Nationalism and Decolonization in Africa
HIST/ASRC 4303/6303 • Spring 2016
Wed. 10:10 am – 12:05 pm • 145 McGraw

Instructor: Prof. Judith Byfield
Office: 320 McGraw
Office Hrs: Wed. 2:00 – 5:00 pm
Ext. 4 - 5334

Rationale:
This course provides an opportunity for students of nationalism and students of Africa to examine nationalism and decolonization through the lens of African social history. It draws on films and a variety of primary and secondary materials in order to illuminate the complex and contested arenas from which African nationalisms emerged. Throughout the course we will examine the ways in which race, ethnicity, gender, and class shaped the discourse of nationalism as well as nationalist strategies and agendas. Finally, we will explore the ways in which the conflicts and tensions of the nationalist period continued to shape post-colonial state and society.

Course Aims and Objectives:
By the end of this course, students will: comprehend some of the major debates among theorists of nationalism; understand the diversity of Africa’s colonial experience and the implications of that diversity for the content and expression of nationalism around the continent; identify specific ways in which variables such as race, ethnicity, gender and class shaped nationalism in different African countries; be able to articulate the ways in which these African cases engage, challenge, or expand current theories of nationalism; evaluate and apply the tools of social historians; and finally, apply theoretical insights discussed over the course of the semester.

Format and Procedures:
This class will meet once a week an hour and fifty minutes. Students are expected to arrive to class on time, attend each class session, actively listen and participate. Active participation requires completing the readings before class. This class is discussion based. Therefore, you are expected to come to each class prepared to offer an analysis of the readings. Each week, one student will be assigned the task of providing some observations or commentary about the readings and given 10 – 15 minutes to share his/her ideas. Nonetheless, everyone must come prepared to discuss the author’s most salient points, the larger literature in which the work is located and the evidence the author uses to illustrate or prove his/her argument. Also consider the ways in which the readings resonate with each other.

Finally, learning is a collaborative process therefore individually and collectively we share the responsibility of creating a respectful atmosphere where knowledge and critical insights are exchanged, disagreements inspire and learning occurs.

Course Requirements:
Attendance and participation are required, nonetheless students are allowed one unexplained absence. Each subsequent absence will result in the loss of one third of a letter grade (i.e. B+ to B, etc.).
Assignment:
• *Four Short Essays* (5 pages).

• *Research Paper* (25 pages graduate students; 15 pages undergrads) – select any African country and write a research paper that engages theoretical issues discussed in this seminar and how they apply to your case study.

• In class presentation of your research topic. An abstract (2 pages) and a preliminary bibliography are due at the time of your presentation.

*Use of sources: Reference citations must be clear and correct, and the use of information from other sources must be clear and responsible. Please use the Chicago throughout the paper.*

Final Grade: your final grade will be calculated according to the following formula:

Academic Integrity
Each student in this course is expected to abide by the Cornell University Code of Academic Integrity. Any work submitted by a student in this course for academic credit will be the student's own work.

You are encouraged to study together and to discuss information and concepts. You can give "consulting" help to or receive "consulting" help from such students. However, this permissible cooperation should never involve one student having possession of a copy of all or part of work done by someone else, in the form of an e-mail, an e-mail attachment file, a diskette, or a hard copy.

Should copying occur, both the student who copied work from another student and the student who gave material to be copied will both automatically receive a zero for the assignment. Penalty for violation of this Code can also be extended to include failure of the course and University disciplinary action.

Commercial Course Material:
In the event that you are approached about selling course materials such as lectures, hand-outs, notes, papers, please note that I do not sanction such transactions. The sale of course materials for HIST 4303 is unauthorized and constitutes classroom dishonesty. Sale of course materials is therefore punishable under the Cornell University Code of Academic Integrity.

Accommodations for students with disabilities
In compliance with the Cornell University policy and equal access laws, I am available to discuss appropriate academic accommodations that may be required for student with disabilities. Requests for academic accommodations are to be made during the first three weeks of the semester, except for unusual circumstances, so arrangements can be made.
Students are encouraged to register with Student Disability Services to verify their eligibility for appropriate accommodations.

**Readings:**
The required books may be purchased from the Cornell book store and they will be on reserve in Uris Library. Articles and book chapters will be available on blackboard but when available the entire book will be on reserve.

*Required books:*

Franz Fanon, *Wretched Of The Earth* (Grove Weidenfeld, 1991).


**WEEK I**

*Jan 27:*
**Film:**
Basil Davidson

**WEEK II**

*Feb 3:*
**Readings:**

**WEEK III**

*Feb. 10:*
**Readings:**
G. Eley & R. Suny


Anne McClintock,


**Essay #1 Due – Friday, February 12th, 2016**

Why is *Imagined Community* a seminal text? How has African historiography reinforced, expanded or challenged Anderson’s ideas?

**WEEK IV**

**Feb. 17:**  *Creating Nations – Asante and Fante*

*Readings:*

J. A. Horton


T. C. McCaskie


**WEEK V**

**Feb. 24:**  *Creating Nations - Yoruba*

*Readings:*


**WEEK VI**

**Mar. 2:**  *Constructing Nationalist Thought & Politics*

*Readings:*


WEEK VII

**Mar. 9:** Nationalist Beginnings in Kenya

*Readings:*


**Essay #2 due – Sunday, March 13, 2016**

Drawing on the readings since February 17th discuss how ways of imagining the nation changed from the nineteenth into the twentieth century and the material conditions that contributed to those changes.

WEEK VIII

**Mar. 16:** Film: Mau Mau


WEEK IX

Mar. 23: Engendering Nationalism – Tanzania

WEEK X

Mar. 30: SPRING BREAK

WEEK XI

Apr. 6: Making Culture, Making Nation

Essay #3 due Sunday April 10th, 2016.
Drawing on our readings since March 16th discuss the ways in which gender shaped the discourse and geography of nationalism.

WEEK XII

Apr. 13: Theorizing Anti-colonialism & Decolonization


WEEK XIII

April 20: Theorizing Decolonization


Christopher J. Lee *Frantz Fanon: Toward a Revolutionary Humanism* (Ohio University Press, 2015), 151 – 171.

**Essay #4 due – Sunday, May 1st, 2016**

Discuss the theoretical insights from Cabral and Fanon that are most provocative, inspiring or disturbing to you and explain why.

WEEK XIV

April 27: Individual Meetings.

WEEK XV

May 4: Presentations

WEEK XVI

May 11: Presentations
Week II – Recommended Readings:

Week IV – Recommended Readings:

Jean Allman, “Be(com)ing Asante, Be(com)ing Akan: Thoughts on gender, identity and the colonial encounter” in Lentz and Nugent, eds *Ethnicity in Ghana* (1997), 501-33.

Week V – Recommended Readings:


Week VII – Recommended Readings:


Week VIII – Recommended Readings:
Ngugi wa Thiongo Matigari (Heinemann, 1989).


Week X – Recommended Readings: