

HIST 2500
History of Africa
Fall 2020
Professor: Joy M. Chadya
T/Th 10-11:15 am
Prof Joy M. Chadya
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Venue: Remote Learning Class via Zoom
Contact: 204-474-8219 or Joy.Chadya@umanitoba.ca
Office Hours: Thursday noon -1pm or by appointment.

Welcome!

This second year African History course is a two-part course that surveys the History of Africa from the pre-colonial through the colonial to the post-colonial period. The first semester of the course is a survey of African History from the earliest times to the 1920s. We end in the 1920s largely because that decade was a major benchmark in as far as African autonomy was concerned. Except for Liberia and Ethiopia, all African countries had been colonized and all efforts at regaining independence squashed by the 1920s. Our study of African History should stem from our conviction that we will better understand and appreciate the present world by studying the myriad forces that have shaped that world. The analytical emphasis in this class will help us become active, engaged learners, rather than passive readers of historical facts. To make African History accessible to us we will employ several themes as filters for the vast body of information that constitutes pre-1920s African History. Attempt has been made where possible, to arrange the themes chronologically. Analytical categories such as race, class, and gender, etc. will recur with almost every topic. One of the major aims of this course is to hone the skills you need to write a historical essay. To that end, and where possible, we should strive to use primary and secondary academic sources when writing papers.

Delivery: Due to the Covid-19 virus this class will be delivered remotely through Zoom. The password for the semester will be on UMLearn. Classes will be held as scheduled: Tuesdays and Thursdays at 11:30 so please be ready on time. Just like in a regular class, instruction is passed through a combination of live lectures, films, readings, and discussions. The films we are going to watch should not be seen as a form of entertainment but as just one of the historical sources available and should, therefore, be analyzed critically. Please take down some notes during the films and the lectures as well as when you are reading primary and secondary sources. Feel free to pass analytical comments or to ask questions after the film/lecture/reading. Your careful and timely preparation for class discussions and engagement with the readings is critical. You should have completed the reading assignments prior to the lectures. **We will all read one required journal article for every topic (in addition to the class text). Other journal articles listed for each week are meant for additional reading should you find time.** Attendance and participation in class and discussion sections will constitute 10% of final your grade. We will spend about 20 minutes before each new theme/topic discussing the readings for the week including primary documents. Remember, active listening is an integral part of a productive discussion. Students are encouraged to take notes and make analytical comments. Feel free to ask

questions (including asking for clarity) at any point during the lecture. You can do that either by raising your hand, using a raised hand emoji or typing in the Zoom chat.

Office Hour: I will be available on Zoom every Thursday for an office hour (noon-1pm) or any other time by appointment.

It is important that you familiarize yourself with UMLearn. It is home to the course materials including lecture outlines, assignments, assignment folders where you will upload your written assignments, announcements, discussions.

Because this is an online class you need to have access to a computer, tablet, or smart phone and make sure you are ready before class. Should you face any challenges with remote learning – including uploading assignments please inform the instructor in good time.

Attendance and Deadlines: Attendance of all lectures is mandatory and attendance and participation constitutes 10% of your final grade. There is a high correlation between students who receive good grades and those who attend class on a regular basis. Please contact the professor in advance if you are going to be absent. Similarly, all deadlines are final except under extenuating circumstances (e.g. medical or family crisis), which must be documented in writing.

Policy on Late Work: Please plan ahead around the assignments that are listed in your syllabus. As a general rule extensions will not be granted. Assignments are due by midnight of the date listed on the class syllabus. Unless there are extenuating circumstances, you will be penalized for late work (a deduction of 2.5% per day), so please take note of the due dates on the syllabus. Students who have conflicts shown on the preliminary exam schedule (i.e. have 2 exams scheduled for the same time) should inform the Registrar's Office immediately.

Required Texts: The following books have been ordered at the Bookstore.

Fall Semester

1. Chinua Achebe, *Things Fall Apart* (novel)
2. Adam Hochschild, *King Leopold's Ghost: A Story of Greed, Terror and Heroism in Colonial Africa*, Boston, Houghton Mifflin Company, 1998.
3. Joseph E. Harris, *Africans and their History*, New York, Penguin Group, 1998.

Winter Semester

1. Mariama Ba, *So Long a Letter* translated from French by Modupe Bode-Thomas
2. Sindiwe Magona, *To my Children's Children*, London, Women's Press, 1991.

Other Useful References

JSTOR is probably the database which you will consult most often to find all the articles, and more, listed on the syllabus. Internet African History Sourcebook is a good reference for primary documents. Feel free to consult me for more.

Assignments:

All written assignments should be typed – double spaced, using Times New Roman 12 point size font and they should be uploaded in the right folder on UMLearn as well as emailed to the instructor. Each assignment should have a title page with a student's name and ID number; Course name and number; due date and the question you are answering. Assignments should also meet the minimum length and should not go beyond the maximum length and, minimum number of *academic sources*.

All assignments will be emailed to students as well as posted on UMLearn.

All essays should have citations in the form of footnotes using Chicago style with full citation information. Any essay without citations (or without proper citations) will be returned to the student for correction.

It is a student's duty to take note of all due dates for assignments.

Written requirements include: A primary document analysis; a cartoon analysis; a mid-course exam; a research paper and the final exam. The short research paper and the final exam are due in the Winter semester 2021. Other than the two exams all written work should be typed using font size 12, and double spaced. Detailed instructions for each of these assignments will be distributed in class.

Analyzing a primary document/cartoon: Students will analyze one primary document and one cartoon (to be provided) in 3-4 pages (750-1000 words). Primary document sources will enable us to see how Africans themselves viewed their society and status.

Research Paper: Students' critical and analytical skills also develop by writing. To that end, a list of essay questions will be distributed in class and you are expected to write a 6-10 page paper (1500-2500 words). This paper will be turned in on March 25 by midnight.. One of the major aims of this course is to hone the skills students need to write a history essay. Therefore, where possible, you should strive to use primary and academic secondary sources when writing papers. For this semester's paper, use at least one primary document and four academic secondary sources (books and/or journals). You can also use any novels, newspaper articles and songs on Africa as sources where relevant.

Examinations: You will write one mid-course exam in the second week of the 2021 Winter semester. It will cover material from the Fall semester. The final requirement is the final exam which you will sit for during the exam week of the Winter semester (April 2021, date to be announced.) This exam will cover material from the entire course.

This is a W course. As such, you must submit and pass all essays in order to pass this course.

Grading:

1. Class Participation – 10%.
2. Analyzing primary document(s) – 15%, October 8, 2020.



3. Analyzing a cartoon – 10% November 5, 2020
4. Mid-course exam - 15%, January 21, 2021.
5. Research Paper – 20%, March 25, 2021
6. Final Exam - 30%, date TBA April 2021.

Since this is a course that meets the University Senate's 'W' Written English Requirement, students must complete all essay assignments with a passing grade to pass the course.

All papers are graded on a percentage point system:

A+ 90-100%	Exceptional
A 80-89%	Excellent work
B+ 75-79%	Very good
B 70-74%	Good
C+ 65-69%	Satisfactory
C 60-64%	Adequate
D 50-59%	Marginal
F 0-49%	Failure

Evaluative feedback will be provided by January 29, 2021 the voluntary withdrawal deadline.

Grade Appeal

Students who wish to appeal a grade given for term work must do so within 10 working days after the grade for the term work has been made available to them.

Uncollected Term Work

Uncollected term work will become the property of the Faculty of Arts and will be subject to confidential destruction.

Feel free to contact the professor with any problems via email or in person. Please note that you can only use your UManNet email address for email communication

Academic Integrity:

The University's regulations re: plagiarism, cheating and impersonations are the section on "Academic Integrity" of the General Academic Regulations in the online Academic Calendar & Catalog of the University of Manitoba (<http://crscalprod1.cc.umanitoba.ca/Catalog/ViewCatalog.aspx>). Faculty of Arts' penalties for academic dishonesty includes the following, which can be found at http://umanitoba.ca/faculties/arts/student/student_responsibilities.html :

The common penalty in Arts for plagiarism on a written assignment is a grade of F on the paper and a final grade of F (DISC) (for Disciplinary Action) for the course. For the most serious acts of plagiarism, such as purchase of an essay and repeat violations, this penalty can also include suspension for a period of up to five (5) years from registration in courses taught in a particular department/program in Arts or from all courses taught in this Faculty.



The Faculty also reserves the right to submit student work that is suspected of being plagiarized to Internet sites designed to detect plagiarism or to other experts for authentication.

The common penalty in Arts for academic dishonesty on a test or examination is F for the paper, F (DISC) for the course, and a one-year suspension from courses acceptable for credit in the Faculty. For more serious acts of academic dishonesty on a test or examination, such as repeat violations, this penalty can also include suspension for a period of up to five years from registration in courses taught in a particular department or program in Arts or from all courses taught in or accepted for credit by this Faculty.

Student Academic Resources

You have access to several important resources to help you navigate your classes and university life more generally. There are writing tutors available to help you with your essays through the Academic Learning Centre (ALC): <http://umanitoba.ca/student/academiclearning/>. The History department will also make a writing tutor available exclusively to History students in the department on one day a week. More information about scheduling, etc., TBA.

The ALC page also has resources to help you with study skills, organization, as well as assistance for students using English as an Additional Language (EAL). Other issues, including accessibility services, workshops, and tips about academic integrity are addressed at the Student Advocacy Services webpage (http://umanitoba.ca/student/resource/student_advocacy/).

All of the above services can also be accessed under the heading of Student Resources on the Student Affairs website: <http://umanitoba.ca/student/studentlife/index.html>.

History students can also take advantage of the huge range of academic materials (including primary and secondary sources, as well as pages to help with writing and referencing) made available by the History subject librarian, tailored just for you! They are available on the Libraries page at this link: <http://libguides.lib.umanitoba.ca/history>. Students who need research assistance can also schedule an appointment with a librarian through the website.

Student Counseling Centre

Contact SCC if you are concerned about any aspect of your mental health, including anxiety, stress, or depression, or for help with relationships or other life concerns. SCC offers crisis services as well as counseling. <http://umanitoba.ca/student/counselling/index.html>

Student Support Case Management

Contact the Student Support Case Management team if you are concerned about yourself or another student and don't know where to turn. SSCM helps connect students with on and off campus resources, provides safety planning, and offers other supports, including consultation, educational workshops, and referral to the STATIS threat assessment team. <http://umanitoba.ca/student/case-manager/index.html>

University Health Service

Contact UHS for any medical concerns, including mental health problems. UHS offers a full range of



medical services to students, including psychiatric consultation. <http://umanitoba.ca/student/health/>

Student Advocacy

Contact Student Advocacy if you want to know more about your rights and responsibilities as a student, have questions about policies and procedures, and/or want support in dealing with academic or discipline concerns. <http://umanitoba.ca/student/advocacy>

UM History Student Association (UMHiSA)

UMHiSA is a history undergraduate student run organization that seeks to establish a sense of community for students studying all facets of history, and provide support for them in their academic career. Students interested in fun times, spirited debate, new opportunities, a community of like-minded students, or all of the above, check out UMHiSA on our instagram account www.instagram.com/umhisa_undergrad/ or by emailing umhisau@gmail.com.

Be sure to familiarize yourself with the syllabus. It is a student's duty to make sure that they meet all the course requirements in a timely manner.



Week 1, September 10: Introduction

Week 2, September 15: State Formation

Required Readings:

Joseph E. Harris, *Africans and their History*

Matthieu Deflem, "Warfare, Political Leadership, and State Formations: The Case of the Zulu Kingdom, 1808-1879," *Ethnology*, 38, 4, 1999: 371-391.

Recommended Readings:

Daphna Golan, "The Life Story of Shaka and Gender Tensions in the Zulu State," *History of Africa*, 17, 1990: 95-111; Elizabeth Eldridge: "Sources of Conflict in Southern Africa, C 1800-30: The Mfecane Reconsidered," *Journal of African History*, 33, 1, 1992, 1-35.

Week 3, September 22: The Trans-Saharan Trade and the Encroachment of Islam in Africa

Required Readings:

Primary Document: René Caillé, "The Trans-Saharan Caravan," in *African History in Documents*: 82-87.

Joseph E. Harris, *Africans and their History*

Recommended Readings

John E. Lavers, "Trans-Saharan Trade Before 1800 Towards Quantification" *Paideuma*, Bd. 40, The Sokoto Caliphate and the European Powers 1890-1907, 1994: 243-278; K. P. Moseley, "Caravel and Caravan: West Africa and the World Economies, ca. 900-1900 AD," *Review (Fernand Braudel Center)*, Vol. 15, No. 3, 1992: 523-555; E. Savage, "Berbers and Blacks: Ibadi Slave Traffic in Eight-Century North Africa," *The Journal of African History*, Vol. 33, No.3, 1992: 351-368; Adu A. Boahen, "The Caravan Trade in the Nineteenth Century," *The Journal of African History*, 3, 2, 1962: 349-359. Paul E. Lovejoy, "Commercial Sectors in the Economy of the Nineteenth-Century Central Sudan: The Trans-Saharan Trade and the Desert-Side Salt Trade," *African Economic History*, No. 13, 1984: 85-116; Marie Perinbam, "Social Relations in the Trans-Saharan and Western Sudanese Trade: An Overview," *Comparative Studies in Society and History*, Vol. 15, No. 4, 1973:

Week 4, September 29: Incorporation into the World Economic System: The Trans-Atlantic and the East African Slave Trade

Required Readings:

Primary Documents

William Snelgrave, "The Slaves Mutiny," in *African History in Documents*: 191-197.



Mercator Honestus, "A Defense of the African Slave Trade:" in *African History in Documents: 197-198*; Captain Hugh Crow, "Bonny:" in *African History in Documents: 199-203*.

Joseph E. Harris, *Africans and their History*

Recommended Readings

Paul E Lovejoy, "The Volume of the Atlantic Slave Trade: A Synthesis," *The Journal of African History*, 23, 4, 1982: 473-501; R W Beachey, "The East African Ivory Trade in the Nineteenth Century," *The Journal of African History*, 8, 2, 1967: 269-290; E Phillip LeVeen, "British Slave Trade Suppression Policies, 1821-1865, Impact and Implications," *The Journal of Economic History*, 32, 1, 1972, 415-416; Melvin E. Page, "The Manyama Hordes of Tippu Tip: A Case Study in Social Stratification and the Slave Trade in Eastern Africa," *The International Journal of African Historical Studies*, 7, 1, 1974: 69-84; David Geggus, "Sex Ratio, Age and Ethnicity in the Atlantic Slave Trade: Data from French Shipping and Plantation Records," *The Journal of African History*, 30, 1, 1989: 23-44; David Eltis, "The Volume and Structure of the Trans-Atlantic Slave Trade: A Reassessment," *The William and Mary Quarterly*, Third Series, 58, 1, 2001, 17-46; Gwyn Campbell, "The East African Slave Trade, 1861-1895: The "Southern" Complex," *The International Journal of African Historical Studies*, 22, 1, 1989: 1-26; Gwyn Campbell, "Madagascar and the Slave Trade, 1810-1895," *The Journal of African History* 22, 2, 1981: 203-227.

Film – The Son of Africa/Ship of Slaves

Week 5, October 6 : Trans-frontiermen: Early White Settlers in Southern Africa

Required Readings:

Allen and Barbara Isaacman, "Prazeros as Transfrontiermen: A Study in Social and Cultural Change," *The International Journal of African Historical Studies*, 8, 1, 1975: 1-39.

Joseph E. Harris, *Africans and their History*

Recommended Readings:

R. L. Watson, "Slavery and Ideology: The South African Case," *International Journal of African Historical Studies*, 1983, 20, 1: 27-43; Julia Wells, "Eva's Men: Gender and Power in the Establishment of the Cape of Good Hope, 1652-1674," *Journal of African History*, 39, 3, 1998: 417-437; Allen Isaacman and Derek Peterson, "Making the Chikunda: Military Slavery and Ethnicity in Southern Africa, 1750-1900" *The International Journal of African Historical Studies*, 36, 2, 2006: 257-281; Elias Mandala, "Gold Seekers, Prazo Holders and Capitalists in Mozambique: A Review," *Canadian Journal of African Studies*, 17, 3, 1983, 545-547; MDD Newitt, "The Portuguese on the Zambezi: An Historical Interpretation of the Prazo System," *The Journal of African History*, 10, 1, 1969: 67-85; Irving Hexham, "Dutch Calvinism and the Development of Afrikaner Nationalism," *African Affairs*, Vol 79, No. 315, 1980: 195-208; Robert C. H. Shell, "Religion, Civic Status and Slavery from Dordt to the



Trek, *Kronos*, No. 19, 1992: 28-63; A. L. Muller, "The Impact of Slavery on the Economic Development of South Africa," *Kronos*, Vol. 5, 1982: 1-24.

Film: Life and Times of Sarah Baartman

Week 6, October 13: Legitimate Trade, Slavery and European Penetration into the Interior

Required Readings:

Primary Documents

John Barbot, "Benin," in *African History in Documents, Western Africa*, 179-184.

Joseph E. Harris, *Africans and their History*.

Raymond Dummett, "The Rubber Trade of the Gold Coast in the Nineteenth Century: African Innovation and Market Responsiveness," *The Journal of African History*, 12, 1, 1971: 79-101.

Adam Hochschild, *King Leopold's Ghost*, Chapters 1, 2, 3.

Recommended Readings:

Paul E Lovejoy and David Richardson, "The Business of Slaving: Pawnship in Western Africa, C. 1600-1810," *The Journal of African History*, 42, 1, 2001: 67-89; Martin Lyn, "Change and Continuity in the British Palm Oil Trade with West Africa, 1830-55," *The Journal of African History*, 22, 3, 1981: 331-348; Martin Lynn, "The Profitability of the Early Nineteenth-Century Palm Oil Trade," *African Economic History*, 20, 1992: 77-97; Larry W. Yarak, "West African Coastal Slavery in the Nineteenth Century: The Case of the Afro-European Slave owners of Elmina," *Ethnohistorian*, 36, 1, 1989: 44-60; Ibrahim M. Jumare, "The Late Treatment of Slavery in Sokoto: Background and Consequences of the 1936 Proclamation," *The International Journal of the African Historical Studies*, 27, 2, 1994: 303-322; HR Tate, "Two African Explorers: 1- David Livingstone," *Journal of the Royal African Society*, 37, 148, 1938:304-317.

Primary Document Analysis Due by midnight October 8.

Week 7, October 20: "The Flag Followed the Cross or is it the Cross Followed the Flag?": The Missionary Factor in the Colonization of Africa.

Required Readings:

Herbert Chimhundu, "Early Missionaries and the Ethnolinguistic Factor During the Invention of Tribalism in Zimbabwe," *Journal of African History*, 33, 1, 1992: 87-109.

Joseph E. Harris, *Africans and their History*

Recommended Readings:

Marku Hokkanen, "Scottish Missionaries and African Healers: Perceptions and Relations in the Livingstonia Mission, 1875-1930," *Journal of Religion in Africa*, 34, 3, 2004: 320-347; Karen E. Fields, "Christian Missionaries as Anti-Colonial Militants," *Theory and Society*, 11, 1, 1982: 95-108; Patrick Harries, "Missionaries, Marxists and Magic: Power and the Politics of Literacy in South-East Africa," *Journal of Southern African Studies*, 27, 3, 2001: 405-427; Paul S. Landau, "Explaining Surgical Evangelism



in Colonial Southern Africa: Teeth, Pain and Faith,” *The Journal of African History*, Vol. 37, No. 2, 1996: 261-281; Par Hassing, “German Missionaries and the Maji Maji Rising,” *African Historical Studies*, 3, 2, 1970: 373-389; Jean Comaroff and John Comaroff, “Christianity and Colonialism in South Africa,” *American Ethnologist*, 13, 1, 1986: 1-22; Roger B Deck, “Bible and Beads: Missionaries as Traders in Southern Africa in the Early 19th century,” *Journal of African History*, 30, 2, 1989 211-225; George W. Reid, “Missionaries and West African Nationalism,” *Phylon*, 39, 3, 1978: 225-233.

Discussion: Things Fall Apart (novel)

Week 8, October 27: The Scramble and Partition of Africa

Required Readings:

Primary Documents: “The Treaty of Berlin,” “The Uganda Agreement,”

A Place in the Sun

Joseph E. Harris, *Africans and their History*

Adam Hochschild, *King Leopold’s Ghost*, Chapters 4, 5, 6.

Recommended Readings:

J. D. Hargreaves, “Towards a History of the Partition of Africa,” *The Journal of African History*, Vol. 1, No. 1, 1960: 97-109; Ian Phimister, “Rhodes, Rhodesia and the Rand,” *Journal of Southern African Studies*, 1, 1, 1974: 74-90; 419-438.

“Unscrambling the Scramble for Southern Africa: the Jameson Raid and the South African War Revisited,” *South African Historical Journal*, 28, 1993, 203-220; Jesse S. Reeves, “The Origin of the Congo Free State, Considered from the Standpoint of International Law,” *The American Journal of International Law*, Vol.3, No.1, 1909: 99-118; Richard A. Voeltz, “The European Economic and Political Penetration of South West Africa, 1884-1892” *The International Journal of African Historical Studies*, Vol. 17, No. 4, 1984: 624-639; Barrie M. Ratcliffe, “The Economies of the Partition of Africa: Methods and Recent Research Trends,” *Canadian Journal of African Studies*, 15, 1, 1981: 3-31.

Week 9, November 3: “Whatever happens, we have the maxim gun and they have not!”: European Conquest of Africa

Required Readings:

Martin Legassick, “Firearms and the Samorian Army Organization 1870-1898,” *The Journal of African History*, 7, 1, 1966: 95-115.

Joseph E. Harris, *Africans and their History*

Adam Hochschild, *King Leopold’s Ghost*, Chapters 7, 8, 9.

Recommended Readings:



Anthony J. Dachs, "Missionary Imperialism: The Case of Bechuanaland," *The Journal of African History*, 13, 4, 1972: 647-658; David Killingray, "Labour Exploitation for Military Campaigns in British Colonial Africa, 1870-1945," *Journal of Contemporary History*, Vol. 24, No. 3, 1989: 483-501; Robert L. Hess, "Italian Imperialism in its Ethiopian Context," *The International Journal of African Historical Studies*, 6, 1, 1973: 94-109; Joseph K. Adjaye, "Asantehene Agyeman Prempe I and the British Colonization of Asante: A reassessment," *The International Journal of African Historical Studies*," 22, 2, 1989: 223-249; Paula M Kerbs, "The Last of the Gentleman's Wars': Women in the Boer War Concentration Camp Controversy," *History Workshop*, 33, 1992: 38-56; Charles E Nowell, "Portugal and the Partition of Africa," *The Journal of Modern History*, 19, 1, 1947: 1-17; M. E. P. "The Italian Colonial Empire: A Note on its Rise and Fall," *Bulletin of International News*, Vol. 21, No. 6. 1944: 211-217.

Film: The Anglo-Boer War

Cartoon Analysis Due November 5 by midnight.

November 9-13, Fall Break – No Classes

Week 10, November 17: Early Anti-colonial Resistance: The Ndebele/Shona and the Maji Maji Risings

Required Readings:

Primary Documents

Records of the Maji Maji Rebellion, 1905-07," in *African History in Documents, Eastern Africa*, 124-141.

Gustav Freensen, in *The German South African Army 1903-04.*"

Joseph E. Harris, *Africans and their History*

Adam Hochschild, *King Leopold's Ghost*, Chapters 10, 11, 12

Recommended Readings:

Julian Cobbing, "The Absent Priesthood: Another Look at the Rhodesian Risings of 1896-1897," *The Journal of African History*, 18, 1, 1977: 61-84; Thaddeus Sunseri, "Famine and Wild Pigs: Gender Struggles and the Outbreak of the Maji Maji War in Uzaramo (Tanzania)," *The Journal of African History*, 38, 2, 1997: 235-259; Per Hassing, "German Missionaries and the Maji Maji Rising," *African Historical Studies*, 3, 2, 1970: 373-389; T. O. Ranger, "Connections between 'Primary Resistance' Movements and Modern Mass Nationalism in East and Central Africa, Part I," *The Journal of African History*, 9, 3, 1968: 437-453; D. N. Beach, "An Innocent Woman, Unjustly Accused? Charwe, Medium of the Nehanda Mhondoro Spirit, and the 1896-97 Central Shona Rising in Zimbabwe," *History in Africa*, 25, 1998: 27-54; John Iliffe, "The Organization of the Maji Maji Rebellion," *The Journal of African History*, 8, 3, 1967: 495-512.

Week 11, November 24: Systems of Colonial Administration and the Impact of Colonization in Africa.



Required Readings:

Primary Documents

Mary Kingsley, "The Crown Colony System in West Africa," in *African History in Documents*: 220-225;

Lord Lugard, "Indirect Rule in Tropical Africa," in *African History in Documents*, 228-238.

Joseph E. Harris, *Africans and their History*.

Adam Hochschild, *King Leopold's Ghost*, Chapters 13, 14, 15.

Recommended Readings:

Roger S. Gocking, "Indirect Rule in the Gold Coast: Competition for Office and the Invention of Tradition," *Canadian Journal of African Studies*, 28, 3, 1994: 421-446.

Martin Deming Lewis, "One Hundred Million Frenchmen: The Assimilation Theory in French Colonial Policy," *Comparative Studies in Society and History*, 4, 2, 1962: 129-153;

Lorenzo Rizzo, "The Elephant Shooting: Colonial Law and Indirect Rule in Kaoko, Northwestern Namibia, in the 1920s and 1930s," *The Journal of African History*, 48, 2, 2007: 245-266;

Anthony I. Nwabughuogu, "The Role of Propaganda in the Development of Indirect Rule in Nigeria, 1890-1929," *The International Journal of African Historical Studies*, 14, 1, 1981: 65-92;

Michael H. Fisher, "Indirect Rule in the British Empire: The Foundations of the Residency System in India, 1764-1858,"

Modern Asian Studies, 18, 3, 1984: 393-428.

Week 12, December 1: The Labor Question in Colonial Africa

Required Readings:

George Washington William's Open Letter to King Leopold on the Congo, 1890;

Joseph E. Harris, *Africans and their History*

Adam Hochschild, *King Leopold's Ghost*, Chapters 16, 17, 18.

Recommended Readings:

Giovanni Arrighi, "Labor Supplies in Historical Perspectives: A Study of the Proletarianization of the African Peasantry in Rhodesia," *Journal of Development Studies*, 1970;

David Killingray and James Matthews, "Beasts of Burden: British West African Carriers in the First World War," *Canadian Journal of African Studies*, Vol. 13, No. ½, 1979: 5+7-23;

Roger Anstey, "The Congo Rubber Atrocities: A Case Study," *African Historical Studies*, Vol. 4, No. 1, 1971: 59-76;

Teresa Barnes, "So that a Laborer Could Live with his Family": Overlooked Factors in Social and Economic Strife in Urban Colonial Zimbabwe, 1945-1952," *Journal of Southern African Studies*, 21, 1, 1995: 95-113;

Emily Lynn Osborn, "'Rubber Fever,' Commerce and French Colonial Rule in Upper Guinee, 1890-1913," *The Journal of African History*, Vol. 45, No. 3, 2004: 445-465.

Discussion: Adam Hochschild, *King Leopold's Ghost: A Story of Greed, Terror and Heroism in Colonial Africa*, Boston, Houghton Mifflin Company, 1998.



Week 13, December 8: Urbanization and Industrialization in Africa

Required Readings:

Jane L. Parpart, "Where is your Mother?" Gender, Urban Marriage, and Colonial Discourse on the Zambian Copperbelt, 1924-1945," *The International Journal of African Historical Studies*, 27, 2, 1994" 241-271.

Joseph E. Harris, *Africans and their History*

Adam Hochschild, *King Leopold's Ghost*, Chapters 19, 20.

Recommended Readings

Lynnette Jackson, "When in Whiteman's Town": Zimbabwean Women Remember Chibheura," in Jean Allman et al., *Women in African Colonial Histories*, Indiana, Indiana University Press, 2002: 191-218; Stadler, "Birds in the Cornfield: Squatter Movements in Johannesburg, 1944-1947," *Journal of Southern African Studies*, 6, 1, 1979; GE. Stent, "Migrancy and Urbanization in the Union of South Africa, Africa," *Africa: Journal of the International African Institute*, 18, 3, 1948: 161-188; Deborah Potts, "Shall we go Home? Increasing Urban Poverty in African Cities and Migration Processes," *The Geographic Journal*, 161, 3, 1995: 245-264.

Week 14, December 6: Review

