



Votez tous M.N.C.-L. Liste No. 4. Campagne électorale (1959)
[Cast Your Vote for Lumumba. Election campaign, 1959].
By Kalume, date unknown.

AFRICA SINCE 1940

Professor: Emily Callaci
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Office: 5116 Mosse Humanities Building

Office Hours: Wednesday 1:30-3:30 and by appointment

Class Time: Tuesdays and Thursdays, 11:00-12:15

Class Location: B105 Van Vleck Hall

COURSE DESCRIPTION:

This course surveys the history of sub-Saharan Africa from the 1940s through the present day. Students will examine how various African communities have defined well being, pursued prosperity, and imagined collective futures in the years since World War II, during a time period which historians have described as the era of development. Over the course of the semester, we will examine how African communities and individuals have grappled with matters of faith, power, identity, morality and survival in light of major historical processes, including colonialism and decolonization, the articulation of African nationalisms, labor movements, urbanization, global health crises and economic change. We will shift our lens frequently, at times engaging with the big picture narratives of African and global histories, and at other times, focusing in on stories of individual lives and locations. Course materials combine academic texts with memoirs, political and philosophical writings, films, photographs, fiction and works of art.

LEARNING OBJECTIVES:

By the end of this class, students should have the ability to raise historically informed questions about Africa, and a working knowledge of twentieth century African societies that could enable future study on a wide range of topics. We will pursue these aims through four main learning objectives.

1. Media images often give the inaccurate and ahistorical impression that African societies are inherently traditional and unchanging. By contrast, this introductory course invites students to cultivate an *historical* approach to the study of twentieth century Africa. To think historically about Africa is to explore how and why some ideas, practices, material circumstances and identities have endured, and how and why others have changed, over time. In this way, we will seek to develop an appreciation for complexity, dynamism and contingency in the African past.

2. Africa is home to fifty-four sovereign nations and roughly 2,000 different languages. Over the semester, we will visit many of the regions of sub-Saharan Africa. At the same time, to gain a comprehensive knowledge of the entire continent's twentieth century history would be an impossible task, and it is not the goal of this class. Instead, this course will offer students frequent opportunities to examine the relationship between the broad historical processes that have shaped communities across the continent, and the local and regional dynamics of specific places and communities. In this way, students should gain a working knowledge of the major trends in African history, while also developing an awareness of the limits of generalization about Africa as a whole.

3. One of the central skills of historical thinking is the ability to imagine the world from the perspective of someone in a circumstance different than one's own. Throughout the semester, students in this course will have opportunities to develop the skills of historical imagination, most often through the close reading and interpretation of primary sources produced by African authors.

4. This course will provide students with an historical foundation for thinking about contemporary Africa.

REQUIRED TEXTS:

In addition to the readings posted to Learn@UW, the following texts will be available for purchase:

- Frederick Cooper, *Africa Since 1940: The Past of the Present*, (Cambridge: Cambridge University Press, 2002)
- Kenda Mutongi, *Worries of the Heart: Widows, Family and Community in Kenya* (Chicago: University of Chicago Press, 2007)
- Ousmane Sembene, *God's Bits of Wood* (London: Heinemann, 2008) (first published in 1960)

COURSE REQUIREMENTS:

Participation:

This class requires your active participation. Class sessions will combine direct instruction with discussions and other active classroom activities. Lectures will typically constitute between fifteen and forty-five minutes of a seventy-five minute long class session. Nearly every session will have a participation component.

You can only participate fully if you attend, if you have completed the readings, and if you are ready to engage with your fellow students.

Map quiz:

In the beginning of week three, you will be asked to identify several countries and geographical features of Africa on a blank map. Study materials will be distributed in advance.

In-Class Reading Response:

Several times throughout the semester, I will distribute a writing prompt during class and ask you to write a brief response. These are meant to be open-ended and thought provoking questions, which will allow you a chance to think through the concepts discussed in the course, and to test out your own ideas. These reading responses will not be graded. Nevertheless, it will be impossible to do these assignments successfully, and receive credit, without having completed the assigned readings.

Critical Papers on Key Themes:

1. Week 4: *In your own words*, craft a succinct summary of Frederick Cooper's argument about the historical shift that occurred around 1940 in Africa. (1 page)
2. Week 6: Choose one character from the novel *God's Bits of Wood* and analyze that character's life, perspective, opportunities and constraints in light of the historical context in which the novel was set. (1-2 pages)
3. Week 12: As Mutongi shows, widows in precolonial and colonial western Kenya would speak publicly and eloquently about their "worries of the heart" as a strategy of making claims on community resources. However, when they attempted to do so in the Parliament and courtrooms of the postcolonial Kenyan state, their claims were ignored. How do you account for this? (3 pages)
4. Week 15: Write a critical and historically informed response to Manji and O'Coill's article. To what extent does the role of NGOs in contemporary Africa reflect the continuation of colonial-era global relationships? To what extent is the contemporary dynamic distinct from this earlier history? *You must cite specific examples.* (2 pages)

Midterm Exam:

This exam will include several id questions and several short essay questions.

Final Take-home Exam:

You will choose three out of a list of four possible short essay questions.

Evaluation:

- Participation: 15%
- Map quiz: 5 %
- In-class reading response papers: 10%
- Critical papers: 35%
 - Breakdown:
 - #1: 5%
 - #2: 10%
 - #3: 10%,
 - #4: 10%
- Midterm: 15%
- Final: 20%

RESOURCES AND POLICIES

I encourage you all to come to my office hours to discuss any aspect of the course or your progress in it. These hours are set aside specifically for your benefit. I really hope to see you there!

We will spend time in class discussing writing, style, and citation methods. In addition, I encourage you to make use of the resources and services available at the Writing Center. More information about this can be found here:

<http://www.writing.wisc.edu/>

I will strictly enforce the university policies on academic honesty. If you are unsure about what constitutes plagiarism, 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 be on the safe side and come speak to me during office hours.

Ignorance about definitions 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>

Disability guidelines for course accommodations may be found at the UW McBurney

Disability Resource Center site: <http://www.mcburney.wisc.edu/>

Questions for Professor Callaci/Email Protocol:

I read and respond to student emails in the evenings. You can expect a response to your emailed question within twenty-four hours. Before sending your questions, please review the syllabus first to make sure the question has not already been answered there. If your question has not been answered in the syllabus, please then refer to the “Frequently Asked Questions” section on the Learn@UW page, under the “Forums” tab. If you find that your question has not been addressed in either of these two places, you may ask your

question in an email. I ask that you please compose all emails in a professional and courteous tone.

When you send me a question that is of relevance to the entire class, I will post your question to the Frequently Asked Questions forum. I will then respond to your question in that forum, so that everyone in the class can benefit.

SCHEDULE:

WEEK 1, INTRODUCTIONS:

Tue, January 22: Introduction to the Course

Thurs, January 24: Key Concepts in Social Organization in Africa

Readings:

1. Binyavanga Wainaina, "How to Write about Africa," *Granta* 92, (2005). <http://www.granta.com/Magazine/92/How-to-Write-about-Africa/Page-1>
2. Curtis Keim, "They Live in Tribes, Don't They?" in *Mistaking Africa: Curiosities and Inventions of the American Mind*, (Boulder: Westview Press, 1999), 113-127.

WEEK 2, "MODERN" AND "TRADITIONAL" IN TWENTIETH CENTURY AFRICA

Tues, 1/29: Historicizing the Map of Africa

Reading:

F. Cooper, *Africa Since 1940*, Chapter 1

Thurs, 1/31: Ethnicity, Race and Nation: Imagined Communities in Modern Africa

Reading:

1. Lynn Thomas, "The Modern Girl and Racial Respectability in 1930s South Africa," in *The Modern Girl Around the World: Consumption, Modernity, and Globalization*, eds Alys Eve Weinbaum, Lynn M. Thomas, Priti Ramamurthy, Uta G. Poiger, Madeleine Yue Dong, and Tani Barlow, (Durham: Duke University Press, 2008), 96-119.
2. L. Senghor, "Negritude: A Humanism of the Twentieth Century." In Roy Richard Grinker & Christopher B. Steiner (eds), *Perspectives on Africa: A Reader in Culture, History and Representation* (pp. 629-636).
3. Lord Lugard, "Indirect Rule in Tropical Africa," in *Documents from the African Past*, ed. Robert O. Collins (Princeton, NJ: Markus Wiener Publishers, 2001), 290-297

4. Ngugi Wa Thiongo, "Matigari and the Dreams of One East Africa," in *Moving the Center: The Struggle for Cultural Freedoms*, (London: James Currey, 1993), 159-176

WEEK 3, RELIGION AND SOCIAL ORGANIZATION

Tues, 2/5: Islam, Authority and Education in Colonial West Africa
In-class map quiz

Thurs, 2/7: African Christians

Reading:

1. Mutongi, 1-159

WEEK 4, IDENTITY AND LIVELIHOOD

Tues, 2/12: Cocoa, Cotton and Coffee

Reading:

- F. Cooper, *Africa Since 1940*, Chapter 2

Thurs, 2/14: Railroads and Workers

Reading:

- O. Sembene, *God's Bits of Wood*, 1-108

DUE: Paper #1

WEEK 5, WORLD WAR II AND THE POSTWAR ERA

Tues, 2/19: Africans in World War II

Thur, 2/21: The Possibilities of the Post-War Moment

Reading:

1. Ousmane Sembene, *Gods Bits of Wood*, finish

WEEK 6, ANTI-COLONIAL MOBILIZATION

Tues, 2/26: Political Mobilization, Part I: Kenya and the Mau Mau

Reading:

- Cooper, *Africa Since 1940*, Chapters 3 and 4

Thurs, 2/28: Political Mobilization, Part II: Ghana

Reading:

- J. Allman, "The Youngmen and the Porcupine: Class, Nationalism and Asante's Struggle for Self-Determination, 1954-57," *Journal of African History* 31 (1990): 263-80

DUE: Paper #2

WEEK 7, IMAGINING NATIONAL FUTURES

Tues, 3/5: Political Mobilization, Part III: West Africa and “Greater France”

Reading:

Léopold Senghor and Sékou Touré, excerpts from J. Ayo Langley, *Ideologies of Liberation in Black Africa*, 528-45, 601-16

Thurs, 3/7: The National Culture Question

Reading:

1. Ngũgĩ Wa Thiongo, *Decolonizing the Mind*, 1-34
2. Frantz Fanon, *The Wretched of the Earth*, 145-80;
3. Chinua Achebe, “English and the African Writer,” *Transition* 75/76, 1997, 27-30
4. Cooper, *Africa Since 1940*, Chapter 5

WEEK 8, DECOLONIZATION AND THE COLD WAR

Tues, 3/12: MIDTERM EXAM

Thurs, 3/14: Decolonization in Congo

in class film excerpt and discussion, *Lumumba: La Morte du Prophete*

WEEK 9: SOUTH AFRICA

Tues, 3/19: Industrialization and Bantustans

Thurs, 3/21: Race, Revolution and Apartheid

Readings:

1. Steve Biko, *I Write What I Like*
2. Peruse: apartheid-era photography of Ernest Cole (Learn@UW)

SPRING BREAK

WEEK 10, GENDER AND SEXUALITY IN THE POSTCOLONY

Tues, 4/2: Youth, Fashion and Identity Politics

Reading:

1. K. T. Hansen, 'Dressing Dangerously: Miniskirts, Gender Relations and Sexuality in Zambia' in *Fashioning Africa: Power and the Politics of Dress*. ed. J. Allman (Bloomington: Indiana University Press, 2004).
2. A. Ivaska, “Anti-Urban Militants meet Modern Misses: Urban Style, Gender and the Politics of National Culture in 1960s Dar es Salaam” in *Fashioning Africa: University Press, 2004*).

Thurs, 4/4: Class, Gender and Education

Reading:

3. K. Mutongi, *Worries of the Heart*, 163-192

WEEK 11, AFRICA IN THE 1970s: ECONOMIES AND EVERYDAY LIFE

Tues, 4/9: Nigeria and the Oil Industry

Reading:

1. A. Apter, 'IBB = 419: Nigerian Democracy and the Politics of Illusion' in *Civil Society and the Political Imagination in Africa: Critical Perspectives*. eds. J. Comaroff and J. Comaroff (Chicago: University of Chicago Press, 1999).
2. F. Cooper, *Africa Since 1940*, chapters 6 and 7

Thurs, 4/11: Ujamaa in Tanzania

Readings:

1. J. Nyerere, "Ujamaa: the Basis of African Socialism" (1962)
2. J. Nyerere, "The Arusha Declaration" (1967)

DUE: Paper #3

WEEK 12, ETHNICITY AND VIOLENCE: GENOCIDE IN RWANDA

Tues, 4/16: Histories of "Hutu" and "Tutsi"

Reading:

1. Alison Des Forges, *Leave None to Tell the Story: Genocide in Rwanda*, 1-27; 31-93

Thurs, 4/18: Genocide and its Aftermath in Central Africa

Reading:

1. Scott Straus, Interviews, *Intimate Enemy: Images and Voices of the Rwandan Genocide*, 37-96

WEEK 13: HEALTH AND WELLNESS: HIV/AIDS

Tues, 4/23: A History of the AIDS Epidemic

Reading:

1. M. Hunter, "Providing Love: Sex and Exchange in Twentieth-Century South Africa," from *Love in Africa*, eds. Jennifer Cole and Lynn Thomas, (Chicago: University of Chicago Press, 2009), 135-152

Thurs, 4/25: AIDS in Africa

Reading:

1. S. Nolen, *28 Stories of AIDS in Africa*, (New York: Walker and Company, 2008), Prisca Mhlolo, 53-65; Lydia Mungherera, 73-81; Manuel Cossa, 113-124; Zachie Achmat, 167-185; Ida Mukuka, 269-276

2. L. Garrett, 'The Challenge of Global Health', *Foreign Affairs*, 86 (2007), 14-38

WEEK 14, LIVELIHOODS AND URBAN ECONOMIES

Tues, 4/30: Nollywood and Urban Life

Reading:

1. J. Haynes, 'Nollywood in Lagos, Lagos in Nollywood Films', *Africa Today*, 54 (2007), 131-150.
2. Cooper, Chapter 8

Thursday, 5/2: African Migrations

Reading:

1. Paul Stoller, *Money Has No Smell: The Africanization of New York City*, (Chicago: University of Chicago Press, 2002), 1-44

Week 15, FINAL THOUGHTS

Tues, 5/7: Aid and Intervention

Reading:

1. P. Gourevitch, "Alms Dealers: Can You Provide Humanitarian Aid Without Facilitating Conflicts?," *The New Yorker*, October 12, 2010
2. F. Manji and C. O'Coill, "The Missionary Position: NGOs and Development in Africa," *International Affairs* 78 (2002), 567-583

Thurs, 5/9 Final wrap-up

DUE: Paper #4

Distribute final take-home exam.

Exam Due Tuesday, May 13th at noon