

## AFH 3200: AFRICA SINCE 1800

Dr. Philip Janzen  
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Course Schedule:  
MWF period 4  
0005 Matherly Hall

### Course Overview

This course surveys the history of Africa since the early nineteenth-century. We will focus on political, social, economic, and cultural changes across four thematic units: Africa in the 19<sup>th</sup> century; Colonialism and Decolonization; Health and Development; and Postcolonial Africa. We will pay particular attention to the ideas and actions of Africans, at times engaging with large scale narratives, and at other times focusing in on stories of individual lives and places. Because the continent contains a remarkable array of languages, societies, and peoples, we cannot hope for exhaustive coverage. Instead, we will consider a variety of case studies and will visit almost every major region at least once during the semester.

### Learning Objectives

This course has two main objectives. The first is to provide you with an understanding of the complexities of historical and contemporary Africa. You may not remember every date or name that comes up, but it is more important is that you leave the course with a grounding in *how* to think about Africa as well as a better idea of *why* this is important. The second goal is to introduce you to the methodological challenges (and advantages!) of studying African history. You will have the opportunity to work with primary sources and will learn to assess and think critically about evidence. You will also learn how to construct your own arguments about the past.

### Required Course Texts

Trevor Getz, *Abina and the Important Men: A Graphic History* (Oxford, 2012)

Kenda Mutongi, *Worries of the Heart: Widows, Family, and Community in Kenya* (Chicago, 2007)

Binyavanga Wainaina, *One Day I Will Write About this Place* (Graywolf Press, 2011)

Both the Getz and Mutongi books are on reserve at Library West. Links to all other readings can be found on the Canvas course website.

### Evaluation

- |   |       |      |
|---|-------|------|
| • Map Quiz                                      | (5%)  | 1/17 |
| • Assignment #1: Article Précis                 | (20%) | 2/14 |
| • Midterm Exam                                  | (15%) | 2/26 |
| • Assignment #2: <i>Blame Me on History</i>     | (15%) | 4/10 |
| • Assignment #3: <i>One Day I Will Write...</i> | (25%) | 4/29 |
| • Reading quizzes                               | (20%) | ---  |
| <br>  |       |      |
| • Extra Credit: Harn Museum Report              | (5%)  | 4/22 |

### Procedure

The course will consist of lectures and informal class discussions. Students must finish the assigned readings by the dates noted in this syllabus. There will be periodic reading quizzes. I will provide detailed instructions for the assignments in the coming weeks.

### Need Help?

If you have questions about the course, please first consult this syllabus. You may also contact me by email or come to my office hours. If you do contact me by email, use your @ufl.edu email address and adhere to professional email etiquette. I will do my best to respond within one business day.

### Course Schedule

#### Week 1 Introduction to the Course

1/6-1/8 **Lectures:** Review Syllabus; The Image of Africa

1/10 **Reading:** Binyavanga Wainaina, "How to Write About Africa"

### AFRICA IN THE 19<sup>th</sup> CENTURY

#### Week 2 Islam and Trans-Saharan Trade

1/13-1/15 **Lectures:** Trans-Saharan Trade; Spread of Islam in West Africa

1/17 **Reading:** Richard Reid, "Revival and Reaction: North African Islam" and "Jihad: Revolutions in Western Africa," in *A History of Modern Africa*, 77-102.

MAP QUIZ IN CLASS ON FRIDAY 1/17

**Week 3      Slavery and “Legitimate” Trade**

1/22      **Lecture:** Slavery in West Africa; Creeping Imperialism

1/24      **Reading:** Trevor Getz, *Abina and the Important Men: A Graphic History*.

**Week 4      East Africa in the 19<sup>th</sup> Century**

1/27-1/29      **Lectures:** Swahili Coast; Caravans and Communities

1/31      **Reading:** Jeremy Prestholdt, “On the Global Repercussions of East African Consumerism,” *The American Historical Review* 109:3 (2004), 755-781.

**PART II: COLONIALISM AND DECOLONIZATION****Week 5      Colonial Occupations**

2/3-2/5      **Lectures:** Colonization; Central Africa

2/7      **Reading:** Kenda Mutongi, *Worries of the Heart: Widows, Family, and Community in Kenya*, Part I.

**Week 6      Impacts of Colonialism I**

2/10-2/12      **Lectures:** Colonialism and the Family; Work and Gender

2/14      **Reading:** Mutongi, *Worries of the Heart*, Part II.

ASSIGNMENT #1 DUE 2/14

**Week 7      Impacts of Colonialism II**

2/17-2/19      **Lectures:** Colonialism, Language, and Identity

2/21      **Reading:** Ngũgĩ wa Thiong’O, *Decolonizing the Mind: The Politics of Language in African Literature*, 1-33.

**Week 8      Review and Midterm Exam**

2/24      Review for Midterm Exam

2/26      MIDTERM EXAM IN CLASS

2/28      No Class – Visit the Harn Museum of Art for extra credit assignment

## SPRING BREAK

**Week 9      Decolonization**3/9-3/11      **Lectures:** Decolonization in Guinea and Angola3/13      **Reading:** Frantz Fanon, *The Wretched of the Earth*, “On Violence” (1961): 1-62.**PART III: HEALTH AND DEVELOPMENT****Week 10      Colonial Medicine**3/16-3/18      **Lectures:** Colonial Medicine in Uganda and Congo3/20      **Reading:** Megan Vaughan, “Rats’ Tails and Trypanosomes: Nature and Culture in Early Colonial Medicine” in *Curing their Ills: Colonial Power and African Illness* (1991), 29-54; Paul Landau, “Explaining Surgical Evangelism in Colonial Southern Africa: Teeth, Pain and Faith,” *Journal of African History* 37, no. 2 (1996): 261-281.**Week 11      Development**3/23-3/25      **Lectures:** Debt, Aid, and NGOs; Global Health3/27      **Reading:** Stephen Ellis, “Matters of State” in *Seasons of Rain: Africa in the World* (2011), 117-145; J. Ferguson, “Decomposing Modernity: History and Hierarchy after Development,” in *Global Shadows: Africa in the Neoliberal World Order* (2007), 176-93.

## PART IV: POSTCOLONIAL AFRICA

### **Week 12      Apartheid in South Africa**

3/30-4/1      **Lectures:** Establishing and Ending Apartheid

4/3            **Reading:** Extracts from Bloke Modisane, *Blame Me On History* (1986), 94-101; 214-229; and 299-311.

### **Week 13      Postcolonial Violence**

4/6-4/8      **Lectures:** Genocide in Rwanda

4/10            **Reading:** J.B. Kayigamba, "Without Justice, No Reconciliation: A Survivor's Experience of Genocide," in *After Genocide: Transitional Justice, Post-Conflict Resolution and Reconciliation in Rwanda and Beyond* (2009), 33-42; S. Warshauer Freedman, H. Weinstein, K.L. Murphy, and T. Longman, "Teaching History in Post-Genocide Rwanda," in *Remaking Rwanda: State Building and Human Rights after Mass Violence* (2011), 297-315.

ASSIGNMENT #2 DUE 4/10

### **Week 14      Popular Culture**

4/13-4/15    **Lectures:** Music, visual art, literature

4/17            **Readings:** Wainaina, *One Day I Will Write about this Place*, 1-127.

### **Week 15      Urban Africa**

4/20-4/22    **Lectures:** African Cities; Course Wrap Up

**Reading:** Wainaina, *One Day I Will Write about this Place*, 128-253.

ASSIGNMENT #3 DUE 04/29

## OTHER NOTES

### Late Policy

I do not accept late work. If you do not expect to meet a deadline, come see me in advance.

### Attendance

Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found at:

<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

### Students with Disabilities

Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, [www.dso.ufl.edu/drc/](http://www.dso.ufl.edu/drc/)) by providing appropriate documentation. Once registered, students will receive an accommodation letter which must be presented to the instructor when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester.

### Health and Wellness Resources

*U Matter, We Care:* If you or someone you know is in distress, please contact [umatter@ufl.edu](mailto:umatter@ufl.edu), 352-392-1575, or visit [umatter.ufl.edu/](http://umatter.ufl.edu/) to refer or report a concern and a team member will reach out to the student in distress.

*Counseling and Wellness Center:* Visit [counseling.ufl.edu/](http://counseling.ufl.edu/) or call 352-392-1575 for information on crisis services as well as non-crisis services.

### Grading Scale

A	93-100	B-	80-82	D+	67-69
A-	90-92	C+	77-79	D	63-66
B+	87-89	C	73-76	D-	60-62
B	83-86	C-	70-72	E	Below 60

For information regarding current UF policies for assigning grade points, see:

<https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>

### Course Evaluations

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals.

Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.ua.ufl.edu/students/>. Students will be notified when the evaluation

period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>