

TOPICS IN AFRICAN HISTORY:
Ethnicity & Nationalism in the Horn of Africa
21:510:431
Class Time/Location: Th 2:30-5:20 pm, Conklin 424
Fall 2018

Dr. Habtamu Tegegne
Office: Conklin 329
Office Hours: Tuesday 12 pm-2:00 pm
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Office Hours

I am present, during the office hours which are scheduled *for you*, to talk about any questions, or concerns regarding the course. Take advantage of these opportunities.

Course Description

This course explores the history of the Horn of Africa from earliest times to the present. In terms of modern countries, the course concentrates on twentieth century Ethiopia and its neighbors (Somalia, Eritrea and Djibouti). The course's main thematic focus is on the processes of state formation and the rise of competing nationalisms and revolution that have most powerfully shaped the Horn of Africa. In the last half of the twentieth century, competing ethnic nationalisms and revolutionary political upheavals have affected, and continue to affect, the Horn of Africa more fundamentally than any other region in Africa. This course sets out to provide answer to why nationalism and revolutionary upheaval was such an important component of the recent history of the Horn of Africa by exploring the wider historical and socio-cultural roots that underlie political and national movements and conflicts in the region.

Ethiopia has one of the oldest national traditions in the world. As the oldest and the largest state in the Horn, inevitably Ethiopia will be the course's main geographic focus. The course examines the main stages of Ethiopian history, setting developments within a regional perspective. The first series of weeks will be dedicated first to exploring the foundation of Ethiopian civilizations and the cultural and political legacies of Aksumite and Solomonic Ethiopia (c.450 BCE-1850CE). We will look particularly at the themes of the invention of dominant cultural traditions and political ideologies and examine links between church and state during the early and later Solomonic Ethiopia (1270-1855). Then we will proceed to examine the resurgence of monarchical power and the birth of modernizing autocracy in nineteenth and twentieth centuries. The later part of the semester will be dedicated to discussions of the vortex of competing ethnic and national movements in the Horn that the 1974 Ethiopian revolution ripped open.

Course Objective

By the end of the semester, students will have developed a basic understanding of the historical processes underlying modern states and societies of the Horn of Africa. We will develop a shared understanding of the processes through which people in the Horn of Africa constructed national, ethnic and other collective

identities about themselves, and emerge from this course with experiences in class that demand skill in critical reading, writing and discussion.

Format

The twin emphases of the course will be class discussion and lecture. I will give lectures to provide an overview of the main ideas, but it is a participation-intense course that meets once per week. Class discussion will proceed on the basis of assigned readings. Since your grade will be based partly on the quality of your participation, students enrolled to this course are expected to read carefully and critically in advance of meeting and to participate actively and thoughtfully during discussion. I will expect and assume your full engagement with all the material.

Course Requirements and Evaluation

Your grade for the course will be based on class participation (attendance and discussion), one extended research paper, presentation, source analysis, and other papers assigned at intervals in the course of the semester. Points will be available as follows:

Attendance & Class Participation:	20%
Quizzes	15%
Term paper:	15%
Midterm:	20%
Final Exam:	30%

Attendance and Participation

Attendance is required and rewarded. Attendance will be taken at the beginning and the end of each class. I expect students to read all assigned readings in advance of class sessions and to be prepared to contribute to a class discussion of them. Good participation is displayed by comments, reflections and questions that are relevant to and informed by the assigned readings. On average, you can expect to read about 20 pages per week in this course. You will lose 1% of your course grade every time you miss class for any unacceptable reason. I reserve the right to fail you in this course if you miss Five (5) consecutive classes.

Quizzes (15%)

Starting in week three, unannounced quizzes will be administered at the beginning of class or towards the end, as the case may be. Students who miss a quiz due to absence will not be given another opportunity to write the quiz. The quiz will test students' knowledge of assigned readings and topics and issues discussed within the class during that week and/or from the week(s) prior. Quizzes contribute towards 15% your participation grade. Another objective of quizzes is to prepare students for mid-term/final exam and other assignments. Quizzes reward students who are diligent in class participation and attendance and note taking abilities during class time.

Paper (15%)

There is one assigned paper for this course which is worth 15% of your course grade. Please note submission of the term paper and of a final exam are course requirements. Failure to submit them, regardless of total points accrued for other assignments, will result in an "F" grade for the course.

Due date: Your paper is due on December 06. Turn your paper on blackboard.

Late Policy

Turn your paper according to the official (syllabus stated) due date. Five points will be deducted for each day your assignment, including the term paper, is late. You may only ask for an extension at least 48 hours before the due date and only if you have a valid reason and valid documentation. None will be accepted after the end of the semester. Doctor's notes that are dated either more than 24 hours after the onset of illness or after the due date will not be accepted. Even if you have obtained a doctor's note, you will be penalized until the day I receive your doctor's note.

Paper Topics

Choose ONE of the following questions and write an essay 2500 words in length. The purpose of the paper is threefold: I want to find out (1) how well you write and (2) how well you are able to think historically; most of all, (3) I want you to get excited about *making* history. The paper must draw on both readings on the syllabus and outside sources. The main requirement of this paper is that it be analytical, or comparative rather than descriptive.

1. Thinking about the evidence that the readings and lecture provide and by referring to the relevant literature, discuss the competing identities that people in Ethiopia and the Horn constructed about themselves in the last half of the twentieth century.
2. In 1974, and again in 1991 Ethiopia experienced significant moments of national and revolutionary upheavals. Write an essay in which you compare and contrast the two moments, paying attentions to how do they relate to each other socially (i.e. who was involved) and politically (i.e. what they were trying to achieve)? Which moment resulted in the most significant change and why?
3. Why is violence and famine such a significant component of the recent history of the Horn of Africa?
4. Pick two ethnonationalist and separatist movements in the recent history of the Horn of Africa (The Tegrean People Liberation Front, Oromo Liberation Front, Ogaden National Liberation Front, and Eritrean People Liberation Front, among others) and explain how each is both similar and dissimilar to the other. What political alternatives have challenged the predominant idea of ethnonationalist and separatist movements? Be sure to compare and contrast how each portrayed or represented Ethiopian history: ancient, medieval, and modern. Do you feel that these portrayals or representations are faithful to the historical setting or actual history, or are they anachronistic? Were you disturbed by some of the more blatant manipulations of "historical" fact to legitimize political agenda, or were these justified?

Mid-term

The midterm is scheduled for Thursday, October 25 during class time. The midterm will cover the course material covered up to and including Thursday, October 11.

Final Exam

The final will be held on Tuesday, December 20 – Conklin 424, and covers the course material after the midterm. In addition, it will have one comprehensive section covering the entire course.

Students are required to take the exams based on the schedule indicated in the course syllabus. The term paper and the exams are course requirements. Despite the total points you earned, failure to submit the assignments or unexcused absence from any of the exams will result in overall failure in the course. The final exam must be taken based on the university official final exam schedule. You may only ask for taking the midterm exam on a date different from the official (syllabus-stated) day at least 36 hours before the due date and only if you have a valid reason and valid documentation.

Exam and Paper

Quizzes:

Term Paper:

Midterm Exam:

Final Exam:

Due Dates:

Every week

Thursday, December 04

Thursday, 25 October

Thursday, 20 December

COURSE WEBSITE

Blackboard is our best means of communication. You will need access to the website in order to complete some of the readings, to download assignments, lectures, and other relevant files. You need to login to the course site the nights before Monday's and Thursdays Sundays.

Grading Scale

In the final determination of the letter grades, I will use "+". Grading for the course will be as follows:

A grades (90-100);

B grades (80-89);

C grades (70-79);

D grades (60-69); and

F grade (below 60).

Copyright

Lecture notes, slides, handout materials, examinations and assignments developed for this course are the intellectual property of the course instructor. These materials have been developed for student use only and they are not intended for wider dissemination outside of the course. Posting, selling and providing course material to third-party websites violates an instructor's intellectual property rights, and the American Copyright Law. Failure to follow these instructions violates the university's Code of Student Conduct, and will result in disciplinary measures.

Decorum

I value and welcome all kinds of comments and opinions in discussion and lecture sessions. Feel free to express your opinion in a way which is professional and does not offend anyone. My important and simple

course rule is that we respect each other. Avoid any rude, or inappropriate comments and disruptive activity. Arrive promptly and remain in classroom for the ENTIRE lecture or discussion. Turn off all noisy devices including cell phones during class sessions.

Disruptive Activities

You have the right to be in class, but take note also that you have the obligation to respect the right of others to be in class and refrain from any disruptive activity. A disruptive activity as stated in the Student Code of Conduct include “[e]ngaging in classroom conduct prohibited by the faculty member or in violation of the law or University policy.” Texting and walking in to classroom late and leaving classroom during discussion and lecture is unacceptable and very disruptive. You need to respect the course rules stated in the syllabus and conduct yourself within the bounds of the University Student Code of Conduct. Here is the link to the code: <http://studentconduct.rutgers.edu/disciplinary-processes/university-code-of-student-conduct/>.

Accommodation

Rutgers adheres to the Americans with Disabilities Act of 1990. The university will provide academic accommodations to students with documented disabilities. If you have a disability that affects your academic performance be sure to register with the Office of Disability Services and contact me early in the semester. In order to receive consideration for reasonable accommodations, a student with a disability must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentation: <<https://ods.rutgers.edu/students/documentation-guidelines>> <https://ods.rutgers.edu/students/documentation-guidelines>. If the documentation supports your request for reasonable accommodations, your campus's disability services office will provide you with a Letter of Accommodations. Please share this letter with your instructors and discuss the accommodations with them as early in your courses as possible. To begin this process, please complete the Registration form on the ODS web site at: <<https://ods.rutgers.edu/students/registration-form>> <https://ods.rutgers.edu/students/registration-form>. For more information please contact Kate Torres at (973)353-5375 <tel:(973)353-5375> or in the Office of Disability Services in the Paul Robeson Campus Center, in suite 219 or by contacting odsnewark@rutgers.edu <mailto:odsnewark@rutgers.edu>.

Plagiarism

You are expected to follow the student guideline concerning academic honesty and conduct. All work must be your own. If you have questions about plagiarism, you can see me. Plagiarism is a serious offence and is punishable, under the university code of conduct. Any instance of plagiarism will result in failure in this course. There is a very good statement on plagiarism on the American Historical Association's webpage. The American Historical Association's definition of plagiarism can be found at:

http://historians.org/governance/pd/Curriculum/plagiarism_defining.htm. Be sure to read it carefully and closely. For a full discussion of Rutgers University’s policies regarding academic integrity consult the following website: <http://www.ncas.rutgers.edu/oas/ai>. According to the RU Academic integrity policy:

‘Plagiarism is the use of another person’s words, ideas, or results without giving that person appropriate credit. To avoid plagiarism, every direct quotation must be identified by quotation marks or appropriate indentation and both direct quotation and paraphrasing must be cited properly according to the accepted format for the particular discipline or as required by the instructor in a course.’

As stated in the academic integrity policy, some common instances of plagiarism are:

- Copying word for word (i.e. quoting directly) from an oral, printed, or electronic source without proper attribution.
- Paraphrasing without proper attribution, i.e., presenting in one's own words another person's written words or ideas as if they were one's own.
- Submitting a purchased or downloaded term paper or other materials to satisfy a course requirement.
- Incorporating into one's work graphs, drawings, photographs, diagrams, tables, spreadsheets, computer programs, or other non-textual material from other sources without proper attribution.

Required Readings:

The following have been ordered for student purchase. They are available for purchase in the bookstore.

Bahru Zewde, *A History of Modern Ethiopia* 2nd edition
Bahru Zewde, *The Quest for Socialist Utopia*
Harold Marcus, *A History of Ethiopia* updated edition (2002)

All required and recommended articles are available via the Rutgers library website (online databases). All of the required reading for the course is contained in the above three book, articles listed for each week, and the class notes.

Course Schedule

Below is the course schedule that we will follow in the course of the semester. The schedule is subject to revision. We might drop, add, or exchange topics and corresponding readings based on our interests.

Week 1 (Thursday, 06 Sept.): Introduction: State and Nation, Nationalism and Revolution
Reading: Syllabus

Week 2 (Thursday, 13 Sept.): Foundations of Ethiopian Civilization, c. 1000 BCE-1300 CE

Required Readings:

Bahru, *A History of Modern Ethiopia*, 1-8; Marcus, *A History of Ethiopia*, pp.1-11; "Three Inscriptions of Ezana, Emperor of Aksum"; F. Anfray, "The Civilization of Aksum from the First to the Seventh Century."

Recommended Reading:

Yuri Kobishcanov, "Aksum: Political System, Economics and Culture."

Week 3 (Thursday, 20 Sept.): The Salomonid Kingdom: African Zionism and Invention of Tradition, 1270-1527

Required Readings:

Marcus, *A History of Ethiopia*, 11-16; *The Kebra Nagast*, pp. 121-126, 128-129, 172-174;

Recommended Readings:

Edward Ullendorff, “Hebraic-Jewish Elements in Abyssinian (Monophysite) Christianity”;
Maxime Rodinson, “On the Question of ‘Jewish Influences’ in Ethiopia”; Tadesse Tamrat, “Zara-
Ya’iqob and the Growth of Religious Nationalism.”

Week 4 (Thursday, 27 Sept): Ahmad Gragn’s Short-Term Empire & its Long-Term Effects: Jihad,
Oromo Migrations, and Spiritual Turmoil (Fikkare Iyasus: The Four Horsemen [Apocalypse
then])

Required Readings:

Marcus, *A History of Ethiopia*, 30-34; Arab Faqih, *The Conquest of Abyssinia*, 78-91, 244-255 and
Bahrey, “History of the Galla”

Recommended Readings:

Getatchew Haile, “A Christ for the Gentiles: the case of Zä-Krestos of Ethiopia”; and Edward
Ullendorff, “The Confessio Fidei of King Claudius of Ethiopia”

Week 5 (Thursday, 04 Oct.): “The Gondär Kingdom: Heyday, transformation and Re-invention
of Tradition, 1632-1769”

Required Readings:

Marcus, *A History of Ethiopia*, 40-47 + Chap 4; Bahru, *A History of Modern Ethiopia*, 11-26;
LaVerle Berry, “Architecture and Kingship: The Significance of Gondar-Style Architecture”

Required Readings:

Crummey and Sishagne, “The Lands of the Church of Dabra Sahay Qwesqwam Gondar” and
Habtamu Tegegne, “Rethinking Property and Society in Gondärine Ethiopia.”

Week 6 (Thursday, 11 Oct.): Reconstruction of the Monarchy, Expansion of the State; and Imperialism

Required Readings:

Bahru, *A History of Modern Ethiopia*, 27-80; Marcus, *A History of Ethiopia*, 63-103; Theodore M.
Vestal, “Reflection on the Battle of Adwa and its Significance for the Present” and Harold Marcus,
“Racist Discourse about Ethiopia and Ethiopians before and After the Battle of Adwa”

Recommended Readings:

Mesfin Araya, “Contemporary Ethiopia in the Context of the Battle of Adwa”; Crummey,
“Imperial Legitimacy and the Creation of Neo-Solomonic Ideology”; Crummey, “Orthodoxy and
imperial reconstruction in Ethiopia, 1854-1878”; Richard Caulk, ‘Religion and State in 19th
Century Ethiopia; and Maimire Mennasemay, “Ethiopian History and Critical Theory the Case of
Adwa”

Week 7 (Thursday, 18 Oct.): “Ethiopia and Ethiopianism; The continuing challenge of imperialism and
Occupation: 1896-1941”

Required Readings:

Bahru, *A History of Modern Ethiopia*, 81-137; Marcus, *A History of Ethiopia*, 104-129; Charles Price, "The Cultural Production of a Black Messiah: Ethiopianism and the Rastafari"; Charles Price, "Cleave to the Black: The Expressions of Ethiopianism in Jamaica."

Recommended Readings:

Charles McClellan, "Observations on the Ethiopian Nation, Its Nationalism, and Italo-Ethiopian War"; Emperor Menilek's Succession Edict, May 1909"; and Ogbu Kalu, "Ethiopianism in African Christianity."

Week 8 (Thursday, 25 Oct.): Mid Term Exam

Week 9 (Thursday, 01 Nov.): Haile Sellase's Ethiopia: Internal developments, 1941-1960"

Required Readings:

Bahru, *A History of Modern Ethiopia*, 137-227; Marcus, *A History of Ethiopia*, 130-180; and Bahru Zewde, "Hayla-Sellase From Progressive to Reactionary"

Week 10 (Thursday, 08 Nov.): The Coming of the Ethiopian Revolution and Aftermath

Required Readings:

Class discusses Bahru Zewde's, *The Quest for Socialist Utopia* (the entire book)

Recommended Readings:

Marcus, *A History of Ethiopia*, 181-201; Bahru, *A History of Modern Ethiopia*, 228-256; Bahru Zewde, "Response to Messay Kebede's Rejoinder"; and Messay Kebede, "From Marxism-Leninism to Ethnicity The Sidelips of Ethiopian Elitism."

Week 11 (Thursday, 15 November): Pan-Somali Nationalism and Irredentism; The Eritrean Revolution and Nationalism

Required Readings:

Bahru, *A Modern History of Ethiopia*, 257-268; and Richard Reid, "Ghosts of the Mesafint Contemplating Conflict in Ethiopian-Eritrean History"; and I. M. Lewis, "Nationalism, Ethnicity and Revolution in the Horn of Africa,"

Recommended Readings:

I. Lewis, "Chaos, International Intervention and Developments in the North," 262-310; Awet Woldemichael, "Formative Alliances of Northeast African Insurgents"

Week 12 (Thursday, 22 November): Thanks Giving

No class

Week 13 (Thursday, 29 November): Crisis in Ethiopian Society: War, Famine, Media, 1977-1994

Required Readings:

Marcus, *A History of Ethiopia*, 202-220; Jan Zahorik, “Colonial Perspective and Nationalism(s) in Ethiopia in the Context of African Decolonization” and Patrick Gilkes National Identity and Historical Mythology in Eritrea”

Recommended Readings:

John Sorenson, *Imagining Ethiopia*, 77-119

Week 14 (Thursday, 06 December): The Nation Beleaguered: Ethnic Retrenchment, Cultural Nationalism, and the Challenges of National Unity

Required Readings:

Marcus, *A History of Ethiopia*, 221-245

Jon Abbink, “Ethnicity and Conflict Generation in Ethiopia: Some Problems and Prospects of Ethno-Regional Federalism”

Required Recommended:

Jon Abbink, Ethnic-based federalism and ethnicity in Ethiopia: reassessing the experiment after 20 years”; and Sorenson, *Imagining Ethiopia*, 38-76.

Week 15 (Thursday, 13 December): Ethnicity and Nationalism Revisited
Evaluation, review, and valediction

Required Readings:

Brian Yates, “Ethnicity as a Hindrance for Understanding Ethiopian History”; and Donald Crummey, “The Horn of Africa Between History and Politics”

Final, 20 December 2018: 10:45 AM-2:45PM.

Contract

By returning to class after the first meeting and signing this document, I acknowledge that I have heard, read, understand, and agree to respect and follow the policies and expectations of the course.

Name Printed _____

Name Signed _____