

History 2426 Africa Since 1900

Fall 2009

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At the close of the 20th century *Economist* magazine labelled Africa “the hopeless continent”. This course moves beyond such blanket assessments by exploring the changes that Africans experienced during the colonial and post-colonial periods and the diverse attempts to deal with these challenges. Themes of special interest include variations of colonial rule; African engagement with the colonial project; African elites and post-colonial governance; the international dimension of African crises and post-colonial conflicts. It is not possible to provide a comprehensive narrative covering a hundred years of history for an immensely complex continent; rather, we concentrate on a few select topics to gain an appreciation of Africans’ struggles since 1900.

** Students with disabilities are encouraged to register as quickly as possible at the Student Accessibility Services if they wish to receive academic accommodations. To do so please phone 494-2836, email access@dal.ca, drop in at the new Mark A. Hill Accessibility Centre or visit our website www.studentaccessibility.dal.ca. Students are also reminded that, for your convenience, all forms are now available on our website. **

Required Texts: available at Outside the Lines, 6265 Quinpool Road (422-3544)
Chimamanda Ngozi Adichie, *Half of a Yellow Sun*
Jonny Steinberg, *Sizwe’s Test: A Young Man’s Journey Through Africa’s AIDS Epidemic*
All articles available online through Killam library journal subscriptions.

Academic Integrity

As a student, adherence to the values of academic integrity and related policies is a requirement of being part of the academic community at Dalhousie University.

How can you achieve academic integrity?

- make sure you understand Dalhousie's policies on academic integrity
- give appropriate credit to the sources used in your assignments
- do not download the work of another from the Internet and submit it as your own
- do not submit work that has been completed through collaboration or previously submitted for another assignment without permission from your instructor

[these examples should be considered only as a guide and not an exhaustive list]

What will happen if an allegation of an academic offence is made against you?

I am required to report a suspected offence. Each Faculty has an Academic Integrity Officer (AIO) who receives allegations from instructors

- The AIO decides whether to proceed with the allegation and you will be notified of the process
- If the case proceeds, you will receive an INC (incomplete) grade until the matter is resolved
- If you are found guilty of an academic offence, a penalty will be assigned ranging from a warning to a suspension or expulsion from the University and can include a notation on your transcript, failure of the assignment or failure of the course. All penalties are academic in nature.

So, if you are ever unsure about ANYTHING, contact me.

Course Requirements and Evaluation

All assignments, including the exam, must be typed - double-spaced and font-size twelve. Just as the content of your work is important, so is your ability to communicate ideas. Thus, in addition to strength of argument and analysis, spelling, grammar and clarity will be considered in the grading of your assignments. Work (other than the exam) submitted after the in class deadline will incur a late penalty of 5% per day unless you supply a medical certificate specifying a condition that prevented you from meeting the deadline, or some equally compelling justification.

Late assignments must be submitted electronically in addition to hard copy. No exams will be accepted after April 14 except by prior arrangement and only under exceptional circumstances. **Computer related difficulties are not acceptable excuses for late or unfinished assignments.**

Tutorial Participation (15%) This is all about **informed** participation. Complete the assigned readings before the tutorial. **N.B. – attendance does not equal participation.** To earn marks you must take part in discussions, respond to questions etc., so come to class with your own questions and observations.

Half of a Yellow Sun Assignment (20%) 4 pages, 1000 words, Due: Wednesday, October 21 **in class**.

Although this story focuses on one extended family, the novel also provides a broader perspective on the Nigerian civil war. Utilize the relevant material from the text to explain how colonial policies contributed to the outbreak of civil war; describe the post-independence political developments that led to Biafra's attempted secession; and discuss the ethnic, religious and regional rivalries and stereotypes that divided Nigerian subjects. No bibliography or footnotes are necessary, direct citations need only be followed by a page number in parentheses.

Sizwe's Test Assignment (25%) 6 pages, 1500 words, Due: Wednesday, November 25 **in class**. Assess the reasons - political, logistical, cultural, administrative, etc. – for the most critical successes and limitations of the MSF-sponsored antiretroviral treatment program featured in this book. Utilize evidence from the text to provide specific examples in support of your arguments. No bibliography or footnotes are necessary; references need only be followed by the appropriate page number in parentheses.

Take Home Exam (40%) Due: Monday, December 14 by 4 p.m. Place in drop box #85. Barring emergencies, late submissions will not be accepted.

Topics and Reading Schedule

Readings are to be done on or before the days they are listed. All journal articles are available through the Killam electronic journal service.

Mon. September 14 – Introduction

Wed. September 16– Imposing Colonial Rule

Mon. September 21 – Negotiating Colonialism (Tutorials begin)

Tutorial Reading: Emily Osborn, "Circle of Iron: African Colonial Employees and the Interpretation of Colonial Rule in French West Africa" *Journal of African History*, 44, 1 (2003); Lynn Schler, "Ambiguous Spaces: The Struggle over African Identities and Urban Community in Colonial Douala, 1914-45" *Journal of African History*, 44, 1 (2003).

Wed. September 23 – Politics and Economics

Mon. September 28 – Colonial Transformations: Slavery and Schooling

Tutorial Reading: Carolyn Brown, "Testing the Bounds of Marginality: Twentieth-century Slavery and Emancipation Struggles in Nkanu, Northern Igboiland, 1920-29"

Journal of African History, 37, 1 (1996); Carol Summers, "Demanding Schools: The Umchingwe Project and African Men's Struggles for Education in Southern Rhodesia, 1928-1934" *African Studies Review*, 40, 2 (1997).

Wed. September 30 – Settler Colonies in Southern Africa

Mon. October 5 – Gender and Colonial Rule

Tutorial Reading: Jean Allman, "Rounding up Spinsters: Gender Chaos and Unmarried Women in Colonial Asante" *Journal of African History*, 37, 2 (1996); Jane Parpart, "Where is your Mother? Gender, Urban Marriage and Colonial Discourse on the Zambian Copperbelt, 1924-1945" *International Journal of African Historical Studies*, 27, 2 (1994).

Wed. October 7 – Colonial Cities

Mon. October 12 – University closed

(No tutorial this week)

Wed. October 14 – Nationalism and Challenges to Colonial Rule

Mon. October 19 – Coercion and Violence in Colonial Settings

Tutorial Reading: Daniel Branch, "The Enemy Within: Loyalists and the War against Mau Mau in Kenya" *Journal of African History* 48, 2 (2007); Stacey Hynd, "Killing the Condemned: The Practice and Process of Capital Punishment in British Africa, 1900-1950s" *Journal of African History*, 49, 3 (2008).

Wed. October 21 – Decolonisation and Independence

(*Half a Yellow Sun* assignment due)

Mon. October 26 – The End of White Rule in Southern Africa

Tutorial Reading: Josiah Brownell, "The Hole in Rhodesia's Bucket: White Emigration and the End of Settler Rule" *Journal of Southern African Studies*, 34, 3 (2008); Annette Strauss, "The 1992 Referendum in South Africa" *Journal of Modern African Studies*, 31, 2 (1993).

Wed. October 28 – Post-Colonial Politics

Mon. November 2 - Video: *Mobutu: King of Zaire: Part One* "The Quest for Power"

(No tutorial this week)

Wed. November 4 – Video: *Mobutu: King of Zaire: Part Two* "The Upper Hand"

Mon. November 9 – Video: *Mobutu: King of Zaire: Part Three* "The End of a Reign"

(No tutorial this week)

Wed. November 11 – University closed**Mon. November 16 – Post-Colonial Conflict**

Tutorial Reading: Mats Utas and Magnus Jorgel, “The West Side Boys: Military Navigation in the Sierra Leone Civil War” *Journal of Modern African Studies*, 46, 3 (2008); Danny Hoffman, “The civilian target in Sierra Leone and Liberia: political power, military strategy and humanitarian intervention” *African Affairs* 103, 411 (2004).

Wed. November 18 – Debt and Structural Adjustment**Mon. November 23 – Genocide and its Aftermath in Central Africa**

Tutorial Reading: Filip Reyntjens, “Rwanda, Ten Years On: From Genocide to Dictatorship” *African Affairs*, 103, 411 (2004); Max Rettig, “Gacaca: Truth, Justice and Reconciliation in Postconflict Rwanda” *African Studies Review*, 51, 3 (2008).

Wed. November 25 – The Relief and Aid Industries

(*Sizwe’s Test* assignment due)

Mon. November 30– Contemporary Challenges 1: AIDS in Africa

Tutorial Reading: Peters, Walker and Kambewa, “Striving for Normality in a Time of AIDS in Malawi” *Journal of Modern African Studies*, 46, 4 (2008); Mark Hunter, “The Changing Political Economy of Sex in South Africa: The Significance of Unemployment and Inequalities to the Scale of the AIDS epidemic” *Social Science & Medicine* 64, 3 (2007).

Wed. Dec 2 – Contemporary Challenges 2: Struggles for Democracy (Take Home Exam distributed)**Pandemic H1N1 Influenza Advisory in relation to Academic Continuity**

In the event of an escalation of the pandemic H1N1 influenza virus, the university may need to authorize Academic Units to change elements of class schedules and/or evaluation plans as outlined in course syllabi. Any change is intended to support the primary goal of reducing the risk of spreading a pandemic influenza among students, faculty and staff.

Although it is difficult to predict the severity of the pandemic, the university is committed to minimizing the impact on student's academic progress. Therefore, every effort will be made to provide students with options for continued learning and for continued fair evaluations.

Changes may include but are not limited to:

- . Adjustments to course assignments;
- . Changes to the dates of exams;

- . Arrangements for alternative evaluations for students
Affected by H1N1 influenza virus;
- . Adjustments to work terms;
- . Modification of marks awarded for participation;
- . Adjustments to attendance policies.

Any alternative plan made in individual courses may be superseded by university-wide or government measures to reduce the spread of the Pandemic H1N1 influenza virus.