

History 145B
Winter, 2008
Rm 380-380Y
Meeting time:
Tue, Thur 11:00-12:15

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Bldg 200, Rm 326
Office Hours:
Tue 4:00-5:00, Thur 1:00-2:00
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Africa in the Twentieth Century

Objectives:

This course will survey African history during the colonial and post-independence periods, roughly from the 1880s to the 1990s. The first half of the course will focus primarily on African responses to European conquest and colonial rule and on the impact of colonial rule on African social structures, cultural practices, economic systems, political culture and intellectual life. The second half of the course will explore the process of decolonization through which African countries became independent, and the development and elaboration of new forms of cultural, social and political life in the continent. The focus will be on Africa south of the Sahara, with particular emphasis on West Africa and Southern Africa, but including important case studies in Central and East Africa as well.

Texts:

The reading load will be heavy for this class, around 100 to 250 pages per week, depending on the type of material being read. One of your goals will be to learn how to read efficiently, focusing on the important aspects of an author's argument. The following books are required for the course, and are available for purchase from the Stanford Bookstore:

Amadou Hampaté Bâ, *The Fortunes of Wangrin*
Scott Straus and Robert Lyons, *Intimate Enemy*
Karin Barber, *The Generation of Plays: Yoruba Popular Life in Theater*
William Beinart, *Twentieth-Century South Africa*

In addition, a large number of required readings are available in a course reader being sold by Field Copy and Printing (323-3155). The reader will be available for sale in the basement of Building 200 every day this week at 12:00 noon.

Listening activities:

One of the main components of this course is the exploration of the changing nature of African mass culture over the course of the last century. To facilitate that, a collection of popular music has been incorporated into the assigned materials for the course. Beginning in week seven, you will supplement your reading with listening activities. These involve listening to a set of songs and thinking about them in the context of each week's readings and lectures. These songs will be discussed in your sections, and form part of the corpus of material on which you will draw in writing your exams. All music for the listening exercises is available through the iTunes section of the CourseWork page for the course. You must have iTunes (which is free) installed on your computer to play the music.

Evaluated assignments:

Students will be graded on the following assignments: A map quiz, two take-home exams, a topics paper, and attendance and participation. A fuller description of each assignment can be found below. All assignment deadlines are binding unless an extension has been given in writing by either instructor or

TA well in advance of the due date. Extensions will only be given for emergencies or in extreme situations.

Grades will be determined by weighting the assignments as follows:

5%: Map quiz

25%: Take-home exam #1

25%: Take-home exam #2

20%: Topic paper

25%: Attendance and participation (lectures and sections)

Description of assignments:

Map quiz

On Monday of week three (1/22) we will dedicate the first 10 minutes of class to a closed-notes quiz on African geography. Study guides for the map quiz will be distributed on the first day of class. Any student absent the day of the quiz will receive a 'zero' for the assignment, and students will not be allowed to retake the quiz.

Take-home exam #1

This exam will consist of two or three questions pertaining to readings and lectures from weeks one through five. Students will receive the exam questions on Thursday, 2/7, and will complete the exam and submit it to their TA by 10:00am on Tuesday, 2/12. Submitted answers should be in essay form, with a clear, well-supported argument, and all answers together should total approximately 2000 words. Submissions will be graded on the organization of the essays, the clarity of arguments, the use of evidence, and the mechanics of writing (grammar, spelling, etc.). The exam is "open book" in the sense that notes from lectures and all assigned readings may be consulted in preparing your answers. All such consultation should be appropriately noted in your essays using consistent and generally accepted citation styles. During the course of the quarter you are encouraged to study with one another and to discuss the class material. However, once exams have been circulated, you may not consult with other students or with anyone other than the instructor and TA about the material on which you are being tested, nor should you consult other sources, published or unpublished, including internet sources.

Take-home exam #2

This exam will consist of two or three questions pertaining to readings and lectures from weeks six through ten. Students will receive the exam questions on Thursday, 3/13, and will complete the exam and submit it to their teaching assistants by Wednesday 3/19. Submitted answers should be in essay form, with a clear, well-supported argument, and all answers together should total approximately 2000 words. Submissions will be graded on the organization of the essays, the clarity of arguments, the use of evidence, and the mechanics of writing (grammar, spelling, etc.). The exam is "open book" in the sense that notes from lectures and all assigned readings may be consulted in preparing your answers. All such consultation should be appropriately noted in your essays using consistent and generally accepted citation styles. During the course of the quarter you are encouraged to study with one another and to discuss the class material. However, once exams have been circulated, you may not consult with other students or with anyone other than the instructor and TA about the material on which you are being tested, nor should you consult other sources, published or unpublished, including internet sources.

Topic paper

Students not taking the course for WIM credit must complete a topic paper of approximately 2000 to 2500 words in length on one or more books (or equivalent articles) on a subject closely related to the course. A list of pre-approved topics and readings will be circulated on the first day of class. Students

will choose one entry from the list (ie. A1, or F4, or G1b, etc.) and read the work or works in that entry. Items marked with an * are recommended for students with some background in African studies or in the particular topic/theme more generally. Students wishing to write on other topics or using other readings must receive explicit written authorization from either the instructor or TA. Essays should provide a critical reading of the text(s), discuss its relation to the topics discussed in the course, and evaluate its significance for African history more broadly. Papers will be graded on organization, clarity of argument, the use of evidence, and the mechanics of writing (grammar, spelling, etc.). The paper is due Thursday, March 13, at 10:00am.

WIM option:

Students opting to pursue WIM credit for the course substitute a longer paper of 5000 to 6000 words for the topics paper. Students may choose one of the subjects from the pre-approved list, in which case they will read all entries under that topic (ie. A1,2 and 3, or F 1,2,3 and 4, etc.). Students may also choose another topic in consultation with the instructor. At various stages of the quarter students must submit a written proposal in which they indicate which topic they have chosen and why they consider that topic significant (150 to 200 wds), an outline of their paper in progress (min. 1 page), a complete, polished first draft, and a final draft reflecting substantial revisions. Successful completion of each stage will be factored into the assignment grade as follows: 10% proposal, 10% outline, 40% first draft, 40% final draft. Students interested in pursuing WIM credit must submit a non-binding written declaration to the instructor (ie. email) no later than the third week of class. Further details on deadlines will be provided to interested students.

Provost's Statement concerning Students with Disabilities

Students who have a disability which may necessitate an academic accommodation or the use of auxiliary aids and services in a class must initiate the request with the Disability Resource Center (DRC). The DRC will evaluate the request with required documentation, recommend appropriate accommodations, and prepare a verification letter dated in the current academic term in which the request is being made. Please contact the DRC as soon as possible; timely notice is needed to arrange for appropriate accommodations (phone 723-1066; TDD 725-1067).

The Honor Code

Violating the Honor Code is a serious offense, even when the violation is unintentional. The Honor Code is available at: www.stanford.edu/dept/vpsa/judicialaffairs/honor_code.htm. You are responsible for understanding the University rules regarding academic integrity; you should familiarize yourself with the code if you have not already done so. In brief, conduct prohibited by the Honor Code includes all forms of academic dishonesty, among them copying another student's exam, unpermitted collaboration, representing as one's own work the work of another, submitting the same work for credit in more than one course, and insufficient citation of sources in exams or papers, including relexification. If you have any questions about these matters, see your TA or instructor during office hours.

Schedule of Lectures, Readings and Assignments

WEEK ONE: AFRICA AND EUROPE: EARLY ENTANGLEMENTS

1/8 T: Introduction

1/10 R: African history and society to 1885

Readings:

David Northrup, *Africa's Discovery of Europe*, ch. 1, 6

Lovejoy and Thornton in *Taking Sides*, Moseley ed., "Did the Trans-Atlantic Slave Trade Underdevelop Africa?" pp. 14-35

Beinart, Introduction and ch. 1

WEEK TWO: CONQUERING AFRICA

1/15 T: Explaining the "Scramble"

1/17 R: Paths of conquest

Readings:

A. Adu Boahen, *African Perspectives on Colonialism*, ch. 2, pp. 27-57

A.G. Hopkins and P.J. Cain, "'The Imperious and Irresistible Necessity': Britain and the Partition of Africa" in *British Imperialism*

Beinart, ch. 2

WEEK THREE: MAKING COLONIALISM

1/22 T: Ideologies of rule (*MAP QUIZ FIRST 10 MIN OF CLASS*)

1/24 R: Colonial economic policy

Readings:

Frederick Lugard, "The Dual Mandate in British Tropical Africa"

George Washington Williams, "Open Letter to King Leopold," 1890

Walter Rodney, "How Europe Underdeveloped Africa"

Beinart, ch. 3

WEEK FOUR: TRANSFORMING CONSCIOUSNESS AND "MODERNIZING AFRICA"

1/29 T: The politics of tradition and ethnicity

1/31 R: Officers and missionaries

Readings:

T.O. Ranger, "The Invention of Tradition in Colonial Africa"

T.O. Ranger, "Invention Reconsidered"

Lynn M. Thomas, "'Ngaitana (I Will Circumcise Myself)'"

Jean Comaroff, "Missionaries and Mechanical Clocks: An Essay on Religion and History in South Africa"

WEEK FIVE: INTERPRETERS, INTERMEDIARIES AND COLLABORATORS

2/5 T: Clerks and landlords

2/7 R: Accommodation, coexistence or withdraw: Muslims under empire

Readings:

J.F.A. Ajayi and Michael Crowder, "West Africa 1919-1939: The Colonial Situation"
Amadou Hampaté Bâ, *The Fortunes of Wangrin*

FIRST TAKE-HOME EXAM QUESTIONS DISTRIBUTED ON 2/7

FIRST TAKE-HOME EXAM DUE ON 2/12 AT 10:00AM

WEEK SIX: NATIONALISM AND ANTI-COLONIALISM

2/12 T: "Controlled" and "precipitated" decolonization

2/14 R: "Delayed" decolonization

Readings:

Kwameh Nkrumah, "I Speak of Freedom"
Jean Allman, "The Youngmen and the Porcupine: Class, Nationalism, and Asante's Struggle for Self-Determination, 1954-1957," *JAH* 31:2 (1990), 263-279.
Julius Nyerere, "The Arusha Declaration"
Beinart, chs. 4-7

WEEK SEVEN: COLONIAL AND POSTCOLONIAL CULTURES

2/19 T: Marabouts and Mallams: Islam in colonial Africa

2/21 R: Urban and mass culture

Readings:

Louis Brenner, "Becoming Muslim in Soudan Français," in *Le Temps des marabouts*
Karin Barber, *The Generation of Plays*, first half

Listening: Palmwine, Taarab, and Sufi Music

WEEK EIGHT: AFROPESSIMISM AND AFROPOP

2/26 T: The promise and struggles of independence

2/28 R: The era of single-party rule

Readings:

Karin Barber, *The Generation of Plays*, second half
Tejumola Olaniyan, "'Living in the Interregnum': 'Fela Anikulapo-Kuti and the Postcolonial Incredible'" (pp. 1-3) and "The Cosmopolitan Nativist: Fela and the Antinomies of Postcolonial Modernity," (pp. 157-165) in *Arrest the Music! Fela and His Rebel Art and Politics* (Bloomington, 2004)

Listening: Highlife, Big Band, Hausa Waka poetry and Soukous

WEEK NINE: OLD CRISES, NEW HOPES

3/4 T: From oil shock to structural adjustment

3/6 R: The end of Apartheid and the new southern Africa

Readings:

Ferguson “De-moralizing economies”

Beinart, chs. 8-12

Listening: Neotraditionalism, Mbalax and Afropop

WEEK TEN: NEW CRISES

3/11 T: Public health and the neoliberal order

3/13 R: From Darfur to the Great Lakes: Africa’s World War(s)

Readings:

Beinart, Ch. 13

Scott Straus and Robert Lyons, *Intimate Enemy*

**TOPIC PAPER (INCLUDING WIM FINAL DRAFTS) DUE THURSDAY, MARCH 13, AT
10:00AM**

SECOND TAKE-HOME EXAM QUESTIONS DISTRIBUTED THURSDAY, MARCH 13

SECOND TAKE-HOME EXAM DUE WEDNESDAY, MARCH 19, AT 10:00PM.

Style and Track Listings for Listening Activities (on course iTunes page):

Palmwine:

1. Jacob Sam and the Kumasi Trio, "Akyimfu Draiba Panyi" (1928)
2. Sackey Band, "Abasuafu Ara Gyan" (1939)

Taarab:

3. Siti Binti Saad, "Njia Ungurusumbwe, Pt. 2" (1930)

Sufi music:

4. Hadji Amusa and Hadji Mustafa, "Nigbati Anobi Gunsanma" (1940)

Highlife:

5. E.T. Mensah, "All for You" (1952)

Big Band:

6. Ally K. Dykes and the Dar-es-Salaam Swingers, "Chaupele Mpenzi" (1952)

Hausa Waka poetry:

7. Hajiya 'Yar Shehu, "Wakar Hajji" (1959)

Soukous:

8. Franco et le TPOK Jazz, "On Entre OK, On Sort KO" (1956)
9. Grand Kalle et l'African Jazz, "Independence Cha Cha" (1960)

Neo-traditionalism or post-traditionalism?:

10. Mbaqanga: Mahlathini and the Mahotella Queens, "Uyagiyau Mahlathini" (1975)
11. Authenticité: Palm Jazz, "P.D.G.-R.D.A." (1967)
12. Authenticité: Les Ambassadeurs Internationaux, "Mandjou" (1978)
13. Juju: King Sunny Ade, "Synchro System Movement" (1974)

Mbalax:

14. Etoile de Dakar, "Thiely" (1977)

Afropop:

15. Fela and Africa 70, "ITT Part 2" (1979)
16. Fela and Egypt 80, "Original Sufferhead" (1982)