NATIONALISM IN MODERN AFRICA

Course Description
The course is designed to introduce students to African political thought and the political movements that grew out of this thought as well as those that stimulated it. It begins with the earlier nationalists of the 19th century who were asking to be included in the political system as colonialism was created amidst the unfolding racism from Europe and the New World that questioned the role of the African race in world history. The course then examines nationalist ideas as they unfolded in the midst of the conquest and colonization of Africa. It concludes with a discussion of the 20th century thinkers, men and women living under colonial rule as shaped ideas about Africa’s ‘imagined community’, independence and the continent’s role in the world. The course develops such topics as race, class and gendered identities and how they impacted upon the evolution of nationalist thought, colonial ‘imaginings’ of reconstructing/reshaping African society and the eventual triumph of African nationalism in the founding of modern African states.

Required Texts
6. Thomas Hodgkin, Nationalism in Colonial Africa,

SAKAI Readings: All articles not included in required texts are on SAKAI. These are indicated by the letter(S) on your syllabus. You are required to download them and bring them to class. You are as responsible for these readings as you are for those that are included in the books ordered for the course.

Required Readings/Supplemental/ Optional Readings: Required readings are a mandatory part of the course. However, in each weekly reading list there are ‘Supplemental/ Optional readings’. These are readings that you can use to help write your papers or to follow through on something we’ve discussed in class.

Supportive instructional materials and experiences
Several films will be shown in class to illustrate themes discussed in the readings. Often there are assigned readings to supplement the films. Additionally there may be programmes at Rutgers that relate to the course.
**Course Requirements**
The course is designed to accomplish several tasks: (1) To familiarize the student with the history of African nationalist thought and its role in decolonization; (2) To introduce students to research methodologies in the development of their essay projects.

(A) Essay: There are two short essays to be written on questions distributed in class. They are to STRICTLY follow guidelines for references, footnotes and bibliographies in the Kate Turabian, *Manual for Writers of Term Papers, Thesis, and Dissertations*.

<table>
<thead>
<tr>
<th>Essay</th>
<th>Due Date</th>
<th>Pages</th>
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<tbody>
<tr>
<td>First Essay</td>
<td>October 4th</td>
<td>3</td>
</tr>
<tr>
<td>Second Essay</td>
<td>November 15th</td>
<td>5</td>
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(B) Long essay: One 10 page research paper that uses the theoretical readings and discussions in class to apply to the history of a particular country. A one page abstract of your research topic and a preliminary bibliography is due on October 18th. On December 13th each student will make a 15 minute presentation on his/her final paper. A one page outline and bibliography are due at the time of the presentation. The finished paper is due December 20th.

(C) Discussion Classes – There are seven discussion classes in the course and they are designed to give you time to talk with each other about the themes. Many of the readings are selected to be controversial and you will have an opportunity to give your point of view, but you must be able to back it up with the reading material. You will be given some questions to guide the discussion for each class. Each student conversation will be led by a student.

(D) Reading/discussion commentaries – You are to prepare a minimum of 4 discussion papers that are 250-word typed commentaries on the readings assigned for class discussion. These may discuss a number of issues: methodology, strengths or weakness of particular readings or approaches. These are due at the time of the discussion.

(E) Attendance: Only two unexcused absences are allowed without impacting upon your grade.

(F) Calculation of your grade: Your total grade will be calculated using the following:

1. 30% Each of the 2 short essays is 15% of your grade
2. 35% The long essay
3. 20% Discussion commentaries [total 4]
4. 15% Class participation
5. 10% Extra Credit: You can get extra credit for reading and incorporating ‘Supplemental/Optional’ readings in your discussion and written assignments and other extra assignments.

**SYLLABUS**

**WEEK I Sept 1**

(1) Thursday – Course introduction and requirements

**WEEK II September 6 and 8th Conquest, Colonization and Resistance**

(1) Tuesday – Forms of African Resistance to Colonial Conquest

- Bill Freund, ‘The Conquest of Africa’ and in *The Making of Contemporary Africa* (S)
- Zachernuk, *Colonial Subjects*, Chapter 1 & 2
- Anderson, *Imagined Communities*, Chapter 1
(2) Thursday – NO CLASS – Monday Classes

**WEEK III September 13 and 15**<sup>th</sup> Colonial Society – It’s contradictions and myths

(1) Tuesday – Life under colonialism: Resistance and Accommodation.
- Zachernuk, *Colonial Subjects*, Chapter 3

**Supplemental/ Optional**

(2) Thursday. The realities of colonial life in Africa.
- Film: Davidson ‘Nationalism’

**WEEK IV. September 20**<sup>th</sup> and 22**<sup>th** Colonialism and the Remaking of African ‘Men’ and ‘Women’

(1) Tuesday - Gendering Colonialism: Resistance to Attempts to Remake African Women
- Misty Bastian, “Young Converts: Christian Missions, Gender and Youth in Onitsha, Nigeria 1880-1929”, *Anthropological Quarterly*, 145-158. (S)

**Supplemental/ Optional**
(2)Thursday DISCUSSION #1. Gendering Colonialism: ‘Native’ Gentlemen vs Imperial Masculinity – When ‘men’ speak of men do they mean ‘men’?


Supplemental/ Optional Reading


WEEK V. September 27 and 29th: African Elite Nationalism: Pre World War II Dissent and the Development of a Black Internationalism

(1)Tuesday – The ‘Black Atlantic’ world – West Africa and the Americas

- Zachernuk, Chapter 4

Supplemental/ Optional

(2) Thursday – The African elite in South Africa


WEEK VI. October 4 and 6th Nationalist in the Metropole – Africans in Europe: Early 20th Century

(1)Tuesday [Essay I Due]


Supplemental/ Optional

2. Thursday - DISCUSSION #2 ‘Imagined Communities’ and African Nationalism – Does Benedict Anderson ‘Fit’ in Africa

- Benedict Anderson, Imagined Communities, Chapter 1-6.

WEEK VII.October 11th and 13th Elite Organizations: Radicalization and The Limits of Reform

1) Tuesday Lecture – Research paper abstract and bibliography due


Supplemental/Optional

2) Thursday DISCUSSION #3 Did Marcus Garvey contribute to African nationalism?

- Film on Marcus Garvey

- Zachernuk, Chapter 4


Week VIII October 18th and 24th World War I–Transformation of ‘Elite’ Nationalism

1) Tuesday [Essay II Due] World War II and African Nationalism.


- Zachernuk, Chapter 5

**Supplemental/Optional**

• Rosaleen Smyth, 'Britain's African Colonies and British Propaganda during the Second World War', *Journal of Imperial and Commonwealth History* (S)


2) Thursday- DISCUSSION #4 How did World War II contribute to African nationalism?


**WEEK IX October 25th and 27th. Women and Nationalism**

(1) Tuesday Nigerian Women and Politics


**Supplemental/ Optional**


(2)Thursday DISCUSSION #6 Is Nationalism ‘Gendered’? If so in what way?


**WEEK X . November 1st and 3rd. World War II and the End of Colonial Rule**

(1) Tuesday

• Jean Allman, *The Quills of the Porcupine: Asante Nationalism in an Emergent Ghana*, University of Wisconsin Press

(2) Thursday (Continuation)
WEEK XI. November 8\textsuperscript{th} and 10\textsuperscript{th} Decolonization in the Wake of World War II.

(1) Tuesday  \textbf{The Case Study of French Guinea}
\begin{itemize}
  \item Elizabeth Schmidt, \textit{Mobilizing the Masses: Gender, Ethnicity and Class in the Nationalist Movement in Guinea, 1939-1958}, Heinemann Press
\end{itemize}

(2) Thursday. \textbf{DISCUSSION #5: How did Guinea’s movement become so radical?}
\begin{itemize}
  \item Schmidt, Ditto
\end{itemize}

WEEK XII Nov. 15\textsuperscript{th} and 17\textsuperscript{th}  Kenya, Land and Freedom: The ‘Mau Mau ‘Revolt

(1) Tuesday  \textbf{Masculinity and Land: The Kenyan peasant revolt.}
\textbf{Second Paper Due}
\begin{itemize}
\end{itemize}

\textbf{Supplemental/Optional}
\begin{itemize}
\end{itemize}

(2) Thursday – Film \textbf{No Easy Walk: Kenya}
\begin{itemize}
  \item \textbf{Supplemental/Optional}
  \begin{itemize}
  \end{itemize}
\end{itemize}

WEEK XIII Nov 22\textsuperscript{nd} and 24\textsuperscript{th}  The Post War Political Conjuncture: Ashanti Nationalism and the Birth of Modern Ghana

(1) Tuesday
\begin{itemize}
  \item Frantz Fanon, ‘The Pitfalls of National Consciousness’, and ‘Concerning Violence’ \textit{The Wretched of the Earth} (S)
\end{itemize}

\textbf{Supplemental/ Optional}

(2) Thursday Thanksgiving

WEEK XIV November 29\textsuperscript{th} and December 1\textsuperscript{st}  The Settler Colonies – Violence of Decolonization

(1) Tuesday  \textbf{The case of Guinea Bissau: Amilcar Cabral Theorist}
\begin{itemize}
\end{itemize}

\begin{itemize}
  \item Film, \textit{A Lutta Continua}
  \item Amilcar Cabral, ‘National liberation and culture,” in \textit{Return to the Source}.
\end{itemize}
Thursday – DISCUSSION #7 How ‘different’ was the struggle in South Africa and why?

(2) South Africa in the 1950’s the foundation of Apartheid

Film: ‘Have you seen Drum lately?’

• Nelson Mandela, ‘Speech at the Rivonia Trial’. (S)


WEEK XV December 6th and 8th African Voices: Visions of the ‘Imagined’ Community

(1) Tuesday: Selections from Kwame Nkrumah, Julius Nyerere, Mrs. Fumilayo Ransome-Kuti,

(2) Thursday: Continuation

WEEK XVI December 13th African Nationalism – An evaluation of the past

(1) Class paper presentations