History 600 (SEM 002)  
Writing Post-Colonial African Histories, Fall 2013  
Tuesdays, 12:30 to 3:10 pm (Holton 286)

Instructor: Dr. Marcus Filippello (filippem@uwm.edu)  
Office: Holton 381  
Office Hours: TBD

This course functions as a capstone for history majors. We will examine the complex nature of sub-Saharan African history by highlighting how scholars have examined African experiences following an era of colonial rule. Africa constitutes an enormous geographical space and is the home to diverse peoples and environments. The end of colonial rule in Africa occurred in numerous ways at different periods of time. Some of the main questions we will address include: How have scholars written about African experiences on a post-colonial historical landscape? How do we define the term ‘post-colonial’? And how can we complicate our understanding of African experiences by examining interdisciplinary scholarship? By focusing on post-colonial historical processes and answering the preceding questions, we will strive to understand how Africans have served as active agents in the making of their own history. As such, students will develop an understanding of historiographical debates and methodology. They will also identify and analyze primary documents of their choosing to complete a 20- to 25-page final research paper. We will devote class time to developing a better sense of complex historical processes, presenting research, and cultivating our ability to write historically. In addition to completing the 20-to 25-page research paper over four stages, students will turn in short typed writing assignments each week on assigned readings, and make a ten-minute presentation that outlines the nature of their project and demonstrates their ability to make an historical argument.

Required Books: (You may purchase the following books at the UWM bookstore. In addition to the following books, there are assigned articles and book chapters placed on the course D2L Website.)

- *Africa Since 1940: The Past of the Present* by Frederick Cooper (Cambridge University Press, 2002)
**Course Requirements and Grading:**

1.) Participation and attendance (50%): NOTE: This includes the completion of short weekly written assignments based on readings and an in-class presentation on December 10th.
2.) First stage of paper (two-pages) due September 17th (5%)
3.) Second stage of paper (five- to six- pages) due October 15th (10%)
4.) Third stage of paper (twenty- to twenty-five pages) due November 19th (10%)
5.) Final draft (twenty- to twenty five pages) due December 10th (25%)

**Course Expectations:**

1. Attendance at all classes is mandatory. Likewise, participation in class discussions represents a key component. Please remain attentive and turn off your cell phones. I also ask you to be respectful to me and your classmates.

2. Reading is a necessary element of this course. Comprehension and writing cannot flow without reading the material. You must read all the assigned readings for each class. 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. It is your responsibility to ensure you have all readings for the class.

3. Writing is also an important component of this course. Clear, original, intelligent and coherent writing is a useful skill. This means that academic honesty is essential and plagiarism is totally unacceptable. Citations and footnotes should follow the *American Historical Review*. Online or web pages are not appropriate sources or citations unless you clear it with me in advance. Page lengths indicated exclude title page, notes, and bibliography, and are based on standard 12-point, double-spaced, Times New Roman font with one-inch margins on all sides.

4. Office hours are provided for you to raise questions and discuss course materials. They also provide me with an opportunity to assess your progress in the class and suggest improvement.

5. 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 from the relevant authority. All papers must be handed in on time. I will not accept late assignments.

6. The course will be available online. Please visit the D2L site regularly for updates to the syllabus and important internet links.

7. For university policies concerning students with disabilities, religious observances, students called to military duty, incompletes, discriminatory conduct, academic misconduct, complaint procedures, grade appeal procedures, and final exams, go to [www.uwm.edu/Dept/SecU/SyllabusLinks.pdf](http://www.uwm.edu/Dept/SecU/SyllabusLinks.pdf).

8. If you will need accommodations in order to meet any of the requirements of this course, please contact me as soon as possible.
Week One (9/3): Introduction: Expectations, Historical Agency, and Source

Week Two (9/10): Understanding African History in a Post-Colonial Era

READINGS:

Week Three (9/17): Defining Post-Colonial

READINGS:
- Frederick Cooper: Chapters Four to Eight, pp. 66-204

DUE: STAGE ONE OF PROGRESSIVE WRITING ASSIGNMENT

Week Four (9/24): Historical Memory

READINGS:

Week Five (10/1): “Traditional” Religion and Politics

READINGS:
Week Six (10/8): Hearing New Voices

READINGS:
• John Chernoff: NOTE: ALL STUDENTS WILL READ “Introduction,” pp. 1-12; pp. 31-45; and pp. 78-102, in Hustling is Not Stealing
• WE WILL ASSIGN VARIOUS SECTIONS OF THE BOOK IN THE PREVIOUS WEEK’S CLASS

Week Seven (10/15): WE WILL NOT HOLD CLASS THIS WEEK (INDIVIDUAL STUDENT MEETINGS IN OFFICE HOURS DURING CLASS TIME)

READINGS: NONE FOR THIS WEEK

DUE: STAGE TWO OF PROGRESSIVE WRITING ASSIGNMENT (Turn in during scheduled office hours)

Week Eight (10/22): New Critical Themes

READINGS:
• Andrew Apter: “Introduction,” pp. 1-17, and “Rebirth of a Nation,” pp. 21-51, in The Pan African Nation: Oil and the Spectacle of Culture in Nigeria
• James McCann: “Maize and Malaria,” and “Maize as Metonym in Africa’s New Millennium” pp. 174-215, in Maize and Grace (2005)

Week Nine (10/29): Envisioning Post-Colonial “Development”

READINGS:
Week Ten (11/5): Africa on a Global Stage

READINGS:

Week Eleven (11/12): Memoirs and History

READINGS:
- Chinua Achebe: *There Was a Country*, pp. 1-258

Week Twelve (11/19): NO CLASS THIS WEEK

DUE: STAGE THREE OF PROGRESSIVE WRITING ASSIGNMENT
(Turn in on DROP-BOX on the course D2L site)

Week Thirteen (11/26): NO CLASS THIS WEEK (I will return edited drafts of the third stage to you via email/dropbox)

Week Fourteen (12/3): NO CLASS THIS WEEK (We may meet individually during class time by appointment to discuss editing process)

Week Fifteen (12/10): Student Presentations

DUE: FINAL STAGE OF PAPER