

Robin Hardy, (RAHardy25@gmail.com)
Department of History and Philosophy
Montana State University, Bozeman
Office Hours: By appointment, Wilson Hall 2-163
Lecture: Tuesday and Thursday 9:25-10:40, Wilson 1132

History 491-001 Colonial Africa

General Introduction

This course examines the history of colonial Africa beginning in the late fifteenth century through the period of high colonialism in the late nineteenth and early twentieth centuries to the era of decolonization and its aftermath in the mid to late twentieth century. The course is designed to explore the themes of early Euro-African communities, Atlantic slavery, dominant tribal groupings and ethnicity, colonial economy, European conquest, indigenous resistance to European invasion, the European “Scramble,” colonial education, African independence, post-colonial chaos, and genocide.

Required readings (available for purchase in the MSU bookstore)

Colin McEvedy, *The Penguin Atlas of African History: Revised Edition*
Daniel Liebowitz, *The Physician and the Slave Trade*
Douglas Porch, *The Conquest of the Sahara*
Adam Hochschild, *King Leopold's Ghost*
Mark Mathabane, *The Kaffir Boy*

Classroom conduct

Turn cell phones off. If you are expecting an important call during lecture, please program your phone to ring on vibration mode and sit in the back of the classroom so that you may easily exit the hall. No video, digital, or audio recording of any kind is permitted without permission from the instructor. No talking when the Instructor is talking. Please hold your questions until after lecture – as your question may be answered during the course of the presentation. Repeat violations of the above will be met with a request from the Instructor for you to leave the class.

Course requirements and grading

- Attendance and participation in lecture is required to succeed in this course (10%).
- Reading of the assigned texts is required to succeed in this course.
- Successful group presentation is required to succeed in this course (20%).
- The Midterm Exam will include material discussed in the first half of the course (20%).

- The Final Exam will cover material since the Midterm (20%).
- Over the course of the semester, you will be reading 4 books. You will be expected to read all 4 books for class discussion and quizzes (10% - cumulative) and write a paper on Adam Hochschild's, *King Leopold's Ghost*. The paper is due **in class** on the day the book is discussed. No late papers will be accepted (20%).

Lecture Schedule

WEEK ONE:	<i>Getting Started</i> 1/9 Introduction
WEEK TWO:	<i>The European/African World is Born</i> 1/14 European Motives in Africa 1/16 Fruits of Exploration
WEEK THREE:	<i>Competition and Early Settlers</i> 1/21 Europeans Compete at the Shores 1/23 Early Settler Communities
WEEK FOUR:	<i>The Trade in Flesh</i> 1/28 Slavery Effect / African Diaspora 1/30 Quiz / Discussion: <i>The Physician and the Slave Trade</i>
WEEK FIVE:	<i>Christianity in Africa</i> 2/4 Early Missionary Efforts 2/6 Military Follows Missionaries
WEEK SIX:	<i>Early Empire</i> 2/11 Case Study of Senegal 2/13 Case Study of the Cape Colony Colonial Africa Syllabus – Page Three
WEEK SEVEN:	<i>High Colonialism in North Africa</i> 2/18 North Africa – Group 1 Presentation 2/20 Quiz/Discussion: <i>The Conquest of the Sahara</i>
WEEK EIGHT:	<i>Mid-Term Week</i> 2/25 Mid-Term Review 2/27 MID-TERM EXAM
WEEK NINE:	<i>High Colonialism in West Africa</i> 3/4 Case Study of the Gold Coast 3/6 West Africa – Group 2 Presentation

- WEEK TEN: ***SPRING BREAK***
- WEEK ELEVEN: *High Colonialism in Central Africa*
3/18 Central Africa – Group 3 Presentation
3/20 **PAPERS DUE / DISCUSSION: *King Leopold's Ghost***
- WEEK TWELVE: *High Colonialism in South Africa*
3/25 Film: *King Leopold's Ghost*
3/27 South Africa – Group 4 Presentation
- WEEK THIRTEEN: *High Colonialism in East Africa*
4/1 Case Study of Kenya
4/3 East Africa – Group 5 Presentation
- WEEK FOURTEEN: *Africa for Blacks*
4/8 African Independence Movements
4/10 Frantz Fanon – Group 6 Presentation
- WEEK FIFTEEN: *African Independence*
4/15 Case Study of Senegal's Independence
4/17 Quiz/Discussion: *Kaffir Boy*
- WEEK SIXTEEN: *Conflagration*
4/22 Post Independence – Rwanda – Group 7 Presentation
4/24 Final Exam Review

Final Examination:

Please see University Exam Schedule. Bring a bluebook and a pen or pencil.

PAPER ASSIGNMENT

King Leopold II of Belgium maintained possession of the Congo Free State from 1885 to 1908. Identify Leopold II's motivation to take over the Congo. What methods were employed? What European ideologies supported Leopold's actions? What were the effects of Belgian rule on the Congolese? How did Europeans react to Leopold's rule of the territory? Are there any heroes in this story? If so, who and why?

Your paper should be 7 pages in length, double spaced. Please see the attached "paper format" to guide the preparation of your document.

Due: 3/20 in class

PAPER FORMAT

1. Title: Whether on the first page of the paper, or better yet on a proper “title page,” you should list your paper title, name date, class, and instructor.
2. Instruction: Make general comments about the topic – for example, think of a story or incident from your reading or research that will “hook” the reader. Moreover, take the time to explain why it is that your topic, narrative, and argument are original and significant.
3. Thesis: In a sentence or two (usually toward the end of the introduction), clearly state your argument and describe your paper’s organization. In its most concise form, a thesis may read something like, “In this paper, I intend to demonstrate that...” or “This paper argues that...” In terms of organization, say something like, “For this purpose, I have divided this paper into three parts. Part one illustrates...” The purpose of the thesis is to establish your interpretation of a book, or a collection of books, sources, and other documents. Summarize what you intend to say in the paper and how you intend to set up your paper to most effectively say it. A lucidly articulated thesis and organizational statement strengthen the basic nature of your argument and paper.
4. Body: The body of the paper should be divided according to the organization you described in the thesis; be sure to stick to the organization you outlined in the thesis or the logic of your argument, not to mention the paper’s basic coherence, will be lost. Cite evidence from the source material that best supports the main points of your argument. In this course, parenthetical references following quotations are sufficient. Ideas drawn from lectures, discussions, and textbooks do not need to be cited; but if you consult them, you should include them in the paper’s bibliography. Of course, if you quote from a textbook or borrow an original idea, you should cite it. A proper bibliography can be found in *The Chicago Manual of Style*. Examples of book references:

Bibliography:

Cooper, Frederick. *Colonialism in Question: Theory, Knowledge, History*. Berkeley: University of California Press, 2005.

Footnotes or endnotes:

Frederick Cooper, *Colonialism in Question: Theory, Knowledge, History* (Berkeley: University of California Press, 2005).

5. Conclusion: Restate your thesis and summarize your argument. For example, “In this paper I have shown...” This is a good chance to go back through your paper and make sure you’ve done what you’ve said you’ve done.
6. Bibliography: A bibliography should be attached at the end of the paper and list, in the proper form, all of the sources consulted in your paper.
7. Page numbers: should appear on all but the first page of the text.

Montana State University seeks to provide equal access to its programs, services and activities for people with disabilities. If you will need accommodations in the class, reasonable prior notice needs to be given to the instructor, who will make the necessary arrangements.

Some of the readings, lectures, films, or presentations in this course may include material that may conflict with the core beliefs of some students. Please review the syllabus carefully to see if the course is one you are committed to taking. If you have a concern, please discuss it with me at your earliest convenience.