

HST 210-001: The Making of Modern Africa
Purdue University
2019 Fall Semester
Grissom Hall 102
TR 10:30-11:45

Professor: Professor Kim Gallon
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Office Hours: T- 12-2 and by apt.
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Course Description and Objectives:

The Making of Modern Africa is a course on the colonial histories of sub-Saharan African countries, their struggles for freedom and immediate post-colonial societies. The course will focus on historical developments such as the decline of the Atlantic slave trade; European conquest and colonialism; African participation in World Wars I and II; the era of the Cold War and African nations' struggle for independence. Various themes, such as European imperialism and racism; colonial systems of forced labor and wage labor; African resistance and collaboration; the Christianizing and westernizing effects of colonial education; and the transformation of African gender, class, and ethnic identities will be analyzed and studied.

Broadly, the course includes four main objectives. They are as follows:

- To read texts which reflect the history of Africa from an African perspective
- To obtain an understanding of the complicated and rich diversity of individual African countries
- To make Africa's history relevant to contemporary political, economic and environmental issues on the continent and in the larger world
- To gain greater insight into the historical and contemporary relationship between Africa and the African Diaspora

Course Requirements:

1. Attendance

Class attendance is required. The class will meet Tuesdays and Thursdays for an hour and fifteen minutes. After the third unexcused absence, I will drop a student's final class participation grade a by third of a letter grade. For example, I will reduce a B+ to a B. Each class will consist of a lecture and in-class learning activities. Please note that if you are absent it is your responsibility to find out what you missed in class

2. Readings

I expect students to complete the readings for the day and to think seriously about them.

Required Texts:**Books:**

Chinua Achebe *Things Fall Apart*

Tsitsi Dangaremba *Nervous Conditions*

Trevor R. Getz and Liz Clarke, *Abina and the Important Men*

Kevin Shillington *History of Africa* (You Must Purchase the 4th edition)

Films: (online or reserve in the library)

A Time There Was: Stories From the Last Days of the Kenya Colony

http://www.nfb.ca/film/time_there_was_stories_from_the_last_days/

Africa: States of Independence

Le malentendu colonial (Colonial Misunderstanding) (in the library)

Afrique, je te plumerai Africa, I will fleece you (in the library)

Motherland

Stealing Africa

<http://video.pbs.org/video/2296675180/>

Wind of Change: The End of Colonialism in Africa

Select Documents and Readings (on Blackboard)

3. Assignments and Expectations:**Exams**

I will give a take-home midterm exam and take-home final exam

Quizzes

I will give ten pre-announced reading quizzes over the course of the semester.

Documentary Reflection

I will assign a short paper on a documentary

Class participation

I expect students to participate, actively and verbally, in class discussions on a regular basis

Papers, and Exams

An **A** or **A-** thesis, paper, or exam is one that is good enough to be read aloud in a class. It is clearly written and well-organized. It demonstrates that the writer has conducted a close and critical reading of texts, grappled with the issues raised in the course, synthesized the readings, discussions, and lectures, and formulated a perceptive, compelling, independent argument. The argument shows intellectual originality and creativity, is sensitive to historical context, is supported by a well-chosen variety of

specific examples, and, in the case of a research paper, is built on a critical reading of primary material.

A **B+** or **B** thesis, paper, or exam demonstrates many aspects of A-level work but falls short of it in either the organization and clarity of its writing, the formulation and presentation of its argument, or the quality of research. Some papers or exams in this category are solid works containing flashes of insight into many of the issues raised in the course. Others give evidence of independent thought, but the argument is not presented clearly or convincingly.

A **B-** thesis, paper, or exam demonstrates a command of course or research material and understanding of historical context but provides a less than thorough defense of the writer's independent argument because of weaknesses in writing, argument, organization, or use of evidence.

A **C+**, **C**, or **C-** thesis, paper, or exam offers little more than a mere a summary of ideas and information covered in the course, is insensitive to historical context, does not respond to the assignment adequately, suffers from frequent factual errors, unclear writing, poor organization, or inadequate primary research, or presents some combination of these problems.

Whereas the grading standards for written work between **A** and **C-** are concerned with the presentation of argument and evidence, a paper or exam that belongs to the **D** or **F** categories demonstrates inadequate command of course material.

A **D** thesis, paper, or exam demonstrates serious deficiencies or severe flaws in the student's command of course or research material.

An **F** thesis, paper, or exam demonstrates no competence in the course or research materials. It indicates a student's neglect or lack of effort in the course.

Participation

Discussion is a significant part of participation, and an important part of our shared learning experience. Your active participation helps me to evaluate your overall performance as a student as well as makes the class more interactive and engaging for all of us. The quality of your discussion is more important than the quantity.

Given our limited amount of time together, talking without positively contributing to the discussion will result in a lower grade for classroom participation. However, I want to stress that good participation is not necessarily “right” answers. I encourage you to experiment and take risks. “Wrong” answers can also be instructive and debate is often a good way to learn. Quality participation advances the discussion by presenting new ideas or insights, or building on others’ comments, or presenting a counterpoint to others’ comments in a respectful way. Poor participation simply repeat points already made or deride others’ contributions in a discourteous way. (based on Gina Dokko’s Managing

I will use the following techniques to generate discussions that will facilitate your learning:

Cold calling - I will often ask a question then call on a particular student to respond. I will ask students to support their answer with information from the lectures or readings.

Group work – I will at different points in the semester ask students to work in groups of 3 or 4. I expect that everyone will actively contribute to the group’s effort to complete the task at hand.

Leading class discussion – I may randomly call on a student to lead class discussion by summarizing the reading or identifying the main argument or idea of the reading.

Please note that participation will often require you to do in-class and out of class writing that you will present to your classmates.

A student who receives an **A** for participation in section typically comes to every class with questions about the readings in mind. An 'A' discussant engages others about ideas, respects the opinions of others, and consistently elevates the level of discussion.

A student who receives a **B** for participation in discussion in section typically does not always come to class with questions about the readings in mind. A 'B' discussant waits passively for others to raise interesting issues. Some discussants in this category, while courteous and articulate, do not adequately listen to other participants or relate their comments to the direction of the conversation.

A student who receives a **C** for discussion attends regularly but typically is an infrequent or unwilling participant in discussion.

A student who fails to attend class regularly and is inadequately prepared for discussion risks the grade of **D** or **F**.

Course grades will be determined as follows:

Final Exam	35%
Midterm Exam	25%
Ten Reading Quizzes	20%
Documentary Film Reflection	10%
Attendance & Class Participation	10%

Grading scale used for the course:

93- 100 A

90- 92 A-

89- 87 B+

86- 84 B

83- 80 B-

79- 77 C+

76-74 C

73- 70 C-

69- 65 D

64 & below F

Course Schedule

(The schedule is **subject to change**)

Introduction to the Study of Africa

8/20 Course Introduction

Reading: Binyanvanga Wainaina, “How to Write About Africa,” *Granta* 92, 2006 (Blackboard)

<https://granta.com/how-to-write-about-africa/>

8/22 **Reading:** Chapters 1-2 and 11-12 in *Mistaking Africa: Curiosities and Inventions of the American Mind* (Blackboard)

Screening: Chimamanda Adichie, “The Danger of a Single Story” Ted Talk (Blackboard)

8/27 **Reading:** John Edward Philips, “What is African History?” in *Writing African History* (Blackboard)

Polity, Society, and Economy in Nineteenth Century Africa

8/29 **Reading:** Kevin Shillington. *A History of Africa*, chapter 17, pages 247-259

Reading: Ali Eisami Recounts How He was taken into Slavery and then Freed” (1818 (Blackboard)

Reading: “The Asante King Questions British Motives in Ending the Slave Trade (1820) (Blackboard)

Screening: The Atlantic Slave Trade: What Too Few Textbooks Told You” (Blackboard)

9/3 **Reading:** *Abina and the Important Men*, chapters 1-3

9/5 **Reading:** *Abina and the Important Men*, chapters 1-6

9/10 **Reading:** Kevin Shillington. *A History of Africa*, chapter 19, pages 273-297

Reading: “A Muslim Explains the Practicality and Morality of Slavery” (Blackboard)

9/12 **Reading:** Kevin Shillington. *A History of Africa*, chapter 20, pages 289-307

Reading: “The Subordination of labor in South Africa” (1809) (Blackboard)

Africa and Religious Traditions

9/17 **Reading:** J.O. Awolalu “What is Traditional African Religion?” (Blackboard)

- 9/19 **Reading:** Kevin Shillington. *A History of Africa*, chapter 18, 267-272
“The Holy Ghost Fathers explain the role of missionary education for Africans, 1858 (Blackboard)
Reading: “Samuel Crowther on the role of African missionaries (1854) (Blackboard)

Africa and Europe in the Nineteenth Century

- 9/24 **In-Screening:** *Colonial Misunderstanding*
Reading: *Things Fall Apart*,

- 9/26 **Reading:** *Things Fall Apart*

- 10/3 **Reading:** Kevin Shillington. *A History of Africa*, chapter 17, pages 259-262
Reading and Discussion: *Things Fall Apart*

Consolidating Colonialisms

- 10/8 **FALL BREAK**

- 10/10 **Reading:** Kevin Shillington. *A History of Africa*, Chapter 22, 325-350
Reading: The Scramble for Africa Begins (1884-1892) (Blackboard)

- 10/17 **Reading:** Kevin Shillington. *A History of Africa*, Chapter 23, 351-365
Reading: “Voices of Imperialism,” 244-250 (Blackboard)

Colonial Apex (Education & Labor)

- 10/19 **Reading:** Kevin Shillington. *A History of Africa*, Chapter 24, 367-387
Reading: Methods of Rule (1875-1911), 5-8, 13-20 (Blackboard)

- 10/22 **Reading:** Kevin Shillington. *A History of Africa*, Chapter 25, 388-406
Reading: Methods of Rule (1875-1911), 22-31 (Blackboard)
Screening: *Africa I will Fleece You*

- 10/24 **Reading:** Kevin Shillington. *A History of Africa*, Chapter 26, 407-416
Reading: World War II & Its Immediate Aftermath (1941-1950), 75, 82-84, 99-101

The Dissolution of Empire

- 10/29 **Reading:** Kevin Shillington. *A History of Africa*, Chapter 27, 417-426
Reading: “No Easy Road to Decolonization” (1953-1961), 122-129

- 10/31 **Reading:** Kevin Shillington. *A History of Africa*, Chapter 28, 433-447
Reading: “No Easy Road to Decolonization” (1953-1961), 115-122 (Blackboard)

- 11/5 **Reading:** Kevin Shillington. *A History of Africa*, Chapter 29, 448-466

Reading: “No Easy Road to Decolonization” (1953-1961), 129-134 (Blackboard)

11/7 **Screening:** *African Independence* (Documentary Reflection)

Legacies, New Beginnings and Unfinished Business

11/12 **Reading:** Kevin Shillington. *A History of Africa*, Chapter 30, 467-482

Reading: “African Ideologies of Independence” (1961-2008) (Blackboard)

11/14 **Reading:** *Nervous Conditions*

11/19 – **Reading:** *Nervous Conditions*

11/21 **Reading:** Kevin Shillington, *A History of Africa*, Chapter 31, 483-491

Reading: “Colonial Legacies of Exploitation (1980-2008) (Blackboard)

11/26 **Catch-Up Day**

11/28 - **Happy Thanksgiving!**

12/3 **Reading:**, Kevin Shillington. *A History of Africa*, Chapter 32, 492-506

Reading: “The Continuing Transition to Freedom” (Blackboard)

12/5 **Screening:** *Stealing Africa*

General Course Policies

Academic Dishonesty

Exams in this course are in an essay and short answer format and will be administered in class. Your work on the exams must be your own. Cheating, copying other students’ work, or bringing in essays written by others into the classroom will result in failure. Students are responsible for reading and understanding the University policy on cheating

and plagiarism

Purdue prohibits "dishonesty in connection with any University activity. Cheating, plagiarism, or knowingly furnishing false information to the University are examples of dishonesty." [Part 5, Section III-B-2-a, University Regulations] Furthermore, the University Senate has stipulated that "the commitment of acts of cheating, lying, and deceit in any of their diverse forms (such as the use of substitutes for taking examinations, the use of illegal cribs, plagiarism, and copying during examinations) is dishonest and must not be tolerated. Moreover, knowingly to aid and abet, directly or indirectly, other parties in committing dishonest acts is in itself dishonest." [University Senate Document 72-18, December 15, 1972]

Nondiscrimination Statement

Purdue University is committed to maintaining a community, which recognizes and values the inherent worth and dignity of every person; fosters tolerance, sensitivity, understanding, and mutual respect among its members; and encourages each individual to strive to reach his or her own potential. In pursuit of its goal of academic excellence, the University seeks to develop and nurture diversity. The University believes that diversity among its many members strengthens the institution, stimulates creativity, promotes the exchange of ideas, and enriches campus life. Purdue's nondiscrimination policy can be found at http://www.purdue.edu/purdue/ea_eou_statement.html

Pandemic Policy

In the event of a major campus emergency, course requirements, deadlines and grading percentages are subject to changes that may be necessitated by a revised semester calendar or other circumstances beyond the instructor's control. Here are ways to get information about changes in this course.

Please consider allowing one or more of the following options to ensure that you are quickly notified of an emergency.

- Keep your cell phone on (but on silent) to receive a Purdue ALERT text message.
- Log into a Purdue computer connected to the network to receive any Desktop Popup Alerts.

Contact Professor Gallon via email: kgallon@purdue.edu

Students with disabilities

The DRC recommends the following statement be included in your syllabus. "Purdue University strives to make learning experiences as accessible as possible. If you anticipate or experience physical or academic barriers based on disability, you are welcome to let me know so that we can discuss options. You are also encouraged to contact the Disability Resource Center at: drc@purdue.edu or by phone: 765-494-1247."

Course and Instructor Evaluation

During the last two weeks of the semester, you will be provided an opportunity to evaluate this course and your instructor. During the fifteenth week of classes, you will receive an official email from evaluation administrators with a link to the online evaluation site. You will have two weeks to complete this evaluation. Your participation in this evaluation is an integral part of this course. Your feedback is vital to improving education at Purdue University. I strongly urge you to participate in the evaluation system.