

# HIST 1639

## Sub-Saharan Africa, c. 1850-1946: Colonial Contexts and Everyday Experiences

Fall 2014  
Brown University  
MWF: 12:00-12:50  
Smith-Buonanno Hall 101  
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Office hours: M 1:00-2:00  
W 10:00-11:00  
and by appt.

This course considers major actors and developments in sub-Saharan Africa from the mid-nineteenth through the mid-twentieth centuries. With a critical awareness of the



ways that Africa's past can be narrated, it balances coverage of the state and economy with attention to daily life, families, and popular culture. Students will analyze change, question perspectives, and imagine life during the period of European imperialism. Assignments draw heavily on primary sources, including photographs, songs, narratives based on memory and written after the fact, as well as documents produced in the moment. Secondary analyses—those by historians—provide critical and detailed perspectives on Africa's past and a context for engaging primary sources.

Since the major text is a collection of primary sources created by Professor Jacobs for this course, it won't be necessary to convey much through lectures. The course is organized around discussion, often led by students on the primary sources, and at other times on historical literature and led by the professor.

### Goals

You will gain a good basic understanding about political and economic developments and everyday experiences in sub-Saharan Africa in the nineteenth and early twentieth centuries. The process will give you perspective on the discipline of history and what it means to study the entity called "Africa." You will consolidate your own understandings by integrating diverse sources. Skills practiced include the reading of primary sources, and works by historians; research into primary and secondary sources; analytical writing, and discussion.

## WRIT Designation

This course is listed as a WRIT, meaning writing intensive. The short writing assignments are intended to lead you towards a more advanced practice of historical work.

## Assigned Content

Available for purchase in the Bookstore:

Nancy Jacobs, *African History through Sources*. New York: Cambridge, 2014.

Kevin Shillington, *History of Africa*. London: Palgrave, 2012.

Framework textbook: Africa is a large and diverse continent and beginning students sometimes find its history confusing. To help you construct a framework for your learning, you will be reading a general text, *History of Africa* by Kevin Shillington. It will be especially important in the early weeks of the course, as you develop a familiarity with places and themes in Africa's past. It is available for purchase in the bookstore.

AAAH (Animated Atlas of African History): Another aid to your learning of broad trends is the AAAH. This is a web-based tool constructed by a team at Brown University to facilitate spatial and visual learning about broad historical trends. It color-codes political changes, wars, economic change, and population growth over the period 1879–2002. Please consult it regularly. You can find it at [www.Brown.edu/aaah](http://www.Brown.edu/aaah).

*African History through Sources: Colonial Contexts and Everyday Experiences*: The main text for this course was produced by Professor Jacobs in collaboration with students and tested over years of teaching. It presents the history of colonial Africa through a collection of diverse primary sources. Cambridge University Press published it in 2014 and it is available for purchase in the bookstore.

Secondary analyses: As the semester progresses, the course will increasingly give attention to secondary works by historians in the form of articles and book chapters. Any readings that are not already easily accessible in electronic form will be posted on Canvas. Journal articles available in electronic format and Ebooks may not necessarily be linked to Canvas. In that case, please use the bibliographic information to find them on the Brown library website.

Video: I have assembled an eclectic collection of short video clips. It is accessible on my private YouTube playlist:

<https://www.youtube.com/playlist?list=PLSrf9MQQE90hyd17fmzoD2iJJCnxiosxl>

Useful parts of the episodes have been edited into short clips. Please take note of the clip sections assigned for each class meeting. When you watch them, be aware of what you are learning from documentary footages and what from the filmmakers' interpretations. Think about the commentary as an aid to your framework of broad knowledge. Think about the documentary footage as primary sources.

## Assessment

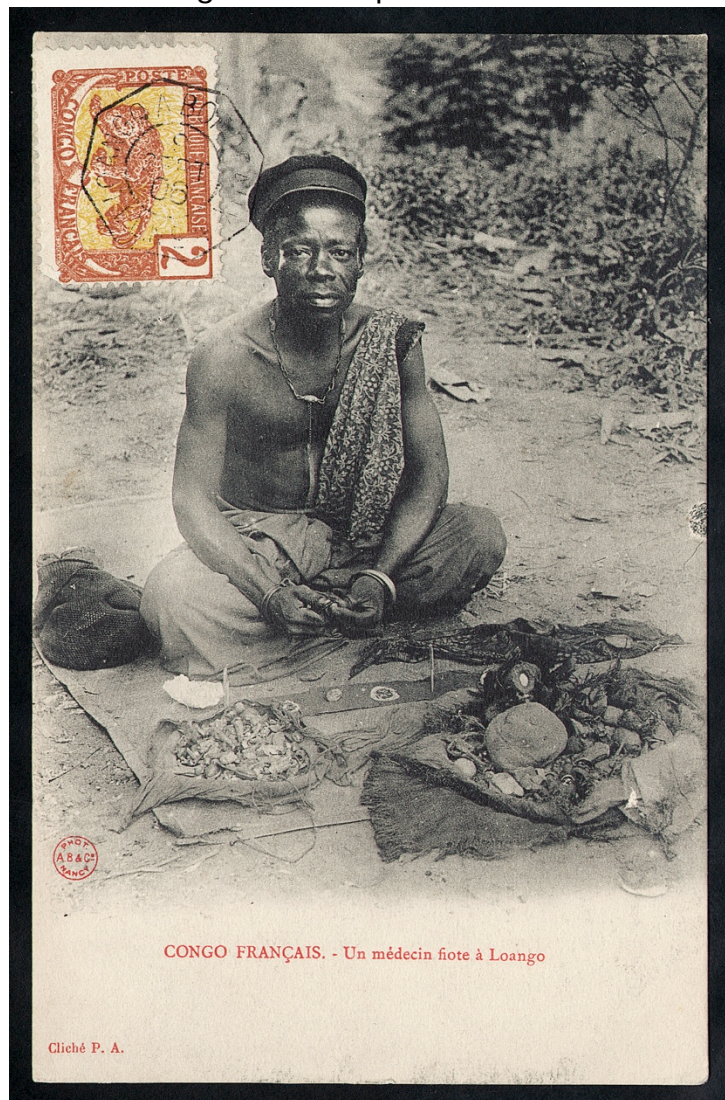
The assignments for this course are designed to cultivate different sorts of learning, to allow for different sorts of evaluation, and to provide a range of opportunities for students to demonstrate their learning. You will be assessed on the following:

Regular participation: Regular attendance, punctuality, and wakefulness are expected in this class. You must be present in mind as well as body. Please do your best to arrive at our meetings before they begin. Habitual absence will have an effect on your course grade. Excuses will be given for illness and extenuating personal circumstances with the approval of a Dean.

Discussion, individual involvement and group assignment group assignment: Since I've made my points by writing the main text for the class, I will not lecture often. We will rely instead on discussion. In order to make this work, you will have to come to class having completed the day's assignment and having reflected upon it. The number of pages is never great; take time not just to read, but also to think. Bring questions and comments.

In addition, in order to hone your discussion skills, every student will serve once as a discussion co-leader. Discussion leaders are expected to meet once with each other and once with me before the class meeting.

Please bring copies of all assignments to each meeting; we will be referring to them in discussion. You may read electronic formats, but it is unrealistic to attempt to do justice to extensive readings on an I-Phone or similarly small device. You may use a tablet or laptop in class to consult readings. Since this is not a lecture, there's no need for speedy note taking on a laptop. Do not use Google during discussion unless the class agrees on the need for additional information. Consulting email, social media, or phone messages during class is strictly forbidden.



Map quiz: The map quiz is on **9/22** will require you to identify countries on the map. Consult pages 6-11 of *African History through Sources* as a study guide. For this quiz you only have to know current and former names of territories and colonial rulers, not dates of independence. You must pass this quiz with 85% or above. If you fail to meet this grade, you can arrange to take again. The map quiz is not calculated into the final grade.

Three essays, to be submitted in hard copy and on Canvas:



- Methods analysis: You will write a paper reflecting on Walter van Beek's methods in his history of the Nigeria-Cameroon border region in the early twentieth-century. 1200-1500 words. The rubric for the assignment is posted on the course website. Due on **9/24**.
- Article review: You will write a review on the goals and success of a single scholarly article. For a primer on how to write reviews, see: Bruce Mazlish, "The Art of Reviewing," <http://www.historians.org/publications-and-directories/perspectives-on-history/february-2001/the-art-of-reviewing>. The rubric for the assignment is posted on the course website. 1500-1700 words. Due on **10/20**.
- Review essay: You will write an essay putting two scholarly works in conversation. You may write on any articles assigned in class (without repeating those used for the article review) or on pieces of your own choice. 1700-2000 words. Due on **11/14**.

Primary source project: You must seek out, edit, and write an introduction for a non-fiction primary source. For more information on how to prepare your primary source, check the course website for the instructions and rubric for assessment. Due (submit on all files on Canvas and only the final document in hard copy) on **11/24**.

Final examination: The final will have two parts: short answer identification and an essay. It will be closed book, and in-class during the scheduled final examination period. Several essay questions will be precirculated; a subset of these will appear on the exam. It will be held on **12/16 at 9:00 am**.

#### Grading:

Methods Analysis:	15%	Article review:	15%
Review essay:	20%	Primary source project:	20%
Final Exam:	30%		

Participation is taken into effect at the end; good participation will boost borderline grades. A lack of participation or poor attendance will detract, perhaps significantly, from grades earned through written assignments.

### **The Academic Code**

Participation and evaluation in this course is subject to the Brown University academic code: <http://www.brown.edu/academics/college/degree/policies/academic-code> -

Few professional experiences make your professors happier than when students come to office hours to discuss ideas. Please stop by. All you need is one intriguing question and we can spin it into a nice interaction, into deeper learning.

### **Course Schedule**

See separate document for dates, topics, and assignments.

## Course Schedule

*AHtS* = African History through Sources

### Video abbreviations:

BD=Basil Davidson--A wide-ranging documentary series on African history (1984)

UL=Ulibamba Lingashoni-South African history, as told by the ANC (1991)

RGM=Republic Gone Mad--Rwandan history in the light of the genocide (1996)

W 9/3 **Welcome**

F 9/5 **Introduction**

*AHtS*: Introduction, pp. 1-6

Look over assignment instructions, especially primary source assignment.

M 9/8 **Spiritual Connections**

Text: Shillington, chapters 16-17, pp. 230-262

*AHtS*: 1.1, pp. 14-27

W 9/10 **Domestic Relations**

Text: Shillington, chapters 18-20, skipping sections on northwest Africa and Egypt, pp. 263-279, 289-295

*AHtS*: 1.2, pp. 27-34

F 9/12 **International Networks**

AAAH: 1878-1885

Video: [BD, "Part 5 The Bible and the Gun," clip 1 \(all\)](#)

*AHtS*: 1.3, pp. 34-60

M 9/15 **Expanding Imperialist Motivations**

Text: Shillington, chapter 21, pp. 296-310

Video: [BD, "Part 5 The Bible and the Gun, clip 2" \(watch through 7:29\)](#)

*AHtS*: 2.1, 2.2 a-b, pp. 63-73

W 9/17 **The Scramble on the Ground**

AAAH: 1886-1906

Video: [BD, "Part 5 The Bible and the Gun," clip 2 \(7:29-14:24\)](#)  
[BD, "Part 6 The Magnificent African Cake," clip 2 \(through 5:28\)](#)

*AHtS*: 2.2c-g, pp. 73-87

- F 9/19 **Taking Territory in Southern Africa**  
Text: Shillington, chapter 22  
[BD, "Part 6 The Magnificent African Cake," clip 1 \(through 6:26\)](#)  
AAAH: 1899-1906  
*AHtS*: 2.3, pp. 88-100  
***Student-led discussion. Leaders:***
- M 9/22 **White Man's Burden, Black Man's Burden**  
*AHtS*: 2.4, pp. 100-105  
**In-class** Map Quiz  
**assessment:**
- W 9/24 **Historical Methods**  
**For discussion:** Walter van Beek, "Intensive Slave Raiding in the Colonial Interstices: Hamman Yaji and the Mandara mountains (North Cameroon and North-eastern Nigeria)" *Journal of African History* 53(2012): 301-323.  
**Writing assignment due:** Methods analysis essay due by class time. Late submissions accepted with a penalty.
- F 9/26 **Production and Extraction**  
Text: Shillington, chapter 23, pp. 343-360  
AAAH: 1906-1913  
Video: [BD, "Part 6 The Magnificent African Cake," clip 2 \(5:28-9:46\)](#)  
[BD, "Part 6 The Magnificent African Cake," clip 3 \(all\)](#)  
[BD, "Part 6 The Magnificent African Cake," clip 4 \(through 2:09\)](#)  
*AHtS*: 3.1, pp. 107-130  
***Student-led discussion. Leaders:***
- M 9/29 **Something New out of Europe**  
*AHtS*: 3.2, pp. 130-149  
***Student-led discussion. Leaders:***
- W 10/1 **A Historian on Family History**  
**For discussion:** Kenda Mutongi, *Worries of the Heart* (Chicago: University of Chicago Press, 2007), introduction, chapters 1-4, pp. 1-55

- F 10/3 **Imperial Manhood**  
 Text: Shillington, chapter 24, pp. 361-378  
 AHtS: 4.1 and 4.2a, pp. 151-168  
**Student-led discussion. Leaders:**
- M 10/6 **Segregation of Rights in West Africa and Southern Africa, 1**  
 AAAH: 1913-1935  
 Video: [BD, "Part 6 The Magnificent African Cake," clip 4 \(6:44-11:36\)](#)  
[UL 1 1](#)  
[UL 1 2](#)  
 AHtS: 4.2b-g, pp. 168-180  
**Student-led discussion. Leaders:**
- W 10/8 **Segregation of Rights in West Africa and Southern Africa, 2**  
 AAAH: 1913-1935  
 AHtS: 4.2h-j, pp. 180-189  
**Student-led discussion. Leaders:**
- F 10/10 **Race and Character**  
 AHtS: 4.3, pp.189-197
- M 10/13 **FALL WEEKEND--NO CLASS**
- W 10/15 **Historians on Race, 1**  
**For discussion:** Allison Shutt, "'I told him I was Lennox Njokweni': Honor and Racial Etiquette in Southern Rhodesia" *Journal of African History* 51(2010): 323-341.  
 Kelly Duke Bryant, "'The Color of the Pupils': Schooling and Race in Senegal's Cities, 1900-10" *Journal of African History* 53(2011):299-319.
- F 10/17 **Historians on Race, 2**  
**For discussion:** Carina Ray, "Decrying White Peril Interracial Sex and the Rise of Anticolonial Nationalism in the Gold Coast" *American Historical Review* 119(2014): 78-110.

M 10/20 **The Intimate Politics of Ornithology in Colonial Africa**

**Presentation (no  
reading  
assignment):**

Lecture by Professor Jacobs.

**Writing  
assignment due:**

Article review due by class time. Late submissions accepted with a penalty.

W 10/22 **The Politics of Bureaucracy**

AHtS: 5.1, pp. 199-216

Video: [BD, "Part 6 The Magnificent African Cake," clip 4 \(2:10-6:44\)](#)  
[BD, "Part 6 The Magnificent African Cake," clip 5 \(through 2:52\)](#)

***Student-led discussion. Leaders:***

F 10/24 **Social Movements, 1**

AHtS: 5.2a-c, pp. 216-227

***Student-led discussion. Leaders:***

M 10/27 **Social Movements, 2**

AHtS: 5.2d-e, pp. 227-232

Video [UL 1 3](#)

***Student-led discussion. Leaders:***

W 10/29 **Traditions and Tribes**

Video: [RGM clip 01 \(through 3:52\)](#)

AHtS: 5.3, pp. 232-244

***Student-led discussion. Leaders:***

F 10/31 **Historians on Ethnicity, 1**

**For discussion:** T.O. Ranger, "The Invention of Tradition in Colonial Africa," in E. Hobsbawm and T.O. Ranger, eds., *The Invention of Tradition* (Cambridge: Cambridge University Press, 1983).

M 11/3 **Historians on Ethnicity, 2**

**For discussion:** Thomas Spear, "Neo-Traditionalism and the Limits of Invention in British Colonial Africa" *Journal of African History* 44(2003): 3-27.



- W 11/5 **Historians on Ethnicity, 3**  
**For discussion:** Julie MacArthur, "The Making and Unmaking of African Languages: Oral Communities and Competitive Linguistic Work in Western Kenya," *Journal of African History* (2012): 151-172.
- F 11/7 **Children, Woman and Men**  
*AHtS:* 6.1, pp. 247-264  
**Student-led discussion. Leaders:**
- M 11/10 **An Historian on Girlhood**  
**For discussion:** Lynn Thomas, "The Modern Girl and Racial Respectability in 1930s South Africa," *Journal of African History* 47(3002): 461-490.
- F 11/14 **Servants to Science: Black Birders in Colonial Africa**  
**Presentation (no reading assignment):** Lecture by Professor Jacobs.  
**Writing assignment due:** Review essay due by class time. Late papers accepted with a penalty.
- M 11/17 **Labor**  
 Video: [BD, "Part 6 The Magnificent African Cake," clip 5 \(2:52 through 7:56\)](#)  
[BD, "Part 6 The Magnificent African Cake," clip 6 \(through 8:15\)](#)  
*AHtS:* 6.2-6.3, pp. 264-281  
**Student-led discussion. Leaders:**
- W 11/19 **An Historian on Labor**  
**For discussion:** Lisa Lindsay, "Domesticity and Difference: Male Breadwinners, Working Women, and Colonial Citizenship in the 1945 Nigerian General Strike," *American Historical Review* 104(1999): 783-812.
- F 11/21 **A Revisionist Take on Albert Schweitzer**  
**For discussion (view before class):** "Le grand blanc de Lambarene" (Available for streaming on OCRA)

M 11/24 **In-class video:** "The Boy Kumasenu" (Ghana, 1952)  
**Writing assignment due:** Primary Source Project due. Late submissions accepted with a penalty.

## THANKSGIVING

M 12/1 **Critiques of Fascist Aggression and Imperialism**  
 AAAH: 1935-1939  
 Video: [BD, "Part 6 The Magnificent African Cake," clip 6" \(8:15-15:59\)](#)  
 AHtS: 6.4. pp. 281-289  
**Student-led discussion. Leaders:**

W 12/3 **Africa and the Allies**  
 Text: Shillington, chapter 25, pp.. 379-388  
 AAAH: 1940-1946  
[BD, "Part 7 The Rise of Nationalism," clip 1 \(through-2:17\)](#)  
 AHtS: 7.1, pp. 291-306

F 12/5 **Development and Modernity**  
 Video [BD, "Part 7 The Rise of Nationalism," clip 1 \(2:17-4:29\)](#)  
 AHtS: 7.2, pp. 306-316

M 12/8 **Review**

12/16 **Final Exam**  
 9:00 AM