

Histories of African Liberation
AFR 372G/HIS 364G
University of Texas at Austin
Fall 2018

Professor: Tshepo Masango Chéry, Ph.D

COURSE OVERVIEW

Freedom seemed to come quickly and with ease for Africans in the mid-twentieth century. And yet, the history of African independence began with Ethiopia in the 1890s and stretched into the 1990s in South Africa. African people created fifty-four distinct nation-states out of this struggle. In the process, it transformed local leaders and activists such as Kwame Nkrumah, Nnamdi Azikiwe, Haile Selassie, Nelson Mandela, and many others into official heads of state. This course focuses on the historical moment of African independence to consider the multiple meanings of African freedom, the process and strategies to obtain it, and its global impact. It relies on historical methods to examine the following questions: How did African people define freedom both locally and globally? How did they mobilize to resist oppression? And how did their vision for African independence shape their political, economic, and social future(s)? These historical questions provide critical insight for our understanding of Africa, its global position, and its people (living on the continent and abroad).

Objectives: 1) To think critically about the ways Africans defined and obtained freedom from colonial rule; 2) To consider both regional experiences and the collective expression of African independence; 3) To define and articulate the meaning and impact of African independence from a global perspective.

Key Terms: freedom, African independence, international relations, regional politics, transnationalism, and agency.

Required Texts:

All required readings for this course are digitized and accessible on Canvas or will be distributed in class. Additionally, resources in the form of films & music are reserved at the Fine Arts Library, accessible through a digital portal, and or posted on Canvas.

ASSIGNMENTS & GRADING

African Studies in a broad sense is very likely unfamiliar and even foreign to you. This means attendance at every class is among the minimum requirements for success. It will be incredibly difficult for you to do well in this class if you do not attend the lectures regularly. Successful students rely on lecture notes alongside the assigned text. Successful students also come to class prepared and ready to actively engage all assigned texts. This requires reading and reflecting on the text as well as being prepared to pose relevant questions, provide comments, and feedback on the reading for each class period. In other words, you must have an active voice in the class. We will employ various strategies to encourage your participation

beyond simply speaking-up in class. Plan on posting (via email) at least one thoughtful question or comment on Canvas' discussion section at least every two weeks to ensure your participation. Students are allowed three unexcused absences during the course of the semester. Each additional (unexcused) absence will result in a 5-point deduction from your **final grade**.

***Absences Due to Athletics or University Activities**

Any athlete competing for UT on an NCAA or club level team needs to notify me as soon as possible about any absences throughout the semester. Written documentation from the Athletic department will be required for accommodations to be given.

Please notify the professor and or provide written documentation regarding all medical and other emergencies. They will be considered on a case-by-case basis.

Assignment	Points
Course Engagement	15 points
Digital Source Entry	25 points
Presidential Profile	25 points
Midterm Examination	25 points
Presentation	10 points
Total	100 points

DESCRIPTION OF ASSIGNMENTS

Course Engagement: 15 Total Points

Your success in this course depends on close reading and engagement with the texts (readings, films, video clips, web links and information posted to Canvas), as well as active and informed participation in class discussions. You will be responsible for checking the Canvas course site and your email regularly for additional texts and announcements.

Your class participation grade will be based on attendance and meaningful participation in class discussions. Meaningful participation is taken to be analytic engagement with the texts and course themes in class discussions (both in the classroom and in virtual classroom space), not vague commentary or generalizations. Each student is expected to come to class prepared to participate actively in class discussions each week. This includes but is not limited to doing the assigned reading and preparing thoughtful questions to share with the class.

Those students who take the initiative to engage critically with the readings and themes of the class and actively participate in class discussions by sharing their ideas and thoughts openly and respectfully on a regular basis will earn high grades.

Digital Source Entry: 25 Total Points

You will choose and analyze a primary source such as a speech or political manifesto from the African independence period. Your final analysis, in the form of a single-spaced two-page paper, of the source will be published online based on the quality of your work. Each entry will include the primary source and your analysis in an effort to provide critical historical information and contextual analysis for outside readers.

The entry MUST:

- (1.) Provide a BRIEF overview of the primary source to give the reader the intellectual context. The synopsis of the source should provide an introduction to the historical period, the key figures, and the issues at stake but in a way that asserts your main argument/and or reading of the source. In other words, your synopsis should have a pointed focus on the topic you plan to discuss in your digital entry and should not merely summarize the source.
- (2.) Clearly identify and articulate the major argument(s) or narrative you make in the digital entry upfront. In short, you must define the focus of your paper by making a clear and concise thesis statement that demonstrates your thinking/intellectual vantage point about the primary source.
- (3.) Explain how the text informs, challenges, and/or expands your understanding of the particularities of African political history by using specific examples and details. This may require limited outside research and or discussions with your professor. You must consider specific portions of your primary source (and not generalizations) in your entry, which might require citation.
- (4.) Use the conclusion to describe some of the larger historical implications for the arguments you are making about your primary source.

Essays must be a MINIMUM of 2 pages (and no more than 3.5 pages) in length, typed (in 12-point font), single-spaced with standard 1" margins. It must also be free of grammatical errors/tipos and use proper citation techniques specific to the discipline of history (Chicago Manual Style). Please do not use any other form of citation.

Presidential Profile: 25 Total Points

This paper will be a 3-page profile of one of the first African presidents during the wave of African independence. Your final profile (which will entitle a detailed process of research, drafting, and feedback) will rely on at least three scholarly sources from which to build the profile.

The paper MUST:

- (1.) Provide a BRIEF overview of relevant personal history that might have shaped the president. This might include a note on his education or an important moment of political consciousness that ultimately shaped his leadership. The hope is that this introduction would provide the reader with a broad context.
- (2.) The paper must also provide the larger historical context under which this president and his people gained freedom. This might include a quick discussion of the political party

- that he led, its rise to power, and the way they gained leadership in the decolonial era.
- (3.) Your profile should offer a discussion of some of the decisive work that the president led during his time in office (from economic reform and or investments in a specific project or some large social system that he implemented.)
- (4.) Lastly, be certain to provide important sources that influenced the creation of your presidential profile. These sources must be scholastic in nature and approved by your professor. Search engines such as google or Wikipedia do not count as scholarly sources. Rather secondary sources from scholarly journals and or books will provide important profile information.

Profiles must be a MINIMUM of 3 pages (and no more than 5 pages) in length, typed (in 12-point font), single-spaced with standard 1" margins. It must also be free of grammatical errors/tipos and use proper citation techniques specific to the discipline of history (Chicago Manual Style). Please do not use any other form of citation.

Presentation: 10 Total Points

Students will be given the opportunity to provide a 10-minute presentation on both their digital source entry and presidential profile; ideally these projects would be linked or connected in some way.

Mid-term Examination: 25 Total Points

There will be an in-class midterm exam part way through the semester. We will discuss the format as well as sample questions in class together. *All your answers to this exam must be entirely of your own making. Working with someone else on the exam in any way will be interpreted as academic dishonesty and will be reported.*

FINAL GRADE DISTRIBUTION:

A	94-100	B+	87-89	C+	77-79	D+	67-69	F Below 60 pts
A-	90-93	B	83-86	C	73-76	D	63-66	
		B-	80-82	C-	70-72	D-	60-62	

COURSE SCHEDULE

As the professor of this course, I reserve the right to deviate or modify parts of this schedule. All changes will include advanced written notice. Please note that all materials with an asterisk in front of it are posted on blackboard.

DATE/TOPIC	READINGS	ASSIGNMENT
Week 1 8/29 - 8/31	Introduction to Course No Class 9/3 Labor Day	

<p>Week 2 9/3-9/5</p> <p>Conceptualizations of Africa</p>	<p>Required Reading: Wole Soyinka, "Preface" in <i>Of Africa</i> (New Haven: Yale University Press), vii-xii.</p> <p>Jonathan T. Reynolds, "So Many Africas, So Little Time: Doing Justice to Africa in a World History Survey Course," <i>World History Connected</i>, 2,1, (2004). http://worldhistoryconnected.press.uiillinois.edu/2.1/reynolds.html</p>	
<p>Week 2 9/10 - 9/12</p>	<p>Required Reading: Oliver August, "Africa Rising: a Hopeful Continent," <i>The Economist</i>, 2 March 2013. http://www.economist.com/news/special-report/21572377-african-lives-have-already-greatly-improved-over-past-decade-says-oliver-august</p> <p>Evan Wadongo, "Africa Rising? Let's be Afro-realistic," <i>The Guardian</i> https://www.theguardian.com/global-development-professionals-network/2014/nov/07/africa-rising-lets-be-afro-realistic</p> <p>Listen to Podcast: Dayo Olopade, "Finding Simple, Creative Solutions in Africa" on The Leonard Lopate Show https://www.wnyc.org/radio/#/ondemand/354174</p>	<p>Choose Presidential Profiles and Primary Sources 9/12</p>
<p>Week 3 9/17 - 9/19</p> <p>The Process of Colonization/ Colonial State</p>	<p>Required Reading: A. Adu Boahen, "The Eve of the Colonial Conquest and Occupation," 1-26.</p>	<p>Map Quiz 9/19</p>
<p>Week 4 9/24 – 9/26</p>	<p>Required Reading: Watch Youtube Film: "Africa: The Scramble for Africa—States of Independence" https://www.youtube.com/watch?v=LbT44HwzNrI</p> <p>Perspectives on the Battle of Adwa http://www.blackpast.org/perspectives/battle-adwa-adowa-1896</p> <p>Marcus G. Harold, "Racist Discourse about Ethiopia and Ethiopians Before and After the Battle of Adwa" in P. Milkias & G. Metaferia, eds., <i>The Battle of Adwa</i> (2005), 229-37.</p>	<p>Discuss Sources for Presidential Profile 9/26</p>

Week 5 10/1 – 10/3	Required Reading: Boahen, “The Imposition of the Colonial System: Initiatives and Responses,” 27-57.	Preliminary Reading of the Source 10/3
Week 6 10/8 – 10/10	Required Reading: Walter Rodney, Chapter 6.1: “Colonialism as a System for Underdeveloping Africa,” <i>How Europe Underdeveloped Africa</i> (New York: Black Classic Press, 2012), 320-351. http://abahlali.org/files/3295358-walter-rodney.pdf	
Week 7 10/15 – 10/17	Required Reading: Boahen, “The Operation of the Colonial System” 58-93.	Draft of Presidential Profile 10/17
Week 8 10/22 – 10/24	Required Reading: Primary Source, “Frantz Fanon Discusses the limits of African independence” “The Battle of Algiers”	
Week 9 10/29 – 10/31	Required Reading: “Kwame Nkrumah on Pan-Africanism as an answer to neo-colonialism” Tukufu Zuberi, Chapter 2: “The End of Colonial Rule: Beginnings of Independence, <i>How Africa Shaped the World</i> (New York: Rowman & Littlefield), 49-89.	Midterm 10/24
Week 10 11/5 – 11/7	Required Reading: Biafra’s Declaration of Independence http://www.blackpast.org/biafras-declaration-independence-1967 “Half of a Yellow Sun”	
Week 11 11/12– 11/14	Required Reading: “Half of a Yellow Sun”	
Week 12 11/19 – 11/21	Thanksgiving Break	
Week 13 11/26 – 11/28	Required Reading: *Desmond Tutu, No Future Without Forgiveness, “The Prelude,” (Chapter 1), 1-12. South African Students Organisation on Black Theology	

	http://www.blackpast.org/saso-resolution-black-theology-1971 Steve Biko, Selections from “I Write What I like”	
Week 14 12/3 – 12/5	Presentations	Final Submission of
Week 15 12/10	Last Class	

POLICIES & PROCEDURES

University of Texas Honor Code

The core values of The University of Texas at Austin are learning, discovery, freedom, leadership, individual opportunity, and responsibility. Each member of the university is expected to uphold these values through integrity, honesty, trust, fairness, and respect toward peers and community.

Scholastic Dishonesty

Scholastic dishonesty includes, but is not limited to: cheating, plagiarism, collusion, falsifying academic records, and misrepresenting facts. A full and comprehensive statement about what constitutes academic dishonesty can be found in Appendix C, section 11-802, in the General Information Catalog. Student Judicial Services in the Office of the Dean of Students is responsible for investigating alleged violations and implementing the discipline process.

Statement on Electronic Communication

E-mail is recognized as an official mode of university correspondence; therefore, you are responsible for reading your e-mail for university and course-related information and announcements. We will also use Blackboard—a web-based course management system with password-protected access to distribute course materials, to communicate and collaborate online, to post grades, to submit assignments, and to provide online surveys. You can find support for using Blackboard at the ITS Help Desk at 475-9400, Monday through Friday, 8am to 6pm. Please plan accordingly.

I will not respond to emails that ask about information that has been covered in the syllabus, a handout, or otherwise communicated in class.

No late assignments or examinations will be accepted. Any assignment that is not submitted by 5pm on the day that it is due will receive a zero.

Statement on Religious Holidays

By UT Austin policy, you must notify me of your pending absence at least fourteen days prior to the date of observance of a religious holy day. If you must miss a class, an examination, a work assignment, or a project in order to observe a religious holy day, I will give you an opportunity to complete the missed work within a reasonable time after the absence.

Resources

Please make use of the following centers and resources to gain support in a variety of areas during this semester.

Counseling and Mental Health Center

<http://cmhc.utexas.edu/>

(512) 471-3515

The Counseling & Mental Health Center (CMHC) offers individual counseling, group therapy, psychiatric services, and telephone counseling.

Services for Students with Disabilities

Students with disabilities who require special accommodations should get a letter documenting the disability from the Services for Students with Disabilities area of the Office of the Dean of Students (471-6259 voice or 471-4641 TTY for users who are deaf or hard of hearing). This letter should be presented to me at start of the course and accommodations needed should be discussed in time. Please remind me of your accommodations five business days prior to an exam or assignment.

Undergraduate Writing Center

<http://uwc.utexas.edu/>

(512) 471-6222

(512) 475-VERB (Writer's Advice Line)

The Undergraduate Writing Center assists undergraduates with all stages of the writing process.

Emergency Evacuation Policy

Occupants of buildings on the UT Austin campus are required to evacuate and assemble outside when a fire alarm is activated or an announcement is made. Please be aware of the following policies regarding evacuation. Familiarize yourself with all exit doors of the classroom and the building. If you require assistance to evacuate, inform me in writing during the first week of class. In the event of an evacuation, follow my instructions. Do not attempt to re-enter a classroom or building without the instructions and or permission of the Austin Fire Department, the UT Austin Police Department, or the Fire Prevention Services office.

Use of Electronic Devices

You are permitted to use a laptop computer or tablet only if you are using it to take notes or engage in activity pertinent to the course. If you are caught using the computer or device to conduct non-academic related activity, I will ban such devices from the lecture hall.