

**History 2500 History of Africa**  
**Part B**  
**Survey of African History: the 1920s to the Present**

**Winter 2018**

**T/Th:** 2:30-3:45 pm

**Venue:** 386 University College

**Professor Joy. M. Chadya**

**Office:** 345 University College

**Phone:** 474-8219

**Office Hours:** Tuesday 11-12 pm.

**Email:** Joyce.Chadya@umanitoba.ca

**Welcome!**

This is the second half of a two-part second-year course that surveys the History of Africa from the 1920s to the present. We will explore African History themes during the colonial and post-colonial period. As in the previous semester, 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 the colonial and post-colonial African History. The same analytical categories such as race, class and gender and etc. will also recur with 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 sources when writing papers.

**Requirements**

We meet twice per week on Tuesday and Thursday, 2:30 pm - 3:45 pm. Instruction is passed through a combination of lectures, readings, discussions, and films. 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. **Journal articles listed for each week are meant for additional reading should you find time.** Participation in class will constitute 10% of final your grade. We will spend about 30 minutes or so every Tuesday discussing the readings for the week including primary documents. Remember, active listening is an integral part of a productive discussion.

**Attendance and Deadlines:** Attendance and participation in class constitutes 10% of your final grade thus it is important to attend all classes. Besides, 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 (eg. medical or family crisis), which must be documented in writing. So please plan ahead around the



assignments that are listed in your syllabus. As a general rule extensions will not be granted. Assignments are due at the end of class on the date listed on the 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. Judith Stone, *when she was white: The True Story of a Family Divided by Race*, Miramax Books, 2007.

### **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.

**Written requirements include:** 1 map quiz, a primary document analysis, an in-class mid-course exam, and a short research paper and the final exam. The short research paper and the final exam are due in the winter semester 2018. Other than the two exams and the map quiz, all written work should be typed and double spaced. Detailed instructions for each of these assignments will be distributed in class.

**Map Quiz:** Familiarity with African geography is absolutely essential, thus you will take one map quiz in class. No make-up quizzes will be provided unless a student has an official excuse for her or his absence.

**Analyzing a primary document:** Students will analyze one primary document (to be provided) in at least 6 pages (1500 words). This is an exercise that will help students to understand and use a primary document in history essays. Students have to use at least one primary source for their long paper. Primary 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, you are expected to formulate a specific topic of your own interest for research, examining in more depth one of the topics covered in class. Write a 7-10 page paper (1750-2500 words). This paper will be turned in two weeks before the finals week in the Winter semester. One of the major aims of this course is to hone the skills students need to write an African history essay. Therefore, where possible, you should strive to use primary and secondary sources when writing papers. For this semester's paper, use at

least one primary document. 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 Winter semester. It will cover material from the Fall semester. The final requirement is the end of semester exam which you will sit for during the exam week of the Winter semester (April 2018, date to be announced.) This exam will cover material from the entire course.

**Grading:**

1. Class Participation – 10%.
2. 1 map quiz – 5%, September 21, 2017
3. Analyzing primary document(s) – 10%, October 26, 2017.
4. Mid-course exam - 20%, January 25, 2018.
5. Research Paper – 25%, March 29, 2018
6. Final Exam - 30%, date TBA April, 2018

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. **VW date is January 16, 2018.**

**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 16, 2018 - the voluntary withdrawal deadline.

**Feel free to contact the professor with any problems via email or in person.**

**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.

**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 & Catlog 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\\_resources/student\\_responsibilities\\_integrity.html](http://umanitoba.ca/faculties/arts/student_resources/student_responsibilities_integrity.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/](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 facebook <https://www.facebook.com/groups/422932261087799/> or email [umhisau@gmail.com](mailto: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: Settler Agricultural Economies**

### **Readings:**

Joseph E. Harris, *Africans and their History*: 203-230.

Lord Delamere, "White Man's Country," *African History in Documents, Eastern Africa*, 150-153; The Devonshire White Paper, "The Indian in Kenya," 153-154.

Paul Mosley, "Agricultural Development and Government Policy in Settler Economies: The Case of Kenya and Southern Rhodesia, 1900-1960," *The Economic History Review*, New Series, 35, 3, 1982: 390-408.

Harvey M. Feinberg, "The 1923 Natives Land Act in South Africa: Politics, Race and Segregation in the Early 20<sup>th</sup> Century," *The International Journal of African Historical Studies*, 26, 1, 1993: 65-109.

Ian R. Phimister, "Meat and Monopolies: Beef Cattle in Southern Rhodesia, 1890-1938," *The Journal of African History*, 19, 3, 1978: 391-414; Barry N. Floyd, "Land Apportionment in Southern Rhodesia," *Geographical Review*, 52, 4, 1962: 566-582.

William R. Duggan, "The Native Land Husbandry Act of 1951 and the Rural African Middle Class in Southern Rhodesia," *African Affairs*, 79, 315, 1980: 227-239.

## **Week 2: Colonial Rural Economies: Forced Crop Production**

### **Required Readings:**

Leroy Vail, Landeg White, "Tawani Machambero!: Forced Cotton and Rice Growing on the Zambezi," *The Journal of African History*, 19, 2, 1978: 239-263.

Otto Roesch, "Migrant Rice Production in Southern Mozambique: The Colonial Peasantry of the Lower Limpopo Valley," *Journal of Southern African Studies*, 17, 2, 1991: 239-270.

Michael Stephen, Allen Isaacman, Yussuf Adam, Maria Joao Homen, Eugenio Macamo, Augustinho Pililao, "'Cotton is the Mother of Poverty': Peasant Resistance to Forced Cotton Production in Mozambique, 1938-1961," *The International Journal of African Historical Studies*, 13, 4, 1980: 581-615.

Anne M. Pitcher, "Conflict and Cooperation: Gendered Roles and Responsibilities within Cotton Households in Northern Mozambique," *African Studies Review*, 39, 3, 1996: 81-112.

Emily Lynn Osborn, "Rubber Fever, Commerce and French Colonial Rule in Upper Guinea, 1890-1913" *The Journal of African History*, 45, 3, 2004: 445-465.

## **Week 3: African Women in Colonial History**

### **Required Readings:**

Jean Allman, "Rounding Up Spinsters: Gender Chaos and Unmarried Women in Colonial Asante," *Journal of African History*, 37, 2, 1996: 195-214.

Teresa Barnes, "Am I a Man?" Gender and the Pass Laws in Urban Colonial Zimbabwe, 1930-1980," *African Studies Review*, 40, 1, 1997: 59-81.

Jane 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.

Hamilton Siphos Simelane, "The State, Chiefs and the Control of Female Migration in Colonial Swaziland, 1930s-1950s," *The Journal of African History*, 45, 1, 2004: 102-124.



Koni Benson and Joyce M. Chadya, "Ukubhinya: Gender and Sexual Violence in Bulawayo, Colonial Zimbabwe, 1946-1956," *Journal of Southern African Studies*, 31, 3, 2005: 587-610.

Khomo Lia Oela, "Canteens, Brothels and Labor Migrancy in Colonial Lesotho, 1900-40," *Journal of African History*, 38, 1, 1997: 101-122.

Discussion: Mariama Ba, *So Long a Letter*

#### **Week 4: Mid-semester exam**

In class, Thursday, Jan 25. No class on Tuesday.

#### **Week 5: Decolonization: The Rise of African Nationalism**

##### **Readings:**

Leopold Senghor, "The Spirit, or the Laws of African Negro Culture," in *African History in Documents*, 130-142.

Joyce M. Chadya, "Mother-Politics: Anti-colonial Nationalism and the Woman Question in Africa," *Journal of Women's History*, 15, 3, 2003: 153-157.

George W. Reid, "Missionaries and West African Nationalism," *Phylon*, 39, 3, 1978: 225-233.

James K. Matthews, "World War I and the Rise of African Nationalism: Nigerian Veterans as Catalysts of Change," *The Journal of Modern African Studies*, 20, 3, 1982: 493-502.

Susan Geiger, "Women in Nationalist Struggle: TANU Activists in Dar es Salaam," *The International Journal of African Historical Studies*, 20, 1, 1987: 1-26.

Hilary Sapir, "Politics and Protest in Shack Settlements of the Pretoria-Witwatersrand-Vereeniging Region, South Africa, 1980-1990," *Journal of Southern African Studies*, 18, 3, 1992: 670-694.

#### **Week 6: Armed Liberation Struggles in Africa: The Zimbabwean Example**

##### **Readings:**

Ian Martinez, "The History of the Use of Bacteriological and Chemical Agents in Zimbabwe's Liberation War of 1965-1980 by Rhodesian Forces," *Third Quarterly*, 23, 6, 2002.

Harry G. West, "Girls with Guns: Narrating the Experience of War of Frelimo's "Female Detachment," *Anthropological Quarterly*, 73, 4, 2000: 180-194.

Luise White for more in her article, "Civic Virtue, Young Men and the Family: Conscription in Rhodesia, 1974-80," *International Journal of African Historical Studies*, 37, 1, 2004: 103-121.

Maia Green, "Mau Mau Oathing and Political Ideology in Kenya: A Re-Analysis," *Africa: Journal of the International African Institute*, 60, 1, 1990:69-87

Inge Brinkman, "Language, Names and War: The case of Angola," *African Studies Review* 47, 3, 2004: 143-163.

Luise White, "Poisoned Food, Poisoned Uniforms and Anthrax or How Guerillas Die in a War," *Osiris*, 19, Landscape of Exposure: Knowledge and Illness in Modern Environment, 2004: 220-233.

### ***Film – Flame***

#### **Week 7: Africa and the Cold War: Socialist Experiments**

##### **Readings:**

PL. Raikes, "Ujamaa and Rural Socialism," *Review of African Political Economy*, 3, 1975: 33-52.

Leander Schneider, "Freedom and Unfreedom in Rural Development: Julius Nyerere, Ujamaa Vijijini and Villagization" *Canadian Journal of African Studies*, 38, 2, 2004: 344-392.

Robert T. Huffman, "Colonialism, Socialism and Destabilization in Mozambique," *Africa Today*, 39, ½, Angola and Mozambique 1992: 9-27.

Nancy Spalding, "The Tanzanian Peasant and Ujamaa: A Study in Contradictions," *Third World Quarterly*, 17, 1, 1996: 89-108; Zaki Ergas, "Why did Ujamaa Village Policy Fail? – Towards a Global Analysis," *The Journal of Modern African Studies*, 18, 3, 1980: 387-410; Marina Ottaway, "Mozambique: From Symbolic Socialism to Symbolic Reform," *The Journal of Modern African Studies*, 26, 2, 1988: 211-226.

### **Film: Samora Machel**

#### **Week 8: Apartheid in South Africa: In the Throes of Apartheid**

##### **Readings:**

Joseph E. Harris, *Africans and their History*: 269-278.

Primary Documents: UN Resolution 1598: On Race Conflict in South Africa, 1961; A. L. Geyer, "The Case for Apartheid."; Umkhonto weSizwe (Military Wing of the South African African National Congress,) "We are at War."

Alan Baldwin, "Mass Removals and Separate Development," *Journal of Southern African Studies*, 1, 2, 1975: 215-227.

Alan Mabin, "The Impact of Apartheid on Rural Areas of South Africa," *Antipode*, 23, 1, 1991: 33-46.

Helena Pohlandt-McCommirck, "I saw a Nightmare ..." Doing Violence to Memory: The Soweto Uprising, June 16, 1976," *Journal of Southern African Studies*.

Deborah Posel, "Race as Common Sense: Racial Classification in Twentieth Century South Africa," *African Studies Review*, 44, 2, 2001: 87-113.

Robin Hallett, "Desolation on the Veld: Forced Removals in South Africa," *African Affairs*, 83, 332. 1984, 301-320.

**Discussion: Judith Stone, *When she was white: The True Story of a Family Divided by Race.***



## **Week 9, Apartheid II: The Struggle against Apartheid**

### **Readings:**

Joseph E. Harris, *Africans and their History*: 269-278.

Donald R. Culverson, "The Politics of the Anti-Apartheid Movement in the United States, 1969-1986," *Political Science Quarterly*, 111, 1, 1996: 127-149.

Stephen Zunes, "The Role of Non-Violent Action in the Downfall of Apartheid," *The Journal of Modern African Studies*, 37, 1, 1999: 137-169.

Peter Walshe, "South Africa: Prophetic Christianity and the Liberation Movement," *The Journal of Modern African Studies*, 29, 1, 1991: 27-60;.

Shamin Meer, "Freedom for Women: Mainstreaming Gender in the South African Liberation Struggle and Beyond," *Gender and Development*, 13, 2, 2005: 36-45.

Jeremy Seeking's, "Trailing Behind the Masses": The United Democratic Front and Township Politics in Pretoria-Witwatersrand-Vaal Region, 1983-84," *The Journal of Southern African Studies*, 18, 1, 1992: 93-114.

Francine de Clercq, "Apartheid and the Organized Labor Movement," *Review of African Political Economy*, 14, 1979: 69-77

### **Film: *Long Night into Day***

## **Week 10: The Neo-Colonial Phase – IMF, World Bank and in-dependent Africa.**

### **Readings:**

Joseph E. Harris, *Africans and their History*: 152-156.

Devesh Kapur, "The IMF: A Cure or a Curse?" *Foreign Policy*, 111, 1998: 114-129.

Randall W. Stone, "The Political Economy of IMF in Africa," *The American Political Science Review*, 98, 4, 2004: 577-591.

GK Helleiner, "The IMF and Africa in the 1980s," *Canadian Journal of African Studies*, 17, 1, 1983: 17-33.

Will H Moore and James R. Scarritt, "IMF Conditionality and Polity Characteristics in Black Africa: An Exploratory Analysis," *Africa Today*, 37, 4, 1990: 39-60.

Andrew I. Schoenholtz, "The IMF in Africa: Unnecessary and Undesirable Western Restraints on Development," *The Journal of Modern African Studies*, 25, 3, 1987: 403-33;.

Hans-Otto Sano, "The IMF and Zambia: The Contradiction of Exchange Rate Auctioning and De-Subsidization of Agriculture," *African Affairs*, 87, 349: 1988: 563-577.

## **Week 11: The Post-independence Civil Wars/Unrest: The Rwandan Genocide**

### **Readings:**

Rene Lermachand, "Genocide in the Great Lakes: Which Genocide? Whose Genocide?" *African Studies Review*, 41, 1, 1998: 3-16

Timothy Longman, "Church Politics and the Genocide in Rwanda," *Journal of Religion in Africa*, 31, 2, 2001: 163-186.

Mark Levene, "Why is the Twentieth Century the Century of Genocide?" *Journal of World History*, 11, 2, 2000: 305-336.



Helen M. Hintjens, "Explaining the 1994 Genocide in Rwanda," *The Journal of Modern African Studies*, 37, 2, 1999: 241-281;  
Peter Uvin, "Reading the Rwandan Genocide," *International Studies Review*, 3, 3, 2001: 75-99.

**Film, *Sometimes in April***

**Week 12: Sexuality**

**Required Readings:**

Joseph E. Harris, *Africans and their History*: 278-303.

Heyningem, "The Social Evil in the Cape Colony 1868-1902: Prostitution and the Contagious Disease Acts," *Journal of Southern African Studies*, 10, 2, 1984: 170-197.

Robert Morrell, "Of Boys and Men: Masculinity and Gender in Southern African Studies," *Journal of Southern African Studies*, 24, 4, 1998: 605-630.

Anne McClintock, "Screwing the System: Sex work, Race and the Law," *Boundary*, 19, 2, 1992: 70-95

John Pape, "Black and White: The "Perils of Sex" in Colonial Zimbabwe," *Journal of Southern African Studies*, 16, 4: 699-720;

Suzanne Leclerc-Madlala, "Virginity Testing: Managing Sexuality in a Maturing HIV/AIDS Epidemic," *Medical Anthropology Quarterly*, New Series, 15, 4, 2001: 533-552;

**Research Paper Due: Week 12, Thursday, March 29.**

**Week 13, Africa: Not yet Uhuru?**

**Movie: Everyone's Child**

