

Modern Africa

Biographies of Resistance & Resilience

History 134b & Women's Studies 171
University of California, Irvine
Winter 2008

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Office Hours
Thursdays 2-3 pm
& by appointment

Class Meeting
T & Th 12:30-1:50
RH184

Course website: <http://eee.uci.edu/08w/28130/>

Overview

This quarter covers the last 200 years of history in Africa, from the end of the Atlantic slave trade through colonization to independence. Although the chronology is determined by political events, the course will give extensive attention to social history, exploring the ways in which individual lives were shaped by—and in turn contributed to—global changes as experienced in Africa. This course does not seek to be comprehensive or to construct a complete chronology of events across an entire continent. Instead we will explore a series of issues that highlight themes and processes important for understanding the history of Africa. This course assumes no prior knowledge of Africa and has no prerequisites.

Objectives

1. To introduce students to the diversity and complexity of human history in Africa.
2. To explore Africa's interactions with other regions of the world, including the Atlantic slave trade, processes of colonialism, and post-colonial relationships.
3. To introduce various approaches to analyzing and interpreting past events.
4. To encourage students to engage with the fundamentals of history as a discipline.
5. To enhance critical reading and thinking skills, as well as to acquire new skills for analysis and interpretation.

Major Themes

1. What is the basis of power in African societies and how does it change across time and space?
2. How (and when) does power shift in relationships between African societies and other regions?
3. What role do environmental and geographical factors play in human history?
4. What connects various regions of the continent? What factors make various regions distinct?
5. Consider the interaction of race, class, gender and generation in social, economic, and political relationships.

Course Materials

The required books are available from the UCI Bookstore, as well as through Amazon.com and bn.com. Articles are on reserve in Langson Library. The films will be shown in class, and are on reserve in the Langson Library Multimedia Center.

Books

John Reader. *Africa: Biography of A Continent*. New York: Vintage Books, 1999.

We will read a the second half of this book during this quarter. (The first half serves as the main text for History 134A). This book provides context and background for lectures and other assigned materials.

For most students in the class, the diversity of names and unfamiliar geography initially will be a bit overwhelming. Throughout the quarter, **focus first** on understanding broad processes and general themes. The details of people and place will make more sense situated in a broad framework.

Ngugi Wa Thiong'o. *A Grain of Wheat*. Heinemann, 1994.

Tsitsi Dangarembga. *Nervous Conditions*. London: The Women's Press, 1988.

Articles

Ralph A. Austen, "Slavery Among Coastal Middlemen: The Duala of Cameroon," in *Slavery in Africa: Historical and Anthropological Perspectives*. Suzanne Meirs and Igor Kpytoff, eds. Madison: University of Wisconsin Press, 1977, 305-335.

Steve Biko. "South African Students' Organisation--Its Role, its Significance and its Future," (3-7);

"Black Souls in White Skins?" (19-29);

"The Definition of Black Consciousness," (48-53); all in *I Write What I Like: A Selection of His Writings*. Edited by Aelred Stubbs. New York: Harper & Row, 1978.

Susan Herlin Broadhead, "Slave Wives, Free Sisters: Bakongo Women and Slavery, c. 1700 – 1850," in *Women and Slavery in Africa*, Claire C. Roberston and Martin A. Klein, eds. Portsmouth, NH: Heinemann 1997, 160-181.

John Nauright, "'I am with You as Never Before': Women in Urban Protest Movements, Alexandra Township, South Africa, 1912-1945," in *Courtyards, Markets, City Streets: Urban Women in Africa*, ed. Kathleen Sheldon. New York: Westview Press, 1996, 259-283.

Nelson Mandela, "The Rivonia Trial," in *No Easy Walk to Freedom*. London: Heinemann Educational Books Ltd, 1965, 162-189.

Cecil Rhodes, *Confessions of Faith*.

Lynn Thomas, "Imperial Concerns and 'Women's Affairs': State Efforts to Regulate Clitoridectomy and Eradicate Abortion in Meru, Kenya c. 1900-1950. *Journal of African History* 39:1 (1998), 121-145.

John Thornton, "Sexual Demography: The Impact of the Slave Trade on Family Structure," in *Women and Slavery in Africa*, Claire C. Robertson and Martin A. Klein, eds. Portsmouth, NH: Heinemann 1997, 39-48.

Films

Frantz Fanon: Black Skin, White Mask. California Newsreel, 1995.

Lumumba: Mort du Prophet. California Newsreel, 1992.

Mobutu, King of Zaire: An African Tragedy. First Run/Icarus Films, 1999.

You Have Struck a Rock. California Newsreel, 1981.

Monday's Girls. California Newsreel, 1993.

Fire Eyes, Filmmakers Library, 1994

Requirements & Grading

I challenge you to read, write, and think critically in this course. Staying engaged with materials, articulating questions, and exercising both oral and written expression of your ideas is the best way to further your intellectual development.

Mid-term paper	25 %	Class Participation	15 %
Final paper	35 %	Group & Class Assignments	25 %

I reserve the right to change grading criteria or alter assignments to better suit the needs of students in this class.

Papers: Both papers will respond to assigned topics based on lectures and required course materials. You will have a choice of topics. I do not expect additional research for these papers. Papers must be typed, double-spaced, with minimum one-inch margins on all sides. I expect references, which are to be cited in footnotes. For guidance, see Kate L. Turabian, *A Manual for Writers of Term Papers, Theses and Dissertations*, Sixth Edition (Chicago: University of Chicago Press, 1996). I will grade papers for style as well as content, which means your work should be free of typos as well as grammatical and spelling errors. Mid term papers should be five pages long (1250 words); final papers 10 pages long (2500 words).

Class Participation: You are expected to come to each class prepared with questions raised by the readings. Be ready to engage in dialog with your classmates about the content and the context of the works proposed for discussion.

Group Assignments will take place during class time. Explanations and instructions will be given for each assignment in class. Some of these assignments will be quizzes! Stay Current with your reading. Other assignments will deal directly with assigned readings, so bring the relevant books or articles to class.

Map Assignments: You will be asked to locate a variety of political, social, cultural and topographical features on a map of Africa. Maps and a list of features to locate will be distributed in class, and will be available on the class website. There will be a couple of map quizzes this quarter.

Class Policies

This course is based on a combination of reading, lecture, and discussion materials. Students are expected to prepare diligently for each class session. Assigned reading indicated in the syllabus should be completed before class. Active participation—including posing questions and engaging in class discussion—is encouraged. Regular class attendance is crucial to success in this course. As a courtesy to the rest of the class, students are expected to arrive on time, to stay until the end of class, and to refrain from personal conversations, reading, and other distracting behavior. *Please turn off cell phones and pagers.*

All assignments are due at the beginning of the class period. Late assignments will be marked down 10% per day. Quizzes cannot be made up. Examinations can only be made up with medical documentation or other valid excuse.

Students celebrating religious holidays and students absent on official University business will be allowed to make up missed work. In order to ensure fairness to all students in the class,

students who will miss class for sanctioned reasons must give one week's written notice before their absence and turn in any work due in the missed class period BEFORE that date.

If you need help with the work for this class, please see me. For help with written work, you may also consult the office of the Campus Writing Coordinator: MKH 550D. If you have difficulty with written or spoken expressions of English please see me, especially if you are not a native speaker of English.

Support services are available to students with documented disabilities through the UCI Disability Services Center (949-824-7494; <http://www.disability.uci.edu/>). Students with disabilities who believe they may need accommodations in this class are encouraged to contact the Disability Services Center as soon as possible to better ensure that such accommodations are implemented in a timely fashion."

Academic Integrity

Academic dishonesty is unacceptable and will not be tolerated at the University of California, Irvine. Cheating, forgery, dishonest conduct, plagiarism, and collusion in dishonest activities erode the University's educational, research, and social roles. They devalue the learning experience and its legitimacy not only for the perpetrators but for the entire community. It is essential that all members of the academic community subscribe to the ideal of academic integrity and accept individual responsibility for their work. Please familiarize yourself with the UCI Policy on Academic Honesty:

http://www.senate.uci.edu/9_IrvineManual/3ASMAppendices/Appendix08.html "

Plagiarism. Submitting a paper that includes researched information that is not cited is grounds for failure in the course. All information borrowed from print sources or other media must be identified. Failure to do so is theft. Plagiarists fail the course and have their offense recorded in their School and in the School of Humanities. Violations of academic honesty can affect a student's graduation, financial aid, and eligibility for honors (Text from the syllabus of Writing 39 C)

If you are unsure about how to cite sources, ASK ME before there is a problem.

Group Work

Students are encouraged to work with their colleagues outside of class time to review materials, prepare for class, and discuss assignments. This spirit of cooperation does not, however, extend to the final preparation of assignments. Students are expected to complete and turn in individual papers and assignments.

A note about email

I am pleased to correspond with students by email. Keep in mind that in this context, email is business correspondence, and so should conform to professional etiquette. Some guidelines: open with a polite salutation; "Dear Professor" is a good start. Mention what class you are enrolled in, and include your first and last name. Expect a reasonable turn-around time; wait at least a day before following up—longer if you sent your message late at night or on a weekend. I am not often on email after 5 pm or on the weekend.

Remember:

Any student may add or drop a course in the School of Humanities up to the end of the **second week** of classes with the instructor's signature. This is Friday 18 January for Winter 08.

Requests to add or drop after the second week will be granted only for exceptional circumstances.

All school and major requirements must be taken for letter grades.

Biographies of Resistance & Resilience

Course Outline		
1/8	Introduction	
1/10	African connections: Social, Economic & Political Begin Map Assignment 1	J. Reader: 325-347
1/15	Kings, Slaves & Pawns	J. Reader, 361-368; Austen, "Slavery Among Coastal Middlemen"
1/17	The Atlantic Slave Trade	J. Reader, 369-390; Thornton, "Sexual Demography"
1/22	Legitimate trade & Imperial Ambition	J. Reader, 391-445 Map 1 due
1/24	Gendering Conquest	Broadhead, "Slave Wives"
1/29	The Scramble for Africa	J. Reader, 525-578
1/31	The Mineral Revolution Group Assignment: Singular ambition	J. Reader, 449-521 Rhodes, "Confessions"
2/5	The Colonial Context	J. Reader, 579-607
2/7	Forms of Resistance Group Assignment: Mau Mau	Ngugi Wa Thiong'o, <i>A Grain of Wheat</i>
2/12	Decolonization Film: <i>Frantz Fanon</i>	Mid-term paper due
2/14	The Case of the Belgian Congo	J. Reader, 609-648
2/19	Film: <i>Lumumba: Mort du Prophet</i>	J. Reader, 649-682
2/21	Film: <i>Mobutu: King of Zaire</i>	Map 2 due
2/26	Opposing Apartheid Film: <i>You Have Struck a Rock</i>	Mandela, "The Rivonia Trial" & Nauright, "I am With You"
2/28	The Role of Student Politics Group Assignment: Comparing resistance	Biko selections
3/4	Social Roles Film: <i>Monday's Girls</i>	Thomas, "Imperial Concerns"
3/6	Controlling Women and their Bodies Film: <i>Fire Eyes</i>	Contemporary media coverage
3/11	Group Assignment: Colonial & Post Colonial sexual regulations	Dangarembga, <i>Nervous Conditions</i> ; alternative TBA
3/13	Review	Prepare questions
FINALS Week: Final Paper due March 19 @ 3:00 pm		