



Department of History
UNIVERSITY OF WISCONSIN-MADISON

HISTORY 201: THE HISTORIAN'S CRAFT SYLLABUS AFRICA AND THE GLOBAL COLD WAR SPRING 2022

Meeting Time: Thursdays 11:00-12:55PM

Location: 5245 Mosse Humanities Building

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

Office Hours: Thursdays, 9:00-10:45am (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 and 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 in the twentieth century.

First unpacking the ideological contests of the early Cold War and the historical processes that brought about decolonization in 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 Thursdays between 11:00 and 12:55PM in 5245 Mosse Humanities Building.

Readings and Course Materials:

There is no required textbook for this course. All readings and materials for each week can be accessed and 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 crucial 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 or less): 1% each x 5 weeks= 5%

For 6 weeks during the first half of the semester, you will be responsible for completing a short, weekly response assignment. These assignments are geared to help you think critically and historically about the week's reading materials and cultivate your writing skills. Each weekly response ought to be approximately one paragraph each in length, and students are required to turn in their responses for the week via Canvas prior to our Thursday class meeting.

There are 6 weeks during the semester that have correlating weekly response assignments; students are required to turn in submissions for 5 of those. Every student must complete the map quiz due in week 2 of the semester (the first weekly response assignment). After that, you may select which 4 of the subsequent 5 weekly response assignments you turn in. In other words, you have a freebie for one week that you may each determine to bypass based on what works best for your schedules.

3. Source Analysis Paper: 10%

Once during the semester, you will be required to compose a 3-4 page analysis paper of a week's secondary and primary source material. You will select which week you will write your paper during the second week of class. Your analysis paper is due via Canvas at the beginning of class on the Thursday of your selected week. Further instructions for this assignment can be found via Canvas under the "assignments" tab.

4. Discussion Leaderships: 10% (5% each)

Each student will lead discussion **twice** during the semester. The week you select to write your source analysis paper will serve as one of the weeks you lead discussion. Each student will then choose a second week to lead discussion. Sign-up for the source analysis paper and discussion leaderships will be held in the second week of class.

5. Final Paper Topic Proposal: 5%

Students must turn in a 1-2 page proposal for their final paper. A successful proposal will identify a broad topic or theme from the course and brainstorm one or two potential historical questions that might serve as a final paper idea. Consider the research feasibility, scope, and scale of some of the questions you have about an aspect of the course that interests you.

6. Annotated Bibliography: 5%

Identify two secondary and at least one primary source that you will analyze in your paper. Format a citation for each of these sources according Chicago Style (which we will review in class prior to this assignment). Underneath each citation, compose 2-3 paragraphs in which you summarize the source's content, argument, and evidence base, and explain how you will use it in your paper.

7. Rough Draft: 10%

Each student must turn in at least 5 drafted pages of their final paper. Your draft must include an introduction in which you present a draft of your thesis statement. Detailed instructions for this assignment can be located in Canvas under the 'Assignments' tab.

8. Peer Review: 5%

After receiving feedback from me on your rough draft and incorporating them into your draft, you will second a revised draft to one of your peers and in turn receive a draft from one of your peers. Read your peer's paper and complete the peer review sheet distributed in class.

9. Final Paper: 30%

Each student will turn in a 10 page research paper that considers at least five secondary sources and two primary sources and makes a coherent, historical argument about a topic related to the Cold War in (post)colonial Africa. Your final paper should demonstrate the revisions you made from your first draft, and should include an introduction, analysis, conclusion, and bibliography. Detailed instructions about the parameters of the final paper can be found in the "assignments" tab on Canvas.

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 (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 Thursdays will consist of a brief lecture followed by discussion. As most of our readings are located on Canvas, I will permit the use of laptops and tablets for the purposes of referencing course readings during our discussion. Phones are to be closed and silenced during our class meetings. Distractions are too hard to avoid on our devices. If you are a McBurney student who needs 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, either in person or via Zoom. Emails will be responded to within 36 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 and valuable to me. I strongly encourage you to participate in the course evaluations, and I will notify students when course evaluations become available to complete.

COURSE SCHEDULE

PART I: DECOLONIZATION AND THE EARLY COLD WAR

Week 1: Introduction to Course

Thursday, 27 January	Introduction to Course: What does it mean to “think like a historian”? Why study the Cold War in Africa? What do we mean by ‘Cold War’ anyway? Preconceptions, geography, and ways of knowing Africa.
Readings:	No readings this week
Weekly Response Assignment:	No response this week

Week 2: Berlin 1885, Berlin 1945

Thursday, 3 February	Berlin Conference 1885. The ‘Scramble for Africa,’ and European colonialism to 1945. 19 th century Tsarist Russia and the Bolshevik Revolution, 1917. 19 th Century westward expansion in the United States. What is an empire? What is a colony? How did colonialism in Africa work? WWII; capitalism, communism, and fascism by 1945.
Readings:	Secondary Sources: Richard Reid, “Chapter 11: Pax Colonia?” in <i>A History of Modern Africa: 1800 to the Present</i> , 2012. Excerpts from Odd Arne Westad, “Chapter 1: The Empire of Liberty: American Ideology and Foreign Interventions” and “Chapter 2: The Empire of Justice: Soviet Ideology and Interventions,” in <i>The Global Cold War</i> (2005). Primary Sources: George Kennan, “The Sources of Soviet Conduct”
Weekly Response Assignment:	Map quiz—ON CANVAS

Week 3: Postwar Colonial ‘Development’, Modernization Theory, and the Rise of African Nationalisms

Thursday, 10 February	British and French developmental colonialism in sub-Saharan Africa 1945-1960s. How did Europe attempt to retain their African colonies after World War II? Modernization theory and 1950s American foreign policy.
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	<p>Postwar institutions and alliances: the United Nations, NATO, and the Warsaw Pact.</p> <p>Preview: Anticolonial independence movements and in French West Africa. What is nationalism? What shapes did African nationalisms take in postwar West and Central Africa?</p>
Readings:	<p>Secondary Sources:</p> <p>Frederick Cooper, "Possibility and Constraint: African Independence in Historical Perspective," <i>The Journal of African History</i>, 2008 pp 167-79.</p> <p>Odd Arne Westad, "Chapter 3: The Revolutionaries: Anticolonial Politics and Transformations" in <i>The Global Cold War (2005)</i></p> <p>Primary Sources:</p> <p>Selection of speeches and writings from "The Political Thought of African Independence: An Anthology of Sources," ed. Gregory Smulewicz-Tucker, Indianapolis; Cambridge: Hackett Publishing, 2017.</p> <p>"State Department Press Release, Transcript of Broadcast, March 18 1949" from the Truman Presidential Library digitized 'The Development of the North Atlantic Treaty Organization' collection. Link on Canvas.</p>
Weekly Response Assignment:	<p>Summarize the article by Frederick Cooper, "Possibility and Constraint: African Independence in Historical Perspective." What are the main points? Your summary should be a maximum 250 words.</p>

Week 4: Anticolonialisms in Africa. Pan-Africanism, Bandung Non-Alignment, and the Creation of the 'Third World'

Thursday, 17 February	<p>Pan-Africanism in Africa and the Atlantic World since 1900.</p> <p>Case Studies in West and Central African anticolonial thought (look to last week's primary sources):</p> <ol style="list-style-type: none"> 1) Patrice Lumumba 2) Kwame Nkrumah 3) Sekou Toure 4) Felix Houphouet-Boigny <p>Bandung 1955 and the concept of 'non-alignment.' How was the 'Third World' created...and who created it?</p>
Readings:	<p>Secondary Sources:</p> <p>Odd Arne Westad, "The United States and African Decolonization," <i>The Global Cold War</i> p 131-143</p> <p>Harcourt Fuller, "Father of the Nation: Ghanaian Nationalism, Internationalism, and the Political Iconography of Kwame Nkrumah, 1957-2010" <i>African Studies Quarterly</i> 16 (2015): 33-69.</p> <p>Primary Sources:</p>

	Final communique of the Asian-African Conference, Bandung, Indonesia, April 18-24, 1955.”
Weekly Response Assignment:	Compose a brief assessment this week’s primary source. Summarize the content of the source- what does it say? What do you notice about its signatories? State what context you know about the source or its author(s), either from class discussion or from previously assigned secondary sources, 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 roughly 200 words for your response.

Week 5: ‘Containment’ and Intervention: The Congo Crisis, Algerian War of Independence

Thursday, 24 February	<p>The Algerian War of Independence: the question of ‘settler colonies’ during early Cold War.</p> <p>The ‘Congo Crisis’, 1959-65. The American policy of ‘containment’ and the nature of western intervention.</p> <p>Why did American and Soviet attention increasingly turn to Africa and the former colonized world by 1960?</p> <p>How did the US manage its NATO alliances with colonial powers? US foreign policy in Congo and Algeria in comparative perspective. What was at stake for the US and the Soviet Union in these two countries?</p> <p>Frantz Fanon as intellectual and historical figure.</p>
Readings:	<p>Secondary Sources:</p> <p>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>Miloud Barkaoui, “Managing the Colonial <i>Status Quo</i>: Eisenhower’s Cold War and the Algerian War of Independence,” <i>The Journal of North African Studies</i> 17 (January 2012): 125-141.</p> <p>Primary Source:</p> <p>Selection from Frantz Fanon, <i>A Dying Colonialism</i></p>
Weekly Response Assignment:	This week, we will begin to explore how to find and utilize resources on the UW library website. Refer to the weekly response assignment portal for Module 5 on Canvas for instructions.

PART II: DEVELOPMENT, SOVEREIGNTY, AND THE POSTCOLONIAL STATE

Week 6: National Development and Knowledge Economies in Postcolonial East Africa

Final Paper Topic Proposal due

Thursday, 3 March	<p>Technology, knowledge, and ‘expertise’ in postcolonial Kenyan and Tanzanian development schemes.</p> <p>The Cold War as a technological conflict.</p>
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	<p>What ideas inspired and informed models of national development undertaken in 1960s Kenya and Tanzania? How was economic development linked to national identity and society?</p> <p>Case studies of East African development:</p> <ol style="list-style-type: none"> 1) <i>Ujamaa</i> and 'African Socialism' in Tanzania 2) Kenya and the global economy of travel and leisure.
<p>Readings:</p>	<p>Secondary Sources:</p> <p>Priya Lal, "Militants, Mothers, and the National Family: Ujamaa, Gender, and Rural Development in Postcolonial Tanzania," <i>The Journal of African History</i> 51 (2010): pp 1-20.</p> <p>Devin Smart, "'Safariland': Tourism, Development, and the Marketing of Kenya in the Postcolonial World," <i>African Studies Review</i> (2018): pp 134-57.</p> <p>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>**Students are <i>only required to read pages 451-56</i>. For those students particularly interested in African approaches to foreign sources of aid and technological 'expertise' during this time period, you are welcome to read the entire article.**</p> <p>Primary Sources:</p> <p>-Collection of images drawn from:</p> <ol style="list-style-type: none"> 1) Andrew Ivaska, <i>Cultured States: Youth, Gender, and Modern Styles in 1960s Dar es Salaam</i>, 2011. 2) Leander Schneider, "The Maasai's New Clothes: A Developmentalist. Modernity and Its Exclusions," <i>Africa Today</i> 53 (2006): 101-129. <p>These images can be found in a single PDF document entitled "Dress, Postcolonial Development, and National Culture" in Canvas under module 6.</p>
<p>Weekly Response Assignment:</p>	<p>This week, you are tasked with brainstorming 2 historical questions from any one of the readings at hand and briefly explain in 2 or 3 sentences what you see as the significance or stakes of your questions.</p>

Week 7: Cold War Cultural Diplomacy, American & Soviet Society Abroad

<p>Thursday, 10 March</p>	<p>American and Soviet cultural diplomacy in Africa to 1975.</p> <p>US Civil Rights Movement on the global stage</p> <p>African students in the eastern bloc and America.</p>
<p>Readings:</p>	<p>Secondary Sources:</p> <p>Sean Jacobs, "Get Used to Me: Muhammad Ali and the Paradoxes of Third World Solidarity" <i>Radical History Review</i> (2018)</p>

	<p>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> <p>Primary Sources: Excerpt from A Soviet Journey, Alex la Guma</p> <p>NPR Interview with Hugh Masekela and Stewart Levine (7 minutes). Link on Canvas.</p> <ul style="list-style-type: none"> - Please listen to the 7-minute, 2017 NPR interview with the South African musician Hugh Masekela and American record producer Stewart Levine. The two are producers of "Zaire '74," a compilation of audio tracks recorded at the 1974 music festival of Congolese and African American artists held in Zaire (Democratic Republic of the Congo) in promotion for the Foreman-Ali "Rumble in the Jungle" fight. In it, you will hear from Masekela and Levine and be able to hear bits of some of the music. <p>Songs from Zaire '74--- playlist on Spotify link.</p> <ul style="list-style-type: none"> - Please listen to at least two songs from 1974 music festival.
Weekly Response Assignment:	<p>This week we have different types of primary sources; memoir, music, and an audio interview. Select one of these sources, and brainstorm about how historians might approach or utilize these as historical sources. What might be the possibilities and limitations of these types of sources? Write one paragraph.</p>

Week 8: Youth, Daily Life, and World-Making in Urban Tanzania; 1960s-80s.

Annotated Bibliography Due

Thursday, 24 March	<p>How did Tanzanians outside the seat of political power consume and circulate their own ideas about identity and postcolonial culture? What mediums did young people in Tanzania's urban centers construct their own ideas about what citizenship meant?</p> <p>How did the consumer preferences, tastes, and personal expressions of young people in Dar es Salaam and Zanzibar question and challenge the ideas about development and national culture espoused by the parties in power?</p> <p>Maoism as a model of cultural anti-imperialism and independence in East Africa, 1960s-80s. Preview: 1973 oil shocks</p>
Readings:	<p>Secondary Sources: Laura Fair, "The Independence Generation Goes to the Show," in <i>Reel Pleasures: Cinema Audiences and Entrepreneurs in 20th Century Urban Tanzania</i>, Ohio University Press, 2018.</p>

	<p>Emily Callaci, "Street Textuality: Socialism, Masculinity, and Urban Belonging in Tanzania's Pulp Fiction Publishing Industry, 1975-1985," <i>Comparative Studies in Society and History</i>, 2017.</p> <p>Thomas Burgess, "Cinema, Bell Bottoms, and Miniskirts" Struggles over Youth and Citizenship in Revolutionary Zanzibar," <i>The International Journal of African Historical Studies</i>, 2002.</p>
Weekly Response Assignment:	No response this week

Week 9: Marxism in Ethiopia; the 1970s in Global Perspective

Thursday, 31 March	<p>Revolution in Ethiopia and the Horn of Africa; Ethiopian-Soviet relations.</p> <p>The 1973 oil shocks, 'stagflation,' and its afterlives in Soviet, American, and African contexts.</p> <p>Brezhnev and internal pressures within the Soviet Union</p> <p>The end of the Vietnam War and its implications for American and Soviet policy towards African states.</p>
Readings:	<p>Secondary Source: Odd Arne Westad, "Chapter 7: The Prospects of Socialism-Ethiopia and the Horn," in <i>The Global Cold War</i> (2005)</p>
Weekly Response Assignment:	No response this week

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

Week 10: Liberation Movements and Revolutions Against Settler Colonialism in Southern Africa

Thursday, 7 April	<p>Angolan Independence and Civil War</p> <p>Cuba in Africa</p>
Readings:	<p>Secondary Source: Odd Arne Westad, "Chapter 6: The Crisis of Decolonization in Southern Africa," in <i>The Global Cold War</i> (2005)</p> <p>Marissa Moorman, "Radios, Turntables, and Vinyl Technology and the Imagined Community, 1961-75," in <i>In tonations: a Social History of Music and Nation in Luanda, Angola from 1945 to Recent Times</i> Ohio University Press (2008)</p> <p>Primary Source:</p>

	<p>Africa Past and Present podcast, Episode 132. Music, Radio, and Politics in Angola, with Marissa Moorman.</p> <ul style="list-style-type: none"> - This is an interview with Marissa Moorman on the work of history and the nature of archives in Angola. Students are welcome to listen to the entire interview, but only minutes 13:58-36:21 are required. Link found on Canvas module 10.
Weekly Response Assignment:	No response this week

Week 11: Apartheid South Africa

Rough Draft Due

Thursday, 14 April	Apartheid South Africa
Readings:	<p>Secondary Sources:</p> <p>Roger Beck, "Chapter 9: The Final Years of White Domination-1973-1994," in <i>The History of South Africa</i> (2000).</p> <p>Heike Harmann and Susann Lewerenz, "Campaigning against Apartheid in East and West Germany," <i>Radical History Review</i> 119 (2014): 191-204.</p> <p>Primary Source:</p> <p>Excerpt from Mark Mathabane's memoir, <i>Kaffir Boy</i> (1986).</p>
Weekly Response Assignment:	No response this week

Week 12: Language, Literature, and Postcolonialism

Thursday, 21 April	<p>As we discussed last week, a turning point in apartheid-era South Africa came in 1976's Soweto uprising over the use of Afrikaans as the language of instruction and education in the country.</p> <p>This week, we will continue our investigation of debates over language use in a different register: literature, writers, and the Cold War histories of how different actors, from both within and outside of Africa, sought to shape literary and cultural orders on the continent.</p>
Readings:	<p>Secondary Sources:</p> <p>Monica Popescu, "Pens and Guns: Literary Autonomy, Artistic Commitment, and Secret Sponsorships," in <i>At Penpoint: African Literatures, Postcolonial Studies, and the Cold War</i>, Duke University Press 2020.</p>

	<p>Duncan Yoon, “‘Our Forces Have Redoubled’: World Literature, Postcolonialism, and the Afro-Asian Writers’ Bureau,” <i>Cambridge Journal of Postcolonial Literary Inquiry</i> 2 (2015): 233-252.</p> <p>Ngũgĩ wa Thiong’o, “The Politics of Translation: notes towards an African language policy,” <i>Journal of African Cultural Studies</i> 30 (2018): 124-132.</p> <p><i>Optional:</i> Biodun Jeyifo, “English is an African Language- Ka Dupe! [for and against Ngũgĩ]” <i>Journal of African Cultural Studies</i> 30 (2018): 133-47.</p>
Weekly Response Assignment:	No response this week

Week 13: Structural Adjustment, Perestroika, and Glasnost

Peer Edits Due

Thursday, 28 April	<p>Structural Adjustment—World Bank, IMF, and African economic policy post 1973.</p> <p>Economic and political reforms of the Soviet Union- internal/domestic pressures and considerations.</p>
Readings:	<p>Secondary Sources: Martina Kopf, “Binyavanga Wainaina’s Narrative of the IMF-Generation as Development Critique,” <i>The Journal of African Cultural Studies</i> (2021): 1-17.</p> <p>Sarah Babb, “The Washington Consensus as Transnational Policy Paradigm: Its Origins, Trajectory, and Likely Successor,” <i>Review of International Political Economy</i> 20 (2012): 268-279.</p> <p>Odd Arne Westad, “The 1980s: The Reagan Offensive,” in <i>The Global Cold War</i>. **Focus on pages 334-339, 348-353, 357-363.**</p>
Weekly Response Assignment:	No response this week

Week 14: The End of the Cold War and its Afterlives in Africa and the Globe

Thursday, 5 May	<p>The collapse of the Soviet Union, continued.</p> <p>The afterlives of the Cold War, and theories of historical change in the early 1990s.</p>
Readings:	<p>Odd Arne Westad, “The Gorbachev Withdrawal and the End of the Cold War,” in <i>The Global Cold War</i>.</p> <p>Francis Fukuyama, <i>The End of History and the Last Man</i>, excerpt.</p>
Weekly Response Assignment:	No response this week

Final Papers due 12 May 2022 by 11:59PM via Canvas.