

HIST 444 – East Africa 1800-Present

Fall 2007

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Office Hours: T, Th 3:10-4:30; W 11:10-12pm
(and by appointment)

M, W 4:10-5:30pm
(Bldg. 20, Room 128)

Welcome to History 444: *East Africa since 1800*. The purpose of this course is to introduce students to the wider themes of East African history over the past two centuries. In particular, the class will focus on the colonial period in East African history and its aftermath. We will examine broader themes such as the legacy of European imperialism and the role of East Africa in world history in addition to specific topics which will foster an understanding of the roles that East Africans played in events and processes which shaped the history of the region.

The area of concentration for this course will be the region known as “East Africa,” which includes the contemporary countries of Kenya, Uganda, Rwanda, Burundi, Tanzania, and Zanzibar. (Please note that the area to the immediate north of this region, known as Northeast Africa—including such countries as Ethiopia, Eritrea, Somalia, and Sudan, which have been prominent features of the news media recently—will be beyond the scope of this course, although some of our readings will overlap with this region).

Course Objectives:

- Develop understanding of the modern history of East Africa
- Build knowledge of significance of East Africa in world history
- Develop skills in evaluating and using primary sources for writing history
- Develop history research and writing skills

Required Readings:

- Robert O. Collins, *Eastern African History: African History in Documents, Vol. II* (Markus Wiener, 1990).
- David Anderson, *Histories of the Hanged: The Dirty War in Kenya and the End of Empire* (Norton, 2005)
- Ngugi wa Thiongo, *The River Between* (Heinemann, 1990)
- Ngugi wa Thiongo, *Matigari* (Heinemann, 1989)
- On-line Reader (via course Blackboard site)

Course Requirements:

- Attendance: “Eighty percent of success is showing up.” – Woody Allen

Students are required to attend each lecture. Attendance will not be taken on a daily basis and will not factor directly into the final grade for the course, however, poor attendance will be reflected in performance in the course. The midterm and final examinations are designed to require roughly equal knowledge of the course lectures and readings. Thus, students who have not attended lectures will not fare well on these examinations or in the course.

Attending class regularly is essential to success in this class and sound financial stewardship. I strongly suggest you sit down with a calculator and your tuition bill to calculate how much money you are spending for each hour of class before you set your alarm. If you do miss a class, you are still responsible for the contents of that day’s lecture. It is your responsibility to obtain notes of the lecture you missed from one of your peers.

- Reading: Students will be expected to keep up with the required readings for the course. As there is no suitable textbook for this course, our readings will come primarily from an on-line reader. Because this is an upper-division history course, the assigned readings for the course will average approximately 120 pages of academic text per week in addition to two novels which are to be read in preparation for reading response papers. The readings will account for approximately half of the material covered on the midterm and final examinations.

- Reading responses: Students will complete three (3) reading responses of 500 to 1,000 words (approximately 2-3 pages) in response to the two novels by Ngugi wa Thiongo and the David Anderson book, *Histories of the Hanged*. These responses should be precise and should respond directly to the assigned prompt which will be provided at least one week before each assignment is due.

- Examinations: The course will include a midterm and final exam. These exams will include a number of identification terms (IDs) in addition to essay questions. Possible essay questions and identification terms will be provided approximately one week in advance of each examination.

- Research Paper: One-quarter of the grade for the course will be determined by students’ individual efforts on a research paper on a topic of their choice. Paper topics should be chosen in consultation with the instructor and should be submitted by the end of week 2, a partial bibliography and thesis statement should be submitted by the end of week 5. The topic, thesis statement and partial bibliography will be worth 1/5 of the 25% point value for the research paper. (Note that 400-level classes meet three hours per week instead of four hours in order to facilitate individual research. Students are expected to spend roughly one quarter of their preparation time for this course engaged in individual research for their paper.) Meeting with the instructor at least once prior to writing the research paper is highly recommended. Research papers must be a minimum of 10 pages and a maximum of 15 double-spaced, 12-pt.-font pages (including notes and bibliography). [Graduate student research papers should be between 20 and 25 pages.]

Grading:

Grading for the course will be calculated according to the following rubric:

Reading responses (3)	30%
Midterm exam	20%
Research paper	25%
Final exam	25%

Graduate Student Grading:

Graduate students will be graded according to the following rubric:

Research Paper	50%
Reading Responses (3)	30%
Historiographic Summaries* (2)	20%

[*Graduate students should consult me for the structure of these assignments.]

Course Policies:

- **Cellular Phones:** All cellular telephones and pagers must be switched completely off or to “silent” (NOT vibrate) mode prior to entering the classroom. Please do not wait until you have entered the classroom to grace us with the ring tone that accompanies powering down your phone. Students who repeatedly disrupt class with their cell phones will be withdrawn from the course. Students who need to leave pagers on for emergency reasons (e.g., EMTs) should notify the instructor during the first days of class.
- **Laptop Computers:** Students are permitted to use laptop computers for note-taking in the classroom provided that all internet connections, audio, and video components are switched off. As a courtesy to those around you, if your computer makes noise when switched on, please start your computer outside of the classroom or mute your speakers. Students who use laptops to e-mail, internet-message, or browse the internet during class will be asked to leave. Repeat offenders and students found to be displaying inappropriate material on their screens will be withdrawn from the course.
- **Recording Lectures:** The audio recording of lectures is prohibited without the prior written consent of the instructor.
- **Late Work:** The late submission of course assignments is discouraged and will be penalized according to the following policy: 1 day late (includes any assignment submitted after the beginning of class on the day it is due) = score reduced by 10%; 2-6 days late (assignments submitted more than one day late but less than a week following the submission deadline) = score reduced by 20%; 7 or more days late = score reduced by 30%. Make-up midterm and final exams may be scheduled with permission of the professor in the event of an emergency.

Course Schedule:

The following course schedule is tentative. Changes will be made as necessary and will be posted on Blackboard.

Week 1

Sept. 17 **Introduction to Course**

Sept. 19 **Approaching African History** 🎬

Required Reading:

- Curtis A. Keim, *Mistaking Africa: Curiosities and Inventions of the American Mind* (Westview Press, 1999): selected pages.
- Begin reading: Ngugi wa Thiongo, *The River Between*.

Week 2

Sept. 24 **The Geography and Peoples of East Africa** 🎬

Required Reading:

- Kevin Shillington, *History of Africa* (St. Martin's Press, 1995): 122-137.
- John Middleton, *The World of the Swahili: An African Mercantile Civilization* (Yale, 1992): 1-26.
- Collins, 61-65.
- Continue reading *The River Between*

Recommended Readings (Graduate Historiography Option):

- Alamin M. Mazrui & Ibrahim Noor Sheriff, *Swahili: Idiom and Identity of an African People* (Africa World Press, 1994).
- Derek Nurse & Thomas Spear, *Swahili: Reconstructing the History and Language of an African Society, 800-1500* (University of Pennsylvania Press, 1985)

Sept. 26 **Pre-Colonial East Africa: The Coast & Plains** 🎬

[Paper topics due]

Required Readings:

- Kevin Shillington, *History of Africa* (St. Martin's Press, 1995): 242-257.
- E.S. Atieno Odhiambo, *A History of East Africa* (Longman, 2006): Chapters 3, 5-6, 8-9; pp. 15-23, 30-46, & 64-80.
- Collins, 115-118.
- Continue Reading *The River Between*

Week 3

October 1 **Pre-Colonial East Africa: Highlands & The Great Lakes**

Required Readings:

- E.S. Atieno Odhiambo, *A History of East Africa* (Longman, 2006): Chapters 4, 7 pp. 24-29, 47-63
- Jean-Pierre Chretien, *The Great Lakes of Africa: Two Thousand Years of History* (TBA)
- Collins, 99-103.
- Continue reading *The River Between*

Recommended Readings (Graduate Historiography Option):

- Christopher Ehret, *An African Classical Age* (Virginia, 1998).
- David Schoenbrun, *A Green Place A Good Place* (Heinemann, 1999).

October 3 **Cosmopolitan Coastal East Africa through the 19th Century**

Required Readings:

- E.S. Atieno Odhiambo, *A History of East Africa* (Longman, 2006): Chapters 10-11, pp. 81-98.
- Emile Ruete, *Memoirs of an Arabian Princess from Zanzibar [1888]* (Markus Wiener, 2000): selected pages.
- Jeremy Prestholdt, "On the Global Repercussions of East African Consumerism," *American Historical Review* 109, no. 3 (June 2004), 755-781.
- Laura Fair, "Dressing Up: Clothing, Class and Gender in Post-Abolition Zanzibar," *Journal of African History* 39 (1998), 63-94.
- Finish reading *The River Between*

Week 4

October 8 **The Colonization of East Africa (Part I)**

Required Readings:

- Erik Gilbert, "East Africa," in Toyin Falola (ed.), *Africa, Vol. 3, Colonial Africa, 1885-1939* (Carolina Academic Press, 2002), 363-376.
- E.S. Atieno Odhiambo, *A History of East Africa* (Longman, 2006): Chapt. 12-14, pp. 99-129.
- Thomas Pakenham, *The Scramble for Africa* (Avon, 1991): 276-296.
- Henry Ashby Turner, Jr., "Bismarck's Imperialist Venture: Anti-British in Origin?" in Prosser Gifford and William Roger Louis, *Britain and Germany in Africa* (Yale, 1967), selected pages.

October 10 **The Colonization of East Africa (Part II)**

Discussion: *The River Between*

Response paper on *The River Between* due

Week 5

October 15 **Colonial States: German and British East Africa**

Required Readings:

- E.S. Atieno Odhiambo, *A History of East Africa* (Longman, 2006): Chapt. 15, pp. 130-140
- Jan-Georg Deutsch, *Emancipation Without Abolition in German East Africa, c. 1884-1914* (Ohio, 2006), 97-130.
- John Iliffe, "The Creation of Tribes," in *A Modern History of Tanganyika* (Cambridge, 1979): 318-341.
- Thomas Pakenham, *The Scramble for Africa* (Avon, 1991): 413-433.
- Begin reading David Anderson, *Histories of the Hanged* (Norton, 2005).

Recommended Readings (Graduate Historiography Option):

- Michael Twaddle, "The Bakungu Chiefs of Buganda under British Colonial Rule, 1900-1930," *Journal of African History* 10, no. 2 (1969), 309-322.
- Bruce Berman and John Lonsdale, "Crises of Accumulation, Coercion the Colonial State: The Development of the Colonial Labour Control System," in *Unhappy valley: Conflict in Kenya & Africa* (London, 1992).

October 17 **Colonization of East Africa (Part III) – Film** 🎬 [Bibliography and thesis statement due]

Week 6

October 22 **Resistance to Colonization**

Required Reading:

- H. A. Mwanzi, "African Initiatives and Resistance in East Africa, 1880-1914," in A. Adu Boahen (ed.) *UNESCO General History of Africa VII: Africa Under Colonial Domination, 1880-1935* (California, 1985): 149-168.
- John Iliffe, "The Organization of the Maji Maji Rebellion," *Journal of African History* 8, no. 3 (1967), 495-512.
- Jamie Monson, "Relocating Maji Maji: The Politics of Alliance and Authority in the Southern Highlands of Tanzania, 1870-1918," *Journal of African History* 39, no. 1 (1998), 95-120.
- Collins, 124-141.

Recommended Reading (Graduate Historiography Option):

- Jonathan Glassman, *Feasts and Riot: Revelry, Rebellion, and Popular Consciousness on the Swahili Coast, 1856-1888* (Heinemann, 1995).
- Steve Fabian, "Curing the Cancer of the Colony: Bagamoyo, Dar es Salaam and Socio-economic Struggle in German East Africa," *International Journal of African Historical Studies* (2006 forthcoming).

October 24 **Midterm Examination**

Week 7

October 29 **Late Colonial East Africa and the World War Era** 🎬

Required Readings:

- E.S. Atieno Odhiambo, *A History of East Africa* (Longman, 2006): Chapt. 16-17, pp. 141-159.
- Timothy Parsons, *The African Rank-and-File: Social Implications of Colonial Military Service in the King's African Rifles, 1902-1964* (Heinemann, 1999).
- Edward Northey, "The East African Campaign," *Journal of the Royal African Society* 18, no. 70 (1919), 81-87.
- Andrew Roberts, "East Africa," in A. D. Roberts (ed.), *The Cambridge History of Africa, Vol. 7, from 1905-1940* (Cambridge, 1986), 649-701.
- Luise White, "Prostitution, Identity, and Class Consciousness in Nairobi during World War II," *Signs* 11, no. 2 (Winter 1986), 255-273.
- Continue reading *Histories of the Hanged* (Norton, 2005).

October 31 **Paths to Independence: Uganda, Tanzania, Rwanda/Burundi**

Required Reading:

- George Ndege and Chima J. Korieh, "East, Central, and Equatorial Africa," in Toyin Falola (ed.), *Africa, Vol. 4, The End of Colonial Rule: Nationalism & Decolonization* (Carolina Academic Press, 2002): 361-378.
- Rene Lemarchand, *Rwanda and Burundi* (Praeger, 1970): selected pages.
- D.A. Low, *Buganda in Modern History* (California, 1971): selected pages.
- Collins, 145-147.
- Finish reading *Histories of the Hanged* (Norton, 2005).

Week 8

November 5 **Violent Decolonization: Kenya & Mau Mau** 🎬

Discussion: *Histories of the Hanged*

[Response paper on *Histories of the Hanged* due]

Required Reading:

- David Anderson, *Histories of the Hanged* (Norton, 2005).
- Collins, 150-166.

November 7 **Decolonization & Violence: Zanzibar** 🏠

Required Readings:

- Jonathan Glassman, "Slower Than a Massacre: The Multiple Sources of Racial Thought in Colonial Africa," *American Historical Review* 109, no. 3 (June 2004), 720-754.
- Thomas Burgess, "Cinema, Bell Bottoms, and Miniskirts: Struggles over Youth and Citizenship in Revolutionary Zanzibar," *International Journal of African Historical Studies* 35, no. 2/3 (2002), 287-313.
- Garth Meyers, "Making the Socialist City of Zanzibar," *Geographical Review* 84, no. 4 (Oct. 1994), 451-464.
- Begin reading Ngugi wa Thiongo, *Matigari* (Heinemann, 1989)

Recommended Readings (Graduate Historiography Option):

- Michael F. Lofchie, *Zanzibar: Background to Revolution* (Princeton, 1965): 257-281.
- Esmond Bradley Martin, *Zanzibar: Tradition and Revolution* (London, 1978): 55-74.

Week 9

November 12 ****Academic Holiday – Veterans' Day Observed****

November 14 **The Post-Colonial State: Kenya & Tanzania**

Required Readings:

- Idrian N. Resnick, *The Long Transition: Building Socialism in Tanzania* (Monthly Review Press, 1981): 106-134.
- Gary Wasserman, "Continuity and Counter-Insurgency: The Role of Land Reform in Decolonizing Kenya, 1962-70," *Canadian Journal of African Studies* 7, no. 1 (1973), 133-148.
- Michael Lofchie, "Trading Places: Economic Policy in Kenya and Tanzania," in Thomas M. Callaghy and John Ravenhill (eds.), *Hemmed In: Responses to Africa's Economic Decline* (Columbia University Press, 1993): 398-462.
- Collins, 218-233.
- Continue reading *Matigari* (Heinemann, 1989)

Recommended Readings (Graduate Historiography Option):

- Julius K. Kyerere, *Uhuru na Ujamaa: Freedom and Socialism* (Oxford, 1968): 1-32.
- Joel Samoff, *Tanzania: Local Politics and the Structure of Power* (University of Wisconsin Press, 1974).
- Peter N. Ngau, "Tensions in Empowerment: The Experience of the Harambee (Self-Help) Movement in Kenya," *Economic Development and Cultural Change* 35, no. 3 (1987), 523-538.

Week 10

November 19 **The Post-Colonial State: Uganda** 🏠

Required Readings:

- Edward Kannyo, “Change in Uganda: A New Opening?” *Journal of Democracy* 15, no. 2 (April 2004), 125-139.
- Ali A. Mazrui, *Soldiers and Kinsmen in Uganda: The Making of a Military Ethnocracy* (Sage, 1975): 30-52.
- Sverker Finnstrom, “Wars of the Past and War in the Present: The Lord’s Resistance Movement/Army in Uganda,” *Africa* 76, no. 2 (2006), 200-220.
- Paula Jean Davis, “On the Sexuality of ‘Town Women’ in Kampala,” *Africa Today*: 29-60.
- Collins, 234.
- Continue reading *Matigari* (Heinemann, 1989)

Recommended Readings:

- Mark Leopold, “Legacies of Slavery in North-West Uganda: The Story of the ‘One-Elevens,’” *Africa* 76, no. 2 (2006): 180-199.

November 21 ****Academic Holiday – Thanksgiving****

Week 11

November 26 **The Post-Colonial State: Kenya**

Discussion – *Matigari*
[Response paper on *Matigari* due]

November 28 **The Rwanda Genocide & Challenges for the 21st Century in E. Africa**



Required Readings:

- Philip Gourevitch, *We Wish to Inform You That Tomorrow We Will Be Killed With Our Families* (Picador, 1998): 47-62.
- Eric D. Weitz, *A Century of Genocide: Utopias of Race and Nation* (Princeton, 2003): 16-52
- John Iliffe, *The African AIDS Epidemic: A History* (Ohio University Press, 2006): 19-32.

Recommended Readings (Graduate Historiography Option):

- Linda Melvern, *Conspiracy to Murder: The Rwandan Genocide* (Verso, 2004).
- Mahmood Mamdani, *When Victims Become Killers: Colonialism, Nativism, and the Genocide in Rwanda* (Princeton, 2001).
- Peter Uvin, "Ethnicity and Power in Burundi and Rwanda: Different to Mass Violence," *Comparative Politics* 31, no. 3 (1999), 253-271.
- Jared Diamond, *Collapse: How Societies Choose to Fail or Succeed* (Penguin, 2005): 311-328.
- Colin H. Kahl, "Population Growth, Environmental Degradation, and State-Sponsored Violence: The Case of Kenya, 1991-93," *International Security* 23, no. 2 (1998), 80-119.

November 30 **Final Research Papers due at my office by 5pm (Bldg. 47, Room 25F)**

Final

December 3 **Final Exam – Monday, 4:10pm – 7:00pm**