

HI 419/519: History of East Africa
Professor Melissa Graboyes
University of Oregon—Spring 2016
T/Th 10-11.20 am; 214 McKenzie Hall

Office Hours: Tuesdays, 11.30-12.30.; Office: 370 PLC
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Course Description

This course is an introduction to the cultural, social and political history of the East Africa region, which includes the countries of Kenya, Tanzania, Uganda, Rwanda, and Burundi. We will begin with early history and the archeological record of the Great Lakes region going back over the past two millennia. However, a bulk of our time will be spent on the past 200 years, beginning with sustained German and British contact in the late 1800s, the workings of the colonial era (c. 1890s-1960), the struggles for independence in the late 1950s and early 1960s, and a review of the countries in the independent era.

As a warning: the readings for this course are numerous, but they will help us engage with a set of themes that are rich and intellectually challenging. Our course texts bring us to the pre-colonial Swahili Coast, where we examine early examples of globalization and cosmopolitanism and use fashion as a lens onto the political. From the beginnings of the imperial project, we then look more closely at colonial science and medicine in the 1940s and 1950s. In the 1950s, nationalist campaigns against the British colonial government emerge in various forms. One of our texts presents life history research to illustrate the vital role women played in the creation of the Tanganyikan nationalist party, TANU, and in helping to bring to power Julius Nyerere and his *ujamaa* policies. As a counterpoint to the relatively peaceful nationalism of Tanganyika, we will closely examine the Mau Mau insurgency in Kenya, which was a violent and prolonged fight that led to the election of Jomo Kenyatta. We read a Pulitzer-prize winning historical account of how the British brutally responded to Mau Mau with the creation of gulags and concentration camps, and pair it with a memoir by the Kenyan author, Ngũgĩ wa Thiong'o, who was raised in the midst of Mau Mau. The class concludes by considering the 1994 Rwandan genocide. We rely upon a methodologically innovative book that places the tragedy in a longer historical frame while revealing the hollowness of past explanations of "tribalism" or "ethnic hatred."

For as many themes as we *do* cover, there will be many more than we leave out. Ten weeks provides an introduction to a few of the many people, places, and events that have come to define this region of the world. This course will also serve as a primer of the practice of doing history with particular attention to methods and sources. During the quarter we will discuss how archeological evidence, environmental data, ethnographic accounts, oral tradition, life histories, photographs, and film are used and critically analyzed by historians of Africa.

Required Texts (to be purchased)

Laura Fair, *Pastimes and Politics: Culture, Community and Identity in Post-abolition Urban Zanzibar, 1890-1945* (Athens: Ohio University Press) 2001.

Robert Maxon, *East Africa: An Introductory History (Third and Revised Edition)* (Morgantown: West Virginia University Press) 2009.

Jeremy Prestholdt, *Domesticating the World: African Consumerism and the Genealogies of Globalization* (Berkeley: University of California Press) 2008.

Ngũgĩ wa Thiong'o, *Dreams in a Time of War: A Childhood Memoir* (New York: Anchor Books) 2010.

Required Readings (available on Canvas)

John Lonsdale, "How to Study Africa: from Victimhood to Agency," *opendemocracy.net* (August 2005): 1-7.

Binyavanga Wainaina, "How to Write About Africa," *Granta* 92 (Winter 2005).

Binyavanga Wainaina, "How to Write About Africa II: The Revenge," *Bidoun* 21.

Excerpts from: Susan Geiger, *TANU Women: Gender and Culture in the Making of Tanganyikan Nationalism, 1955-1965* (Portsmouth, NH: Heinemann) 1997.

Excerpts from: David Anderson, *Histories of the Hanged: The Dirty War in Kenya and the End of Empire* (New York: W.W. Norton & Co.) 2005.

Excerpts from: Caroline Elkins, *Imperial Reckoning: The Untold Story of Britain's Gulag in Kenya* (New York: Henry Holt and Company) 2005.

Excerpts from: Scott Straus, *The Order of Genocide: Race, Power, and War in Rwanda* (Ithaca: Cornell University Press) 2008.

Assignments and Grades

Students will be assessed based on a map quiz, class participation and two types of essays.

Map Quiz: Understanding the geography of the places we are discussing is important! Therefore there will be a map quiz during week 3. Maps will be shown and discussed in class and then posted on Canvas. The map quiz is worth 10% of your total grade.

Participation: Class participation is worth 25% of the total grade, and is a combination of two factors: daily preparedness and leading part of a class discussion and explaining that day's readings. Preparedness is determined if students are in attendance with readings completed, notes taken, and ready to discuss materials. All students will also be required (either individually or in a small group) to summarize one of the class readings and create discussion questions. I will be evaluating how well you are able to summarize the reading's major arguments, point out inconsistencies, raise provocative questions, and link the reading to other topics we have discussed in class.

Essays: The first writing assignment is a primary source analysis essay, 3 pages in length, which will be worth 25% of the final grade. Essay two is the final essay, 8-10 pages in length, which will require students to integrate primary and secondary sources to make a unique historical argument. I will provide prompts, but also be willing to accept student proposals for their own unique topics. The final paper will be due **Friday, June 10, 10 am via Canvas** and is 40% of the total grade.

Each essay will be thesis-driven, grammatically correct and integrate multiple texts used in class. Essay prompts and detailed instructions will be given out 2 weeks before each assignment is due. After receiving a final grade on the primary source response essay, students will have the option of re-writing and being re-graded. In order to be eligible to do this, students must meet with me during office hours and explain their process for revisions and have them approved by me. Rewritten essays are due one week after the originals have been returned.

Late work will lose one-third of a letter grade for each day it is late.

Map quiz	10%
Participation	25%
Essay 1—Primary Source Analysis	25%
Essay 2—Final Essay	40%
TOTAL	100%

Attendance

To each class, you should bring the texts we are reading in addition to your notes on that text. You are allowed two absences without penalty. Each additional absence will result in a deduction of a third of letter grade from your final grade.

Extra Credit

There may be extra credit opportunities during the quarter. Attendance at an announced extra credit event will add 1% point to your attendance grade. Events will be announced in class and information shared on Canvas.

Technology

I do not permit the use of laptop computers or other electronic devices (i.e., recording equipment) in the classroom without specific permission from me. Please silence your cell phone or turn it off before you come in. If you need to be reachable during class, please come and see me.

Writing Assistance

This is an upper-division course and I expect all assignments to be well written, carefully edited, and grammatically correct. If you have writing questions, you can always make an appointment to discuss a draft with me. There is one-on-one assistance available at the Writing Lab (68 Prince Lucien Campbell) and you can schedule a tutorial session by calling 541-346-3226.

Plagiarism

Although you will spend time reading and commenting upon each other's work in class, your written words should be *your own*. If you are uncertain about how to avoid plagiarism, please read the information available on the library website: <http://libweb.uoregon.edu/guides/plagiarism/students/>. I will report all cases of plagiarism to the Dean's Office. Confirmed cases of plagiarism will result in a "0" for the assignment and potentially a "F" for the course.

Accessibility/Disability

If you require accommodations, please let me know as soon as possible, and I will need a letter of accommodation from the Accessible Education Center. They can be contacted at uoaec@uoregon.edu or 541-346-1155.

Class Schedule

[1] Tuesday, March 29

Lonsdale, "How to Study Africa," 1-7

Wainaina, "How to Write about Africa" and "How to Write about Africa II"

[2] Thursday, March 31

Maxon, *East Africa: An Introductory History*, chapter 1-2, pg. 1-32

[3] Tuesday, April 5

Maxon, *East Africa: An Introductory History*, chapter 3-4-5, pg. 35-111

[4] Thursday, April 7

Prestholt, *Domesticating the World*, 1-33.

[5] Tuesday, April 12

Prestholt, *Domesticating the World*, 34-58.

[6] Thursday, April 14

Prestholt, *Domesticating the World*, 59-87.

Map Quiz in Class

[7] Tuesday, April 19

Prestholt, *Domesticating the World*, 88-146.

Maxon, *East Africa: An Introductory History*, ch 8, pg 142-183.

[8] Thursday, April 21

Prestholt, *Domesticating the World*, 147-176.

Fair, *Pastimes and Politics*, 1-63.

[9] Tuesday, April 26

Fair, *Pastimes and Politics*, ch 2, pg. 64-109.

Maxon, *East Africa: An Introductory History*, ch 9, pg 184-224.

DUE—Primary Source Essay Analysis

[10] Thursday, April 28

Fair, *Pastimes and Politics*, ch 5-6, pg. 226-271.

[11] Tuesday, May 3

Geiger, *TANU Women*, xiii-63.

Maxon, *East Africa: An Introductory History*, ch 10, pg 225-264.

[12] Thursday, May 5

Geiger, *TANU Women*, 163-198.

[13] Tuesday, May 10

Anderson, *Histories of the Hanged*, 1-53.

Ngũgĩ, *Dreams in a Time of War*, 1-57

[14] Thursday, May 12

Elkins, *Imperial Reckoning*, 121-153.

Ngũgĩ, *Dreams in a Time of War*, 58-78.

[15] Tuesday, May 17

Elkins, *Imperial Reckoning*, 154-232.

Ngũgĩ, *Dreams in a Time of War*, 79-121.

[16] Thursday, May 19

Elkins, *Imperial Reckoning*, 233-274.

Ngũgĩ, *Dreams in a Time of War*, 122-157.

[17] Tuesday, May 24

Elkins, *Imperial Reckoning*, 275-310.

Ngũgĩ, *Dreams in a Time of War*, 158-217.

[18] Thursday, May 26

Elkins, *Imperial Reckoning*, 311-367.

Ngũgĩ, *Dreams in a Time of War*, 218-256.

[19] Tuesday, May 31

Straus, *The Order of Genocide*, 1-40.

Maxon, *East Africa: An Introductory History*, ch 11, pg 265-312.

[20] Thursday, June 2

****Final paper Due Friday, June 10, 10 am via Canvas****