

## AFH 3200: AFRICA SINCE 1800

Spring 2023

Instructor: Dr. Philip Janzen  
Office: 494 Grinter Hall  
Office Hours: Mon 2:00-4:00  
Email: [pjanzen@ufl.edu](mailto:pjanzen@ufl.edu)

Course Schedule:  
T period 7, R periods 7-8  
0111 Keene-Flint Hall

Grader: Mosunmola Ogunmolaji  
[mogunmolaji@ufl.edu](mailto:mogunmolaji@ufl.edu)

### 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 three thematic units: Africa in the 19<sup>th</sup> century; Colonialism and Decolonization; and Postcolonial Africa. Most weeks will incorporate a mix of large-scale narratives and the 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 African history 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*
- Kenda Mutongi, *Worries of the Heart: Widows, Family, and Community in Kenya*
- Binyavanga Wainaina, *One Day I Will Write About this Place*

All three texts are available at the UF Bookstore. The Getz and Mutongi books are also on reserve at Library West. All other readings can be found on Canvas.

### Evaluation

- |   |      |
|---|------|
| • Assignment #1: Prestholdt Article Précis (15%)      | 2/13 |
| • Assignment #2: Midterm Essay (20%)                  | 3/9  |
| • Assignment #3: <i>Blame Me on History</i> (15%)     | 4/7  |
| • Assignment #4: <i>One Day I Will Write...</i> (20%) | 4/29 |
| • Writing Journal (15%)                               | ---- |
| • Participation (15%)                                 | ---- |

I will provide more detailed guidelines for the assignments in the coming weeks.

### Procedure

In general, the Tuesday class will be a lecture and the Thursday class will be a mix of lecture and discussion based on the assigned weekly readings. I expect you to attend the lectures, complete the weekly readings, and participate actively in discussions. Your participation grade is based on quality contributions to class discussions.

Students are also required to keep a writing journal of reading responses. Over the course of the semester, students must complete 10 of the 12 reading responses. These should be about 250 words and will be due online via Canvas on Thursdays at 11:00 AM, starting in Week 2.

### Course Schedule

#### Week 1 Introduction to the Course

1/10-1/12 Lectures: Review Syllabus; Images of Africa

**Discussion Reading:** Binyavanga Wainaina, "How to Write About Africa"

#### UNIT I: AFRICA IN THE 19<sup>th</sup> CENTURY

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

1/17-1/19 Lectures: Trans-Saharan Trade and the spread of Islam in West Africa

**Discussion Reading:** Richard Reid, "Jihad: Revolutions in Western Africa," in *A History of Modern Africa*, 94-102.

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

1/24-1/26      **Lectures:** Slavery in West Africa; Creeping Imperialism

**Discussion Reading:** Trevor Getz, *Abina and the Important Men: A Graphic History*.

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

1/31-2/2      **Lectures:** Swahili Coast; Caravans and Communities

**Discussion Reading:** Jeremy Prestholdt, “On the Global Repercussions of East African Consumerism,” *The American Historical Review* 109, no. 3 (2004): 755-781.

**UNIT II: COLONIALISM AND DECOLONIZATION**

**Week 5      Colonial Occupations**

2/7-2/9      **Lectures:** Colonization; Central Africa

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

ASSIGNMENT #1 DUE 2/13

**Week 6      Impacts of Colonialism I**

2/14-2/16      **Lectures:** Colonialism and the Family; Work and Gender

**Discussion Reading:** Mutongi, *Worries of the Heart*, Part II.

**Week 7      Impacts of Colonialism II**

2/21-2/23      **Lectures:** Colonialism, Language, and Identity

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

**Week 8 Colonial Medicine**

2/28-3/2 **Lectures:** Colonial Medicine in Uganda and Congo

**Discussion Readings:** 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 9 Review and Midterm Essay**

3/7 Review for Midterm Essay

ASSIGNMENT #2 DUE 3/9

**Week 10 Decolonization in Africa**

3/21-3/23 **Lectures:** Decolonization in Ghana, Guinea, and Congo

**Discussion Reading:** Frantz Fanon, "Colonial War and Mental Disorders," in *The Wretched of the Earth* (1961): 181-233.

**UNIT IV: POSTCOLONIAL AFRICA****Week 11 Apartheid in South Africa**

3/28-3/30 **Lectures:** Establishing and Ending Apartheid

**Museum Tour:** Tour Robben Island, where Nelson Mandela was a prisoner between 1964 and 1982 (via Google Arts & Culture link on Canvas).

**Reading:** Extracts from Bloke Modisane, *Blame Me On History* (1963): 92-101; 205-229; and 299-311).

**Week 12 Postcolonial Violence**

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

**Discussion Reading:** J.B. Kayigamba, "Without Justice, No Reconciliation: A Survivor's Experience of Genocide" (2009): 33-42; S. Warshauer et al, "Teaching History in Post-Genocide Rwanda," (2011): 297-315.

ASSIGNMENT #3 DUE 4/7

**Week 13      Development and Urbanization**

4/11-4/13      **Lectures:** Debt, Aid, and NGOs; African Cities

**Discussion Reading:** Wainaina, *One Day I Will Write about this Place*, 1-127.

**Week 14      Popular Culture**

4/18-4/20      **Lectures:** Music, Film, Visual Art, Literature

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

**Week 15      Review for Final Essay**

4/25              **Lectures:** Review for Final Essay; Course Wrap Up

ASSIGNMENT #4 DUE 4/29

## OTHER NOTES

### Attendance

Frequent unexcused absences will result in a low participation grade. Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found [here](#).

### Students with Disabilities

Students with disabilities requesting accommodations should first register with the [Disability Resource Center](#) 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.

### 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 [www.umatter.ufl.edu/](http://www.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 [www.counseling.ufl.edu/](http://www.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

Click [here](#) for more info on UF policies for assigning grade points.

### Course Evaluations

Students are expected to provide feedback on the quality of instruction in this course by completing course evaluations via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is [available here](#). 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 at [this link](#). Summaries of course evaluation results are available to students [here](#).