse," in <i>The Global Cold War</i>, pp 396-406</p> <p>For Thursday: Excerpt, Francis Fukuyama <i>The End of History and the Last Man</i></p> <p>Jeremy Prestholdt, 'Superpower Osama: Symbolic Discourse in the Indian Ocean Region after the Cold War', in Christopher J. Lee (ed.), <i>Making a World after Empire: The Bandung Moment and its Political Afterlives</i> (Athens: Ohio University Press, 2010): 315-</p>
Weekly Response Assignment:	N/A

Week 14: Conclusions, 1994 in African History

Tuesday, 7 December	<p>Conclusions. 1994 in African history.</p> <p>Discussion: Conclusions. Digital archives (national, academic, NGO, private)—who do primary sources belong to? What does access in the digital age mean?</p>
Thursday, 9 December	Student presentations
Readings:	<p>For Tuesday: Browse and look through the digital Genocide Archive of Rwanda. URL: https://genocidearchiverwanda.org.rw/</p>
Weekly Response Assignment:	N/A

Week 15: Student Presentations

Final Research Paper due December 17 at 11:59PM.