HIS 394 (002)
AFRICA SINCE WORLD WAR II
Instructor: Dr. Jonathan T. Reynolds.
Fall, 2013

Meeting Times and Location: M/W/F, 11:00-11:50 -- LAN 404
Office Location: LAN 439
Office Hours: MWF 8-8:50 & 10-10:50
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Phone: x5279

Course Rationale:
HIS 394 takes an interdisciplinary approach to the examination of the history and people
of Africa in the wider context of World History in the period since the end of World War
II.

Goals of the Course.  Upon successful completion of HIS 394, students will have
acquired:
1) a basic understanding of Africa's physical and human geography
2) a knowledge of important themes, issues, events and personalities in African History
since WWII
3) a sense of the methodology of African History
4) a sense of Africa’s place in World History and how greater awareness of African
History changes our understanding of World History.

Each Student’s Progress towards these goals will be accessed via:
1) Analysis of student’s written work, both in out of class assignments, quizzes, and
essay exams.  Reviews will test the student’s ability to identify, examine, and
critique scholarly arguments.  Essay exams will test the student’s ability to
utilize course materials to construct and present a persuasive argument.  The
final paper will test the student’s ability to undertake scholarly research, frame
an argument and present that argument in an orderly and persuasive manner.
2) Evaluation of Class Discussions (see below).

REQUIREMENTS
Attendance: Coming to class is a guaranteed way to get the most out of the course
and improve your grade.  Excessive unexcused absences (more than three) will result in
a reduction of your class participation grade.  Students with excused absences are still
expected to complete all assignments.
Readings: Most lectures have companion reading assignments. Students should have read each assignment before the lecture. Reading the assignment before the lecture will help you understand the discussion and help you pose challenging questions. Several of the readings are draft chapters of my forthcoming text *Struggle and Sovereignty, Africa 1945-1944* (Oxford). Your feedback on these chapters will be greatly welcomed, and really smart insights will result in an acknowledgement at the beginning of the book. Other readings are from articles and resources available via JSTOR and the web. If there is a lack of class participation, I have been known to administer pop quizzes (grrrrrrr).

Participation: You all learn more if you do more than listen to me yack. As such, class participation is part of your grade. Participation includes, but is not limited to:
– attendance
– enthusiasm for the material (and learning in general)
– evidence of having done and critically accessed the readings
– answering my questions
– willingness to ask questions or raise issues without being called upon
– ability to draw connections between class material and other classes, topics or fields of study
– requests for greater detail, clarification, etc.
– disagreeing with me (in a properly “academic” tone, of course)
– coming up with things I haven’t thought of

Students with Disabilities: Students with disabilities who require accommodations (academic adjustments, auxiliary aids or services) for this course must register with the Disability Services Office. Please contact the Disability Service Office immediately in the University Center, suite 320 or call 859-572-6373 for more information. Verification of your disability is required in the DSO for you to receive reasonable academic accommodation. You can visit their website at: http://www.nku.edu/~disability/.

Honor Code: Read it, Know it, Obey it. http://www.nku.edu/~deanstudents/
"The work you will do in this course is subject to the Student Honor Code. The Honor Code is a commitment to the highest degree of ethical integrity in academic conduct, a commitment that, individually and collectively, the students of Northern Kentucky University will not lie, cheat, or plagiarize to gain an academic advantage over fellow students or avoid academic requirements."

Note: I am not one to take cheating lightly. I will assume each student is honest and trustworthy until I am given a reason to believe otherwise. If this trust is abused, I tend to become quite hard-hearted. Serious cases of dishonesty will result in a grade of “F” for the course – or worse. You have been warned.
**Grade:** The final grade for the course will be based on:

<table>
<thead>
<tr>
<th>Component</th>
<th>Weight</th>
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<tbody>
<tr>
<td>Class Participation and Pop Quizzes</td>
<td>20%</td>
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<tr>
<td>Map Quiz</td>
<td>10%</td>
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<tr>
<td>Mid-term</td>
<td>15%</td>
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<tr>
<td>Academic Reviews (2@10% each)</td>
<td>20%</td>
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<tr>
<td>Research Paper</td>
<td>20%</td>
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<tr>
<td>Final Exam</td>
<td>15%</td>
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**Written Assignments**

Each student will complete **two scholarly reviews**. The goal of each review is to critically access the scholarly merit of a book or article. The first review will be an African Studies book or article focusing on Africa since 1945. The second will be on a work of African Fiction dealing with the era in question. “Pop” sources such as *National Geographic*, Newspaper articles, Blog posts and the like **ARE NOT** suitable for review. Please Consult the ACME REVIEW GUIDE for how to write a scholarly review.

The **research paper** will be from eight to ten pages long and will be on a subject (relating to African History since 1945) chosen by the student. Citations (footnotes, endnotes, or Social Science Notations) are required, as is a bibliography. The paper must cite a minimum of eight different sources (the draft Reynolds text does not count as a source).

**This Syllabus:** This Syllabus provides a basis upon which the course will be built. But, it could just so happen that I will need to change stuff... so I reserve the right to do so.

**EXTRA CREDIT:** If at any time you feel that you might need a boost to your grade, I will allow the writing of extra reviews or Wikipedia entries for Extra Credit. Attending and reviewing academic and community programs relating to things African may also earn you extra credit as well.

**A VERY AMBITIOUS AND PERHAPS IMPOSSIBLE COURSE SCHEDULE:**

--- **Greetings and Introduction:** Getting to know you. Thinking about Africa in Modern World History.

--- **A Post-War World: Africa and the World After WWII**
  - Euro Decline
  - Rise of the Superpowers
  - Rise of the “Third World”

*Read: Reynolds Draft Chapter One -- “A World Set Free? African Decolonization in the Era of Liberation*

--- **A New Nationalism**
  - New Leaders in Post-War Africa
  - Fascism and Anti-Imperialism and Capitalism
  - New Alignments and Tactics
PATHS TO DECOLONIZATION I
British Africa – Egypt, Ghana, Nigeria, and Kenya
French Africa – Algeria, Guinea and elsewhere
Belgian Africa – Rwanda, Burundi, and the Congo

Be careful – this is a much bigger section than it looks like on the syllabus... we’ll be talking about this material for a while!

THE DRIVE FOR DEVELOPMENT
Context: Development in the early 20th Century
Ghana
Cote d’Ivoir
Tanzania
Nigeria

Read: Reynolds Draft Chapter Two: “Development and Debt” and Reynolds Draft Chapter Five: “The Decolonization of Distance: Ghana Enters the Jet Age.”

ONE PARTY STATES AND MILITARY GOVERNMENTS
A Political Nadir?
Arguments pro and con
The Cold War Context

Read: Reynolds Draft Chapter Three – “A Tropical Cold War”

PATHS TO DECOLONIZATION II: LIBERATION DELAYED
Portuguese Africa
Rhodesia/Zimbabwe
South Africa

AFRICA AND POPULAR CULTURE IN THE POST-WAR ERA
Popular Music, the Nation, and Identity

Read: Reynolds Chapter Four: “Sorry, I haven’t come up with a decent title for this chapter, yet.”

NEW DIRECTIONS IN DEVELOPMENT
Neo-Liberalism, SAP, and NGO’s in the 1980s and 1990s.
Ghana Reborn?


TRANSFORMATIONS AT THE END OF THE COLD WAR

THE END OF APARTHEID
From Racism and Anti-Communism to Democracy and Capitalism

THE “THIRD WAVE” OF DEMOCRATIZATION
National Conferences in FrancoPhone Africa
The Decline of Dictatorship

CIVIL CONFLICT AND COLLAPSED STATES
Liberia and Sierra Leone
Somalia
Central Africa (Rwanda, Zaire, and the African Third World War)

TECHNOLOGICAL REVOLUTIONS
Cell Phones and the Internet in the 21st Century.
Read: Jenny Aker and Isaac Mbiti, “Mobile Phones and Development in Africa,” Journal of Economic Perspectives, 24/3, 2010 (available via JSTOR)

CHINA AND THE RISE OF THE DEVELOPING WORLD
China in Africa and Africa in China

AFROPOLITANS AND MEGA-CITIES
A Global African Elite
New Cities and New Economies
Youtube: “Eko Atlantic City Project”

IMPORTANT & EXCITING DATES:
Map Quiz
Monday 2 September: Labor Day – No Classes
Monday, 23 September. First Review Due
Friday 11 October– Mid Term Exam (Bring BIG Blue Books)
Monday 14 October – No Class (Fall Break)
Friday 8 November – Fiction Review Due
Wednesday and Friday, 27 & 29 November: No Class – Thanksgiving (eat!)
Monday, 2 December, Final Paper Due
Final Exam: 10:10am-12:10pm, Monday December 9th.