

Rutgers University  
**History 510-264 History of Africa II**  
**Instructors: Said S. Samatar and Maureen O'Rourke**

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**Required Texts:**

1. Roland Oliver and Anthony Atmore. *Africa since 1800*.
2. Robert July. *A History of the African People*.
3. Joseph Conrad. *Heart of Darkness*.
4. Chinua Achebe. *Things Fall Apart*.
5. Amos Tutuola. *The Palm-Wine Drinkard*.
6. Selections from the multi-volume tome: *The Diaries of Lord Lugard*, Vol. 2.

All texts should be available at New Jersey Books, but Amazon.Com is more modestly priced.

**Course Requirements:**

1. Regular attendance, participation in in-depth discussions, and contribution to a salutary class environment
2. Completion of a final exam
3. Final paper, 5 to 10 pages, double spaced. Directions in a separate hand-out.
4. Completion of a mini-map project (to be explained in class)
5. Quizzes or reading responses at least three
6. Country monitoring: select one contemporary African country and report on it occasionally
7. Museum visit. A 2-page description/analysis of a colonial or pre-colonial African museum object
8. Four (4) unexcused absences automatically dock your grade by one letter
9. The expected weekly reading runs at roughly 70-100 pages

The above readings to be augmented by viewing the following:

1. Video: "The Bible and the Gun." The European colonialist brandishes the "Bible," but really means "Cotton," and uses the gun to obtain the latter
2. DVD, "King Leopold: a Story of Greed, Terror and Heroism in Colonial Africa."
3. Movie, "The Battle of Algiers." Gut-wrenching story of the bloodiest and longest-drawn-out war of resistance in the annals of African struggle for independence. The three million Colons, or French settlers, fought to the death to hold on to Algeria, as did the FLN (NLF, or National Liberation Front) to end French colonial rule in Algeria.
4. Video, "The Rise of African Nationalism," By Basil Davidson

## Grading Method

1. Final	25%
2. Final paper	20%
3. Short accumulated papers	20%
4. Class discussions	10%
5. Quizzes and reading responses	10%
6. Museum visit	5%
7. <u>Monitored country</u>	10%
Total 100%	

(Map assignment is to be used for in-class reference purposes and does not have a point value attached.)

**Course Description:** The course deals with the African experience from the 1870's to the present, focusing on principal themes, such as the conquest and colonization of Africa by Europe, the evolution of African colonial society, the rise and triumph of African nationalisms and the varying fortunes of African states since independence. Throughout the course, the methodology of critical thinking should be employed: In both oral and written communication, students are taught to marshal the various strands of their arguments in an order of increasing importance. For example, in a course about "Colonial, Post-Colonial Africa," as this one is, students are challenged to explore the difference between "Imperialism" and "Colonialism." Imperialism revolves around the process of establishing cultural, political and economic hegemony over others. Then move onto the second leg of that argument by explaining how the European Age of imperial rivalry--the ideology expressed by the slogan, "A Place in the Sun" for one's nation, a phrase that brings to mind the adage of British statesmen who boasted: the "Sun Never Sets on the Union Jack," to which a cynic responded: "And no wonder, because the Almighty Does Not Trust Brits in the Dark"!--fueled European imperial appetites in the 1870s-80s; then move on to how the rise of Germany as a great European power under the leadership of Prussia--following its humiliating defeat of France at the Battle of Sedan (1870-80)--fatally disrupted the power equilibrium in continental Europe itself, heretofore dominated by England and France. So far, students learn, one is in the stage of the imperial process. The last and most important leg of the argument: the colonial stage begins with Chancellor Otto Von Bismarck, the Iron Chancellor's call of the Berlin Conference (1884-5) to avoid European war over African real estate, a move that actually triggered the phenomenon that came to be called the "European Scramble for Africa" that resulted in the planting of foreign flags over the entire continent--except Ethiopia--by 1914. Further, by comparing/contrasting the changes/transformations in the evolution of African colonial society, students come to acquire a general picture of Africa under European rule.

Concerning colonial Africa, Philosopher Friederich Hegel epitomized the climate of thought/attitudes prevailing among Europeans when he opined that "Africa has no history." To paraphrase him, he went on to declare that when he looked at Africa all he saw was "darkness" and "darkness is not the subject of history." Those were the good old days of European cultural arrogance. Then came the two world wars which, from the African perspective, signified the greatest boon and blessing that transpired in the twentieth century. Taken together the two wars, which--in so far as Africa was concerned--had no more significance than the killing of a lot of white boys and the near destruction of European Jewry, also destroyed European tenure in Africa. Following the second war, the exhausted, demoralized European officials were helpless to maintain their colonial control before the gathering storm of African nationalism. In short, the two wars liberated Africa. Herbert Spencer and "Social Darwinism" along with "physical anthropology" and "Pseudo-Scientific Racism" were dead, henceforward.

In practical terms, brief (1-2) weekly assignments, based on the texts and class discussions, are assigned to have the students explore and analyze the various primary materials. The latter include travel accounts, documentaries, and at least one guest lecture. The most fitting primary item here relates to the two-volume diaries of Lord Lugard, Britain's imperial architect in tropical Africa. Assignments are discussed and graded for consistency, coherence and clarity.

**POLICY ON ABSENCES.** Here it is in order to quote the Department's Policy on absences:

**The recognized grounds for absence are illness requiring medical attention, curricular or extracurricular activities approved by the faculty, personal obligations claimed by the student and recognized as valid, recognized religious holidays, and severe inclement weather causing dangerous traveling conditions.**

**Any student who misses eight or more sessions through any combination of excused and unexcused absences will have missed more than a quarter of the class time and will not earn credit in this class. Such students should withdraw from the class to avoid an F.**

**Note: This being a double-period class that meets only once a week, the combination of excused and unexcused absences shall be four. Further, for the same reason, a student missing more than two classes will have his/her grade docked by a rung—for example from B+ to B, C+ to C. A student missing more than three classes will be docked by a full level. For example, A to B, B+ to C+, etc.**

**Late assignments—papers and exams:**

These shall be turned in on the date specified in class. **If not cleared with the instructor in advance, late assignment grades are subject to being lowered.**

**A WORD ABOUT ACADEMIC INTEGRITY (Plagiarism, Cheating):**

**Students shall be required to sign the following University directive:**

**On my honor, I have neither received nor given any unauthorized assistance on this exam (assignment).**

**Any infraction of this honor pledge shall be punished up to and including expulsion.**

**LEARNING OUTCOMES:**

The issue of Learning Outcomes lies, in my view, at the heart of the entire pedagogical exercise. What are the testing tools to measure students' progress from, say, point A to point B? First, there are the tangible means of testing progress—through tests, quizzes, short papers, final paper and final exam. Then there are the intangibles, stemming from the dynamics of class discussions. By interacting with one another, through the guidance of the instructor, students shall learn the skills of content analysis—how to test the texts critically in order to squeeze out of them insights and understandings from the evidence they present. Further, the discussions enable students to marshal the ingredients of a class debate with a view to managing, if not mastering, the elements of an argument. Moreover, pursuant to a lecture, the instructor should encourage the students to critique his/her presentation without fear of retaliating punishment. Finally, conferencing with students—individually or in groups—during designated office hours, or by appointment, can impact the course of their careers.

**Reading Schedule** (Read assigned pages *before* coming to class on the date noted. Readings are subject to change):

- January 2, 2015      Introductory matters and the European Conquest of Africa. Oliver & Atmore; Chap. 9. July, "Partition of Africa," Pp. 263-287.
- January 27, 2015    The European Conquest of Africa. Oliver & Atmore; Chap.10; July, Pp. 288-309.
- February 3, 2015    Colonial Rule in Tropical Africa: Political & Economic Developments. Oliver & Atmore, Chap. 11; July, Pp. 310-37.

### **Quiz**

- February 10, 2015    Colonial Rule in Tropical Africa: Social and Religious Developments. Oliver & Atmore; Chap.12; July, Pp. 38-359.
- February 17, 2015    How Civilized Were European Civilizers? Conrad, *Heart of Darkness*. Read entire book.
- February 24, 2014    Contact and Recoil: Achebe's *Things Fall Apart*. As an example of primary resistance. Read entire book. **Map assignment due.**
- March 3, 2015        South Africa in the Early Decades of the 20<sup>th</sup> Century. Oliver & Atmore, Ch. 15. July, Pp. 310-36.

### **Quiz**

- March 10, 2015      Africa and the Second World War. Oliver & Atmore; Ch. 16; July, Pp, 361-81.  
**Paper proposal due.**

**March 14, 2015      Spring Recess Begins**

**March 22, 2015      Spring Recess Ends**

- March 24, 2015      Selections from the *Diaries of Lord Lugard*. Volume 4. Nigeria. Pp. 16-39; 47-93.
- March 31, 2015      The Road to Independence I: North and Northeast Africa. Africa South of the Sahara. Oliver & Atmore. Chs.17 & 18; July, Pp. 429-66.

### **Quiz**

- April 7, 2015        The Road to Independence II. South-Central Africa. Oliver & Atmore, Ch. 19; "In the Heart of Darkness." July Pp. 383-400.
- April 14, 2015      The Collapse of Apartheid and the New South Africa. Oliver & Atmore, Ch. 20; July, Pp. 401-24.
- April 21, 2015      Africa Since Independence. Oliver and Atmore , Ch. 21 & 22.
- April 29, 2015      Amos Tutuola. *The Palm-Wine Drinkard*. Read entire book. What Have We Learned? Review Discussion.
- April 24, 2015.      Last day to submit museum, country monitoring and short assignments.
- April 30, 2015.      Final paper due.
- May 12, 2015        Final exam.