

University of Wisconsin-Madison
Department of History
FALL 2015

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Office Hours: Thursday and Friday, 4:30 pm -5:30 pm
(In case you cannot make it to my OH, send me an email so we can make an appointment)

105--History of Africa since 1870
MW 2:30 pm - 3:45 pm
BIRGE B302

Welcome to History 105! This course will introduce you to the history of Africa south of the Sahara from the end of the nineteenth century to the present.

The first part of the course (Unit I) focuses on Africa at the end of the nineteenth century after the abolition of the slave trade. Unit II discusses the European conquest and the colonial era, and examines the many social and economic transformations experienced and initiated by Africans. Unit III will examine Africans' struggles for independence and freedom. Unit IV brings the course to the present time, so we can discuss some of today's major challenges and hopes.

NB: Because there is so much to learn about Africa and Africans during this period, the course does not strive for exhaustive coverage. Instead, we will consider a variety of case-studies. Though we will cover nearly every major region and sub-period within these cases, some will receive particular attention in an effort to balance breadth and depth of historical knowledge.

Learning Outcomes:

- 1/ You will be able to give specific examples of the role of Africans in recent history, including the slave-trade, the rise of industrial capitalism, colonialism, the World Wars, decolonization, and Christianity and Islam revival.
- 2/ You will be able to challenge popular misunderstandings about environmental control and pandemics in Africa.
- 3/ You will explore the links between African-Americans and Africans during the twentieth century.

4/ You will see why foreign people keep investing in and moving to Africa. You will understand the relation between development and hyper-debt.

5/ By seeing the world from the viewpoint of marginalized nations, you will explore how historical knowledge can help you act as US and/or world citizens.

Requirements: Anyone and everyone is welcome to take this class. No previous course in African history or any other field is necessary. We will strive to make the course friendly to students with disabilities, who should consult Prof. Bernault early in the semester so we can better ensure all students an equal opportunity for success.

Assignments are as follows: a map quiz; approx. 10 to 15 short assignments and multiple choice quizzes on the lectures and readings, graded on a Pass/Fail basis; one mid-term exam (essay questions); and a final exam on the official date (essay questions). The purpose of the weekly reading is to complement the lectures and to incite your thinking about a given topic. We will have weekly discussions in class about the readings. The final grade will be based on discussion participation (10%) and the above assignments in equal measure.

Graduate students should consult with Prof. Bernault early in the semester for specific requirements.

Grading scale:

A: 92-100%

AB: 87-91.9%

B: 82-86.9%

BC: 77-81.9%

C: 72-76.9%

D: 67-71.9%

F: 0-66.9%

Readings:

Course readings should be completed before the lecture for which they are assigned and knowledge of them will be assumed. The following books (required) are available at the University Book Store, and on reserve at the College Library.

Richard Reid, *A History of Modern Africa 1800 to the Present* (2d. ed., 2012)

[abbreviated as Reid]

Stephanie Nolen, *28: Stories of AIDS in Africa* (2007)

Other readings are available online at the course website on Learn@UW.

****SCHEDULE****

Unit I: Africa at the End of the 19th Century

Week 1: Studying African History

Readings: Reid, 1-16
Curtis Keim, Africans Live in Tribes, Don't They? 113-127

09/02: Introduction

Why study African history? What are the possibilities and limitations of a survey course? What are common misconceptions of Africa, Africans, and African history?

Week 2: African Societies in the Nineteenth Century I

Readings: Reid, 23-35

09/07: LABOR DAY –No Class

09/09: African Societies. From Slave Trade to Legitimate Commerce

How diverse were African societies and polities in the nineteenth century? How did African economies compare to European ones at the beginning of the century? What violent transitions took place in nineteenth century Africa? Which of these changes were externally and internally driven?

Week 3: African Societies in the Nineteenth Century II

Readings: Reid, 35-41 & 94-102 on West Africa; and 42-64 & 103-106 on East Africa
M. Wright, *Strategies of Slaves and Women: "Chisi-Ndjurisiye-Sihyajunga,"* pp. 81-90 [book online: search on UW library catalog]

[42 pp.]

09/14 & 09/16: Transitions in West and in East Africa ****MAP QUIZ DUE on 09/16****

Why did centralized empires of West Africa collapsed in the nineteenth century? What explain the endemic insecurity in East Africa after 1800?

Week 4: Southern Frontiers

Readings: Reid, 65-76

A. MacKinnon, *The Making of South Africa*, pp. 129-141 & 158-181

[46 pp.]

09/21 & 09/23: The Zulu Empire, Moeshoesoe's Kingdom, Diamond and Gold.

What was the broader significance of the *Mfecane*? How did diamond and gold change the political stakes in Southern Africa?

Unit II: The Colonial Conquest

Week 5: The Colonial Conquest

Readings: Reid, 113-175

[62 pp.]

09/28: Explorations, Rivalries and Conquest. African Resistance.

09/30: Movie and Discussion: "The Magnificent African Cake" (from "Africa: a Voyage of Discovery," 55 min)

What factors motivated the colonial conquest? Why did it begin in the 1880s? How did it vary from place to place? How did Africans respond to European encroachment and violence?

Week 6: Establishing Colonialism

Readings: Reid, 183-210

10/05 & 10/07: Early Colonial Governments, Concessionary/Charter Companies, Labor and Land.

How did colonialism operate on the ground? What rationale underwrote colonial economies? How did Africans and Europeans understand and misunderstand each other?

Week 7: Colonial Transformations I

Readings: Reid, 218-235 [also re-read chap. 6 and 7 on Islam]

10/12: Chiefs, Tribes and Colonial Labor

10/14: Spiritual Battlegrounds: African Christianity, Islam

How did Europeans try to stabilize colonial territories, populations and labor? How did colonial economies complement European ones? How did religions of the book both strengthen and undermine colonial domination?

Week 8: MID-TERM

No Readings

10/19: No class. Prepare for Mid Term

10/21: **MID-TERM**

Week 9: Colonial Transformations II

Readings: L. White, Prostitution, Identity and Class Consciousness in Nairobi, pp. 255-273

10/26 & 10/28: Gender Conflicts and Urban Life

Why did cities grow during colonialism? How and why did colonialists try to control urban growth? Why did urban migration become a path of economic and social independence for women? What were the reasons for intensifying gender conflicts from the 1950s onwards?

Unit III: Independence and Beyond

Week 10: Pan-Africanism, Negritude and Settler Nationalism

Readings: Reid, 236-275

Program of the Pan-African Congress, Manchester 1945, pp. 758-761

11/02 & 11/04: Pan-Africanism, Anti-Colonialism. The Mau Mau Crisis in Kenya.

What major changes did Africans and Europeans face in the 1940s and 1950s? How did Pan-Africanism foster claims for African independence? Who were the African elites able to exert pressure on colonial governments? Can we call them nationalists?

Week 11: Independent Ghana

Readings: Reid, 276-291 [re-read p. 264-267 on Ghana]
Kwame Nkrumah, *I Speak of Freedom*, pp. 1-39 & 95-110

[69 pp.]

11/09: Nkrumah and Nation-Building in Ghana.

11/11: Reading Day: work on on Primary Sources. Read and take notes on Nkrumah, and Sobukwe and Mandela's texts for next week.

Why did Nkrumah believe that independence could be better achieved by mass action rather than a gradual extension of power to educated elites? How did the British react? Why did "Westernized" Africans harbor the most pronounced anti-colonial feelings? What challenges did Nkrumah face to transform independent Ghana in a viable nation?

Week 12: Settler Nationalism II, Southern Africa

Readings: Reid: 292-295
Frederick Cooper, *Africa Since 1940*, pp. 133-155
Robert Sobukwe, *Statements and Constitution of the PAC*, pp. 506-524
Nelson Mandela, *Statement at the Rivonia Trial*, pp. 771-796

[68 pp.]

11/16 & 11/18: Apartheid and the End of Apartheid in South Africa.

What was the rationale behind Apartheid's idea of "Separate Development? Why did the ANC resolve to use violence? What factors contributed to pressuring De Klerk's government in opening negotiations with Mandela?

Unit IV: Crises of the New Nations

Week 13: 1994, A Year of Hope and Tragedy

Readings: Leave None to Tell the Story: Genocide in Rwanda, pp. 1-30 [pp. 31-95 only FYI]

11/23: The Rwandan Genocide (April-July), the First Non-Racial Elections in South Africa (27 April).

11/25: Study Day

How to discern between ethnic, political and economic factors in the Rwandan genocide? How did the International Community react to the massacres? What challenges did the ANC government face at the dawn of the 1994 elections?

Week 14: Economic Growth and World Recessions

Readings: Reid, 297-327 & 355-362

11/30 & 12/02: A New South Africa? Development and Recession across Sub-Saharan Africa. The Crisis of the Gate-Keeper State.

What are the links between development and decolonization? To what extent is colonialism responsible for current economic crises in Africa? Why did African states get into hyper-debt? Why did the South African government ignore the HIV-Aids epidemic?

Week 15: Looking at Pandemics Historically

Readings: Reid, 210-217 & 352-355
Stephanie Nolen, 28 Stories of Aids in Africa

12/07 & 12/09: Biomedicine, Public Health, HIV-Aids and Ebola.

Why does Africa have the highest rate of HIV-AIDS infection? How did Ebola appear in Central Africa? Did the coming of biomedicine during the colonial era contribute to the spread of epidemics, or did it help to contain them? How do Africans engage with public health? With NGOs?

Week 15: Conclusions

No readings

12/14: Conclusions

****FINAL EXAM TBA****