HISTORY 201: The Historians Craft
African Decolonization

Professor: Emily Callaci
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Course Time: Tuesday and Thursday 11:00-12:15
Class Location: B115 Van Vleck
Office Hours: Thursday 1-3 and by appointment
Office: 5125 Mosse Humanities Building

TA: Fauziyatu Moro
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Office hours: Fridays, 9:30-10:30am and 2:30-3:30pm.

COURSE DESCRIPTION:

African decolonization is often defined as the transfer of political sovereignty from European colonizers to independent African nations. Yet, even as formal decolonization was unfolding, many African activists, intellectuals and artists expressed more ambitious visions of what decolonization meant. For example, some argued that decolonization required the overthrow of global capitalism and the creation of a more just economic order. For others, it meant the dissolving of colonial boundaries to create a pan-African community. For some, decolonization was about liberating the mind, while some argued that the true target of decolonization was land. This course invites students to explore the history of decolonization in Africa as a moment of possibilities. We will consider a range of primary sources, including political manifestoes, philosophical texts, works of art, films and works of literature. Additionally, we will spend a portion of the class conducting original research at the Wisconsin Historical Society, pondering the place of UW Madison in the history of colonialism and decolonization.

LEARNING OBJECTIVES:

By the end of this course, students will be able to:

- Accurately summarize the history of colonial rule and its end in Africa,
- Identify the differences and similarities between various forms of anti-colonial thought and action,
- Compare and contrast how different African individuals and communities have defined decolonization,
- Analyze and assess the ongoing legacies of colonialism,
- Analyze the role of colonialism and decolonization in shaping the contemporary world order.

Additionally, **this course fulfills the General Education COMM B requirement.** As such, students in this course will acquire the following skills:

- formulate strong research questions
- find and identity historical sources
- evaluate primary sources

- develop and present an argument
- communicate research findings effectively

COURSE FORMAT:

In order to meet the learning goals listed above, this course combines short lectures, in-class activities, discussions facilitated by a TA, a research project in the Wisconsin Historical Society, and a final group research project. This semester is organized into three modules:

Module one is designed like a conventional history course introducing students to the history of decolonization in Africa. By the end of this module, students should be able to answer the following questions: What was colonialism? What were its different manifestations across the continent? What were different modes of anti-colonial action and thought? How did African communities imagine decolonization? What are the ongoing legacies of colonialism in Africa? How are contemporary social justice movements in Africa building on, or departing from, the history of decolonization?

To complete this module, students will produce the following:

- five open-book, untimed quizzes (available on Canvas). These quizzes are meant to help you synthesize the material we are reading in class, so that we build a strong foundation of background historical knowledge. Quizzes are due by Thursday at 10pm. You will spend part of Friday's discussion section reviewing the quiz.
- in-class primary source analysis worksheets, which students will complete in class session
- a 3-page paper comparing and contrasting two African anti-colonial intellectuals, building on our in-class primary source analysis worksheets and discussions.

In **Module Two**, we will visit the archives of the Wisconsin Historical Society to focus on a single case study: the global anti-apartheid movement and specifically, the campaign to convince universities to divest from South Africa. This module will allow you to gain hands-on experience doing original archival research, which is one of the goals of the Historian's Craft courses. It will also be an opportunity for us to explore one way that our own institution fits into the history of decolonization that we've been studying. Like the first module, the in-class component will consist of brief lectures to provide historical context and analysis of primary sources. During your discussion sections, you will visit the Madison Historical Society archives, where the records of the Madison Area Anti-Apartheid Coalition will be set aside for you. Each discussion section group will create a shared file where you can deposit scans of documents and your notes about them.

To complete this module, students will produce the following:

- in-class primary source analysis worksheets
- research worksheets, completed during discussion sections
- a 4-5 page original research paper

In **Module Three,** African Decolonization in Real Time,[1] students will have the opportunity to explore a topic in contemporary Africa by bringing the skills of historical analysis to bear on that topic. For this module, we will divide the class into 5 or 6 small groups. Each group will choose a current event in Africa and create a research agenda on your topic.

To complete this module, students will produce the following:

- a "pitch," proposing a topic from online media sources, and proposing an historical question about that topic
- an annotated bibliography created collaboratively by your group, containing:
    - Three media stories about your topic (at least one media story must be from an Africa-based news source)
    - Three scholarly sources written by historians
    - A statement of your topic and its historical significance
- a group presentation on your topic
- a final 4-5 page essay based on your research.

DIVERSITY & 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.

As an historian, I recognize that my profession has privileged certain people and excluded others—both in terms of the people who hold jobs as history professors, and in terms of the perspectives and experiences that have been deemed worthy of historical inquiry. I also acknowledge that the University of Wisconsin-Madison itself occupies the ancestral lands of the Ho-Chunk, a place their nation has called Teejop. In an 1832 treaty, the Ho-Chunk were forced to cede this territory. While we cannot undo all forms of historical injustice in a single course, we recognize our ongoing obligation to foster a more just and inclusive university, and within it, a more just and inclusive discipline of History. In July 1990, when Nelson Mandela, newly released was touring the United States raising support for the cause of multi-racial democracy in South Africa, he ended his tour in Oakland, CA where in his speech, he made special reference to the political cause of American Indians, "the first American nation." Following his lead, in this course about decolonization, we will always keep in mind the connection between colonialism "over there" and the processes of decolonization still going on here at home.

[1] This module is inspired by the syllabus for a course called Africa in Real Time, designed by historian Dr. Lynn Thomas at the University of Washington. She based her course on a pedagogical model created by historian Dr. Carina Ray at the University of Michigan.

We must start by educating ourselves about how our institution, UW Madison, fits into histories of exclusion. Towards that end, I encourage all students to take the time to visit the online exhibition Sifting and Reckoning, which explores UW's history of exclusion and resistance.

As a professor, I take seriously my responsibility to create a safe learning environment where all students can participate in open and honest dialogue with one another. I expect all members of the seminar to contribute to a learning atmosphere that is respectful and inclusive, and which recognizes the dignity of each member. I welcome disagreement and varying viewpoints as a productive and necessary part of intellectual inquiry, and I expect seminar members to express disagreement in a respectful way.

ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES STATEMENT

The University of Wisconsin-Madison supports the right of all enrolled students to a full and equal educational opportunity. The Americans with Disabilities Act (ADA), Wisconsin State Statute (36.12), and UW-Madison policy (Faculty Document 1071) require that students with disabilities be reasonably accommodated in instruction and campus life. Reasonable accommodations for students with disabilities is a shared faculty and student responsibility. Students are expected to inform faculty [me] of their need for instructional accommodations by the end of the third week of the semester, or as soon as possible after a disability has been incurred or recognized. Faculty [I], will work either directly with the student [you] or in coordination with the McBurney Center to identify and provide reasonable instructional accommodations. Disability information, including instructional accommodations as part of a student's educational record, is confidential and protected under FERPA. (See: McBurney Disability Resource Center)

REQUIREMENTS AND EVALUATION:

This 4-credit course meets as a group for 4 hours per week (according to UW-Madison's credit hour policy, each lecture counts as 1.5 hours and each discussion counts as an hour). The course also carries the expectation that you will spend an average of at least 2 hours outside of class for every hour in the classroom. In other words, in addition to class time, plan to allot an average of at least 8 hours per week for reading, writing, preparing for discussions, and/or studying for quizzes and exams for this class.

This semester, I am experimenting with a pedagogical practice known as "un-grading." The idea is, where possible, to eliminate grades on individual assignments and instead foster an ongoing process of student self-assessment in dialogue with the instructors. If you are curious about some of the research on grades and "un-grading" as pedagogy, some of my favorite essays on the topic are by Dr. Jesse Stommel, which can be found here on his website.

To be clear: I believe that all courses at UW Madison should be challenging and rigorous for students. I expect students in my courses to spend the required amount of focused time, free from distraction, to prepare for class. I expect students to complete all assignments and to be present

and engaged in class. I also believe that courses should be opportunities for creativity, exploration, and for trying new ideas and skills.

In some instances, grades can be useful. I know from experience—both as a former student and as a professor—that at times, grades can provide useful information and can be a source of reassurance for some students, letting them know "where they stand." However, for a course like this, in which the learning goals are more qualitative than quantitative, I find that grades can often get in the way of deeper learning. Here are my reasons for trying to find alternatives to conventional grading:

1. I believe that true life-long learning is driven by the internal motivation of students, rather than externally imposed criteria. Grades direct focus to the latter; I want this class to be an opportunity for students to re-center the former.

2. I believe that the best learning happens in a collaborative relationship between teacher and students. In my experience, grades are not the best way to foster this kind of collaboration and can sometimes hinder it.

3. I believe that university classes should be a space for experimentation and creativity, which sometimes means going out on a limb or trying new skills and ideas. By contrast, I find that grades can stifle creativity, creating incentives for students to stay in their comfort zone, trying to replicate what they think will please the professor, rather than taking intellectual risks.

4. I believe that one of the most important, lasting things we learn in college is *how* to learn. By de-centering grades, I hope to put more emphasis on the learning process, rather than just on the product.

In this class, we cannot do away with grades entirely: I am required to assign you a final grade for the course. However, my intention is that YOU will assign your own grade, based on empirical data, with my guidance. I will provide detailed criteria by which you will assign your grade, and you will be required to provide detailed evidence for the grade you assign yourself in your final portfolio. I still maintain authority over final grades and can overturn your self-assigned grade if the grade you assign to yourself is not consistent with the evidence you present. I believe that, in this course, students who put the time and work into this course can earn the grade they wish to attain.

GRADING CRITERIA

You may assign your grade based on a 100-point scale, which translates to the following letter grades:

96-100 A
90-95 AB
85-89 B

80-84 BC
75-79 C
70-74 D
<70 F

You will calculate your grade based on the following assignments:

5 Quizzes: 20 points (4 points each)

3 Essays: 35 points total (Essay 1: 10 points, Essay 2: 15 points, Essay 3: 15 points)

In-class assignments: 20 points (includes primary source analysis activities and research worksheets. These are ungraded, so if you complete them all, you can give yourself 20 points.)

Participation: 5 points

Final group project: 10 points (includes news pitch, annotated bibliography and final presentation)

Final portfolio: 10 points

The final portfolio is an opportunity to stand back and reflect on what you have accomplished over the course of the semester. In the process of compiling and presenting your portfolio to me, you will assign yourself a grade. The portfolio should include the following:

1. The grade you assign yourself, along with a paragraph summarizing your reasoning, based on the criteria for grades that I have provided.

2. A tally of the number of points you earned on your quizzes. If your scores were not perfect, you may take a paragraph to explain any answers you got wrong and earn back up to 1 point on each 4-point quiz.

3. A tally of the points you received for your in-class assignments. These assignments are ungraded, so if you complete them all, you will get all 20 points and no further explanation is needed.

4. One paragraph about each of your research papers. You should explain how many points you gave yourself on each essay. This must be based on evidence about how you met (or didn't meet) the criteria on the rubric, based on the comments you received from the instructor or TA on your final paper. You should also explain what each of the papers were about, and how each of your three papers improved based on feedback from your first draft. *Please give specific examples:* quote feedback you received from the History Lab or your TA or a fellow student and explain how you responded to it.

5. One paragraph identifying what you think is your strongest paper and explain what you like about it. Did you push your thinking in new or unexpected directions? Develop a new conclusion? Was it written particularly well? Did they take you somewhere unexpected?

6. A paragraph that summarizes your participation in the course and the number of points you earned. You can start with the empirical data: did you attend all (or nearly all) classes and discussion sections? From there, you can dig deeper. Are there aspects about participation that you had to work hard at? (for example, if you are shy, did you push yourself to speak in class? If you are someone who tends to dominate discussion, did you make an effort to hold back and instead uplift the ideas of others, or encourage classmates to participate?) Were there any "aha moments," where, by the end of a class session, you understood something new or had a new perspective? Can you recall a moment when another student said or did something that helped you see something in a new light, or where you helped other students learn? Did you give good peer feedback on a paper? Did you contribute to the group projects? Were there any class sessions where your discussion question led to a great conversation?

7. Did you meet the learning goals of the class? If so, which ones? Other goals not listed on the syllabus? Are there skills you want to continue to work on after this class? Write a paragraph assessing.

8. Optional: if applicable, you may write a paragraph or two explaining anything you worked on this semester related to the topic of the course and which contributed to the learning objectives, but which is not part of the course. Perhaps you did some relevant political activism, or volunteer work, or educated yourself further in some way. Feel free to think outside the box here.

ASSIGNED READINGS:

We will read several chapters of *Africa in Global History,* by Robert Harms. You may purchase the e-book version or use the pdfs that I will provide on Canvas. All other readings will be available on Canvas or on course reserve. All readings are due on the day under which they are listed on the syllabus.

RESOURCES AND POLICIES

Office Hours:
I encourage you all to come to my office hours to discuss any aspect of the course or your academic program. These hours are set aside specifically for your benefit, and I really hope to see you there! I am available both in person in my office or remotely, via Zoom.

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

If you are still unsure about what constitutes plagiarism, and whether you are committing plagiarism, please come speak to me during office hours. Ignorance of the definition 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

Writing Resources:
Your TA will be available to advise you on writing assignments for this course. Additionally, I encourage you to make use of the resources and services available through the History Lab. The History Lab is a resource where expert PhD students work with you and your history/history of science projects 1-on-1. No matter your stage in the writing process—choosing a topic, conducting research, composing a thesis, outlining your argument, revising your drafts—the History Lab staff will help you sharpen your skills and become a more successful writer. Visit our website http://go.wisc/edu/HLAB early and often to schedule an appointment with a Lab TA or to find writing tips, guides, and resources.

DoIT Help Desk – If you have questions about Canvas, BBCollaborate, Zoom or other platforms supported by UW, you can contact the DoIT Help Desk: https://it.wisc.edu/services/help-desk/. They can also guide students to resources for help with bandwidth issues.

SCHEDULE:

Week 1: Welcome

Thursday Sept 7: Introductions
Read: Binyavanga Wainaina, "How to Write About Africa," *Granta* 92, (Winter 2005)

Week 2: What is colonialism? What forms did it take in Africa?
Listen: Thomas Mapfumo, Hokoyo!

Tuesday Sept 12: Colonial Conquest

Read:
1. Robert Harms, *Africa in Global History,* 379-412 (Chapter 10)
2. E.D. Morel, *Red Rubber: The Story of the Rubber Slave Trade Flourishing on the Congo in the Year of Grace 1906,* (London: T. Fisher Urwin,1907), 43-59.

Thursday Sept 14: Forms of Colonial Rule

Read:

1. Harms, 421- 454 (Chapters 11)

Due Thursday, 10pm: Canvas Quiz #1

Week 3: Colonialism and Nationalism

Listen: Independence Cha Cha (Joseph Kabasele Tshamala)

Tuesday Sept 19: World War II, Resistance and African Nationalism

Read:

1. Harms 507-514, 523-535 (Chapter 13 excerpts)
2. Cheryl Johnson-Odim, "'For their Freedoms:' The anti-imperialist and international feminist activity of Funmilayo Ransome-Kuti of Nigeria," *Women's Studies International Forum* 32 (2009), 51-59.
3. Waruhui Itote, *Mau Mau General,* (Nairobi: East Africa *Institute* Press, 1967) (1 page excerpt)

Class Visit from History Lab

Thursday Sept 21: Independence Movements

Read:

1. Harms, 549-584 (Chapter 14)
2. Elizabeth Schmidt, "'Emancipate Your Husbands!' Women and Nationalism in Guinea, 1953-58," *Women in Colonial African Histories,* eds. Geiger, Musisi and Allman, (Indiana University Press, 2002), 282-298.

Due Thursday, 10pm:

- Canvas Quiz #2
- Schedule three appointments with the History Lab, one for each of your three papers, in advance of the deadlines.

Week 4: Liberation Struggles

Listen: Baloji, Le Jour d'Après (Independance Cha Cha)

Tuesday Sept 26: National Culture

Read:

1. Franz Fanon, "On National Culture, (Grove Press, 1963), 145-180.
2. Ngugi Wa Thiongo, "The Language of African Literature," *Decolonizing the Mind,* (James Currey, 1986), 4-30

3. Chinua Achebe, "English and the African Writer," *Transition,* 1965, 342-349

Thursday Sept 28:

Watch: *Thomas Sankara: The Upright Man*, (2006, dir. Robin Shuffield)
Available on Kanopy, UW Madison Library website

Due Thursday, 10pm: Canvas Quiz #3

Week 5: Decolonization and Worldmaking
Listen: E.T. Mensah, Ghana, Guinea Mali

Tuesday October 3: Development, Nation-building, World-making

Read:

1. Adom Getachew, "Kwame Nkrumah and the Quest for Independence," *Dissent,* Summer 2019
2. Kwame Nkrumah, *Neo-colonialism: The Last Stage of Imperialism,* (New York: International Publishers, 1965), ix-xx, 84-109
3. Ama Ata Aidoo, "For Whom Things Did Not Change," *No Sweetness Here,* (1969), 8-29.

Thursday October 5: Structural Adjustment, Neoliberalism and Sovereignty

Read:

1. Julius Nyerere, "The Arusha Declaration" (1967)
2. James Ferguson, "Paradoxes of Sovereignty and Independence," in *Global Shadows: Africa in the Neoliberal World Order,* (Duke, 2006), 50-68.

Due Thursday, 10pm: Canvas Quiz #4

Due in Discussion Sections: thesis statements for Essay #1, for peer review

Week 6: Is Decolonization Over?
Listen: Fela Anikulapo-Kuti, Shuffering and Shmiling

Tuesday October 10: Repatriation and Restitution of African Art

Watch:

1. You Hide Me, (written, directed and produced by Nii Kwate Owoo, 1970). Please watch the original film, which is the first 23 minutes of this recording. I recommend also watching the interview with the director, which comes after!
2. Interview with Dr. Chika Okeke-Agulu, Deutsche Welle News, 2018

Read:

1. Bénédicte Savoy, *Africa's Struggle for its Art,* 1-3, 11-15, 139-142
2. David Frum, "Who Benefits when Western Museums return looted objects?" *The Atlantic,* October 2022

Class visit: Katherine Alcauskas, Chief Curator, Chazen Museum of Art

Thursday October 12: Climate Reparations and Rhodes Must Fall!

Read:

1. Nina Lakhani, "Africa is on the Front Lines but Not the Front Pages: Vanessa Nakate on her Climate Fight," *The Guardian,* September 17, 2022.
2. "Why are Reparations Essential for Climate Justice?" *Global Citizen,* Olufemi Taiwo, interviewed by Joe McCarthy, February 4, 2022
3. Daniela Gabor and Ndongo Samba Sylla, "Dreams of Green Hydrogen," *Boston Review,* January 24, 2023
4. Eve Fairbanks, "The Birth of Rhodes Must Fall," *The Guardian,* November 18, 2015
5. Simukai Chigudu, "Rhodes Must Fall at Oxford: a Critical Testimony," *Critical African Studies* 12 (2020), 302-312

Due in discussion sections: first draft of your paper for peer-review

Due Thursday, 10pm: Canvas Quiz #5

MODULE 2: Wisconsin and the global movement against apartheid

Week 7: Research Module

Listen: Miriam Makeba, "Beware Verwoed!"

Tuesday October 17: Tour WI historical society
Due: Essay #1

Thursday October 19: What was apartheid?

Read:

1. The following selections from *A South Africa Reader,* eds. Clifton Crais and Thomas McClendon, (Duke, 2013):
    a. Crais and McClendon, "Apartheid and the Struggle for Freedom," 279-283,
    b. Crais and McClendon, "From Soweto to Liberation," 357-360
    c. Congress of the People, "Freedom Charter," 320-324
    d. ANC Women's League, "Repeal the Pass Laws!" 298-300

e. Steve Biko, "White Racism and Black Consciousness" (361-370)
f. Nat Serache and Derrick Thema, "Reporting from Soweto, 17 June 1976 (371-375)

Discussion Sections: meet in Wisconsin Historical Society for research

Week 8: Research Module

Listen: Vusi Mahlasela and Harmonious Serenade Choir, "Senzeni na?"

Tuesday October 24: The global movement to divest from South Africa

Read:

1. William Minter and Sylvia Hill, "Anti-apartheid solidarity in United States-South Africa relations: From the margins to the mainstream," in *The Road to Democracy in South Africa,* (Unisa: Unisa Press, 2008), 745-824

Thursday October 26: Divestment on University Campuses

Read:

1. Gay Seidman, "Divestment Dynamics: Mobilizing, Shaming and Changing the Rules," *Social Research* 4 (82), Winter 2015, 1015-1037.

Sections: go to WHS for research, do primary source worksheet

Week 9: Research Module

Listen: Gil Scott Heron, "Johannesburg"

Tuesday October 31: Half the class goes to archive, other half meets in class to work on project

Thursday November 2: Half the class goes to archive, other half meets in class to work on project

Discussion Sections: go to archive for final time

Week 10: Research Module

Listen: Brenda Fassie "Black President"

Tuesday November 7: workshopping thesis statements and outline

Thursday November 9: Library session in Memorial Library, 231, with Kimberly Rooney on finding scholarly sources

Due in Discussion Sections: News Pitch, consisting of 3 sources on a current event in Africa from the past 2 years, at least one from a news source based in Africa, and a paragraph explaining why we should study it historically as a class.

MODULE 3: African Decolonization in Real Time

Week 11

Tuesday November 14: Discuss and select news pitches, form study groups

Due: Essay #2

Thursday November 16: in groups, identify 3 scholarly articles and collectively decide on a timeline to complete the readings. Work on group project.

Read:

1. Thomas Andrews and Flannery Burke, "What Does it Mean to Think Historically?" *Perspectives on History,* January 1, 2007.

Discussion Sections: each group should select an academic article, written by an historian, and complete worksheet analyzing the article. Start working on annotated bibliography.

Week 12

Tuesday November 21: NO Class; group work

Thursday November 23: Thanksgiving

Week 13

Tuesday November 28: Work on Presentations

Due: Annotated Bibliography, Revised Pitch

Thursday November 30: Work on Presentations

Discussion Sections: Individual work on Essay #3

Week 14

Tuesday December 5: Final Presentations

Thursday December 7: Final Presentations

Discussion Sections: Workshop Draft of Essay

Week 15

Tuesday December 12: Evaluation and Final discussion

Due: Essay #3

Final Portfolio Due December 18th