History 387-001, Spring 2019
Tuesdays and Thursdays 11:00am to 12:15pm (AUP 191)

Instructor: Dr. Marcus Filippello (filippem@uwm.edu)
Office: Holton 346
Office Hours: Tuesdays 9:30 to 10:30am and Thursdays 12:30 to 1:30pm

Colonization in Africa: A History of Resistance and Adaptation

This course examines the variety of African responses to processes of colonization. Although we will focus primarily on colonizing situations from the 19th to the mid-20th centuries, we will take class time to investigate experimentations in colonizing situations from the early 16th century up to the end of apartheid in South Africa in the early 1990s. Above all else we will examine the complex nature of African history during this long period by highlighting how Africans resisted and adapted to colonization. By studying different forms of primary and secondary sources we will also consider other important themes, such as slavery and abolition; modalities of colonial rule; gender; and identity formation. It is important to note that Africa constitutes an enormous geographical space and is home to diverse environments and peoples who engaged with others from around the world for many centuries before the onset of the era we will examine in this class. By focusing on acts of resistance, among other important historical themes highlighted above, we will aim to understand how Africans have served as active agents in the making of their own history. The class is designed to provide students with samples of how to approach understanding methodology and the study of complex historical processes. As such, we will examine historiographical debates concerning method, approach, and interpretation, as well as read novels, short stories, and graphic histories to get a better sense of the nature of changes that took place in African communities, cultures, and ideas. In addition to writing a 500-word response to the first assigned reading, students will take a map quiz, complete five quizzes on additional readings, write a ten- to twelve-page progressive research paper over three-stages on the historical themes of resistance and collaboration, and take a comprehensive final exam.

Required books (available at UWM.ecampus.com):

Note: I have placed required books on reserves in the library. In addition to the readings above, I have posted a small selection of articles and source materials on the course D2L site.

Course Requirements and Grading:

1.) One 500 word written response on the second week’s readings due on D2L by the beginning of class on January 29th — (5%)
2.) Map Quiz at the beginning of class February 2nd — (5%)
3.) Five in-class quizzes on selected assigned readings. Each quiz constitutes 3% of your overall grade — (15%)
4.) Participation — (20%)
5.) First component of the progressive paper (see attached guidelines) due February 26th — (5%)
6.) Second component of the progressive paper (see attached guidelines) due March 14th — (10%)
7.) Third component of the progressive paper (see attached guidelines) due April 9th — (10%)
8.) Final draft of the progressive paper (see attached guidelines) due May 2nd — (20%)
9.) Take home final exam due May 15th by 5:00pm (submitted via dropbox on the course D2L site) — (10%)

Learning Outcomes:

- Synthesize information from assigned readings, lectures, and discussions to understand better the complexities of African social and political organization and the roles Africans have played in resisting and adapting to processes of colonization.
- Examine important written and visual primary sources to identify diverse cultural, political, environmental, and geographical components relevant to African history, with a special emphasis on understanding how Africans have acted as agents in initiating historical change on a global scale.
- Analyze primary sources and engage with historiographical debates on resistance and collaboration to write an intellectually engaged, well-organized, clear, and accurate progressive paper in three stages. It is “progressive” because with each successive stage you will revise, edit, and expand the same piece of writing. The intent of a progressive paper is to teach you how to improve your writing. It also encourages you to rethink how you approach writing from historiographical and historical perspectives. A progressive paper does not need to be a research paper, but this assignment will ask you to conduct research with the intent of having you develop an argument based on your interpretation of at least one primary source. Ideally, your argument will allow you to make a meaningful contribution to the scholarly discourse we will investigate over the course of the semester.
Course Expectations:

- Reading is a necessary element of this class. Comprehension and writing cannot flow without reading the material. You must read all the assigned readings for each week. You should read carefully, placing emphasis on themes and historical change. The assessments in this class will feature names, places and dates, but the emphasis will be on your understanding of historical change. If you have any difficulty completing or understanding the readings, please tell me.
- Writing also constitutes an important component of this course. Clear, original, intelligent, and coherent writing is a useful skill. This means that academic honesty is essential. Plagiarism is unacceptable. Citations are required for all written assignments.
- Office hours are provided for you to raise questions and discuss class materials and your individual projects. They also provide me with an opportunity to assess your progress in the class and suggest improvement.
- The course will be available online on D2L. Please visit the site regularly for updates to the syllabus and information about assignments.
- This is a three-credit course. As such, I expect students to devote an average of 9 hours per week (135 hours over the course of what amounts to 15 weeks of the semester) attending class, completing assigned readings, working on assignments, and studying for and writing the final exam.

Course Policies:

- **Attendance:** Attendance at all classes is mandatory. Likewise, participation constitutes a key component. Please remain attentive and turn off your cell phones. I ask you to be respectful to your classmates and me. Students will receive a 2% reduction in their overall grade for each unexcused absence.
- **Late Assignments:** In general, I do not grant extensions on assignments and exams. Exceptions may be made for those on official university business, sporting engagements, or a medical condition, provided I am informed before the event and/or in written form from the relevant authority. Otherwise, all assignments must be turned in on time. I WILL NOT ACCEPT LATE ASSIGNMENTS.
- **Safety Policies:** The university is dedicated to creating a caring environment where individuals are free to learn, teach, and work without fear of intimidation or exposure to potentially harmful/disruptive situations. I expect students to treat each other and me with dignity and respect at all times.
- **Make-up Policies:** Should you miss an assignment due to any of the circumstances listed above, please contact me. We will discuss make-up dates and times.
- **Incomplete Policies:** I generally do not allow students to receive an incomplete grade for this class. I realize, however, there may be circumstances where students might want to request this as an option. Please contact me directly in class, office hours, or by email, and we can discuss your situation and gauge whether an incomplete grade is appropriate. Should you receive an incomplete
grade, you will have one year from the end of the semester to submit/complete remaining required assignments.

- The campus conditions for awarding an incomplete to graduate and undergraduate students can be found at the following: http://www4.uwm.edu/secu/docs/other/S31.pdf

**Other Campus Policies:** http://uwm.edu/secu/syllabus-links/

- **Students with Disabilities:** Verification of disability, class standards, the policy on the use of alternate materials and test accommodations can be found at the following: http://uwm.edu/arc/
- **Religious Observances:** Policies regarding accommodations for absences due to religious observance are found at the following: http://www4.uwm.edu/secu/docs/other/S1.5.htm
- **Students Called to Active Military Duty:** For accommodations for absences due to call-up of reserves to active military duty please see: http://uwm.edu/active-duty-military/
- **Discriminatory Conduct (such as sexual harassment):** Harassment, abuse of power, and the reporting requirements of discriminatory conduct are found at the following: https://www4.uwm.edu/secu/docs/other/S_47_Discriminadauct_Policy.pdf
- **Academic Misconduct:** Policies for addressing students cheating on exams or plagiarism can be found at the following: http://uwm.edu/academicaffairs/facultystaff/policies/academic-misconduct/
- **Complaint Procedures:** Students may direct complaints to the head of the academic unit or department in which the complaint occurs. If the complaint allegedly violates a specific university policy, it may be directed to the head of the department or academic unit in which the complaint occurred or to the appropriate university office responsible for enforcing the policy. http://www4.uwm.edu/secu/docs/other/S49.7.htm
- **Grade Appeal Procedures:** Procedures for student grade appeal appear at the following: http://www4.uwm.edu/secu/docs/other/S28.htm
- **Final Examination Policy:** Policies regarding final examinations can be found at the following: http://www4.uwm.edu/secu/docs/other/S22.htm

**Academic Advising in History:**

All L&S students have to declare and complete an academic major to graduate. If you have not yet declared a major, you are encouraged to do so, even if you are at an early stage in your college education. If you are interested in declaring a major (or minor) in History, or if you need academic advising in History, please visit the Department of History undergraduate program web page at http://www4.uwm.edu/letsci/history/undergrad/ for information on how to proceed.
Week One (1/22 and 1/24): Orality, Literature, and Forms of African Social and Political Organization

1/24: READING “How to Write About Africa” by Binyavanga Wainaina (2006): (You will find a link to this very short article on course D2L site. We will discuss your impressions of it in class.)

Week Two (1/29 and 1/31): Colonizing Processes in Africa up to the 19th Century


WRITTEN RESPONSE OF 500 WORDS ON ASSIGNED READING DUE ON D2L BY BEGINNING OF CLASS (Please come prepared to discuss your impressions of the reading in class.)

Week Three (2/5 and 2/7): Abolition, Trade, and Colonization Within an Age of Global Revolutions

2/5: MAP QUIZ AT THE BEGINNING OF CLASS

Week Four (2/12 and 2/14): African Responses to 19th Century Coastal Colonial Encounters

2/12: READING Abina and the Important Men: A Graphic History

QUIZ On Abina and the Important Men: A Graphic History (followed by discussion of the book)

Week Five (2/19 and 2/21): Modalities of Late 19th and Early 20th Century Colonial Rule

2/21: READING Things Fall Apart

QUIZ On Things Fall Apart (followed by discussion of the book)

Week Six (2/26 and 2/28): Rethinking Resistance

2/26: FIRST COMPONENT OF THE PROGRESSIVE PAPER DUE ON THE D2L DROPBOX BY THE BEGINNING OF CLASS
Week Seven (3/5 and 3/7): The Invention of Tradition

3/7:  **READING**  *The River Between*

**QUIZ**  On *The River Between* (followed by discussion of the book)

Week Eight (3/12 and 3/14): Collaboration

3/14: **SECOND COMPONENT OF THE PROGRESSIVE PAPER DUE ON THE D2L DROPBOX BY THE BEGINNING OF CLASS**

Week Nine (3/19 and 3/21): NO CLASS SPRING BREAK

Week Ten (3/26 and 3/28): “Sitting on a Man” – Gendered Responses to Colonization

No assigned readings this week, although I encourage you to devote time to examining your primary source(s) and writing the next component of the progressive writing assignment.

Week Eleven (4/2 and 4/4): “Development” and Interwar Shifts in Colonial Rule

4/2:  **READING**  *The Fortunes of Wangrin*

**QUIZ**  On *The Fortunes of Wangrin* (followed by discussion of the book)

Week Twelve (4/9 and 4/11): Emerging Nationalist Identities in a Post World War II Era

4/9: **THIRD COMPONENT OF THE PROGRESSIVE PAPER DUE ON THE D2L DROPBOX BY THE BEGINNING OF CLASS**

Week Thirteen (4/16 and 4/18): Pan Africanism, International Exchange, and Anti-Colonial Action

No assigned readings this week.
Week Fourteen (4/23 and 4/25): The Complex Case of Southern Africa and Apartheid

4/25:  READING  *A Walk in the Night*

        QUIZ  On *A Walk in the Night* (followed by discussion of the book)

Week Fifteen (4/30 and 5/2): Decolonization, an Introduction

5/2:  FINAL VERSION OF THE PROGRESSIVE PAPER DUE ON THE D2L DROPBOX BY THE BEGINNING OF CLASS

Week Sixteen (5/7 and 5/9): New Directions in African History

5/9:  We will devote this last class to discussing expectations for the final exam.

**TAKE HOME FINAL EXAM: DUE May 15th:** Submit on D2L by 5:00 pm