**全英文课程采用如下英文版教学大纲**

**Syllabus Sample of Fudan University**

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| **Department: History Date: 2024.6** | | | | | |
| **Course Code** | HIST1302283 | | | | |
| **Course Title** | Modern History of Sub-Saharan Africa | | | | |
| **Credit** | 20 | | **Credit Hours** | 2 | |
| **Course Nature** | □Specific General Education Courses □Core Courses □General Education Elective Courses □Basic Courses in General Discipline □Professional Compulsory Courses □Professional Elective Courses □Others | | | | |
| **Course Objectives** | This course introduces students to the basic knowledge and understanding of the 19th- and 20th- century sub-Saharan African history. Any student of political science, economics, psychology, business, anthropology, or literature who wishes to understand Africa must study its history, which sets the stage for the present. This course will offer you:   1. A basic narrative of sub-Saharan African history from 19th century to the present; 2. Detailed knowledge of the histories of selected African countries after assignment; 3. An understanding of the framework in which sub-Saharan Africa has interacted with the rest of the world throughout the last century; 4. A way to approach contemporary issues in African politics, society and culture through a historical lens; 5. Experience in interpreting sources, engaging in historical debates, delivering analytical arguments both orally and in written form. | | | | |
| **Course Description** | The first section of the course focuses on the European conquest of Africa and the dynamics of colonial rule from the political, social, and economic perspectives. The second section examines the rising tide of African nationalism, in both peaceful and violent forms, following the end of the Second World War. The third section deals with the postcolonial African states, including but not limited to the forms of government, structural adjustment and the feasibility of democracy in Africa. | | | | |
| **Course Requirements:**  While this is an introductory course that requires no prior knowledge of African history, it is structured around discussions and you are expected to contribute to the discussion. Other more standardised requirements include:   1. Attend lectures having done the ‘Key readings’ listed for that day on the syllabus, and with a copy of the ‘Primary sources’ during our seminar discussions; 2. Consult ‘Additional readings’ and other sources relevant to the designated theme; 3. Submit a 1500-word essay in the middle of the term for assessment; 4. Complete and submit a final assignment of 2500 words. | | | | | |
| **Teaching Methods:**  45m lecture and 45m seminar discussion (student-led discussion every two weeks) | | | | | |
| **Instructor's Academic Background:**  Dr. Jodie Yuzhou Sun is a historian of eastern and southern Africa in the twentieth century, focusing on Kenya and Zambia’s relations with China. Her research interests include China-Africa relations, Cold War history in the global South and global history of socialist ideas. She holds an MSc in African Studies and a DPhil in History from the University of Oxford. Jodie has diverse and substantial teaching experience for the Faculty of History, African Studies Centre, and the Department of Politics and International Relations at the University of Oxford. She has completed The University of Oxford Developing Learning and Teaching (DLT) programme, which is accredited by the Staff and Educational Development Association. | | | | | |
| **Members of Teaching Team** | | | | | |
| **Name** | **Gender** | **Professional Title** | **Department** | | **Responsibility** |
| Jodie Yuzhou Sun | Female | Senior Lecturer | History | | Teaching, marking and other related academic services |
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| **Course Schedule (Please supply the details about each lesson):**  **Core readings:**  [S] Shillington, K., *History of Africa*, 4th ed. (Palgrave Macmillan, 2019);  [P&R] Parker, J. and R. Reid (eds.), *Oxford Handbook of Modern African History* (Oxford University Press, 2013);  [N] Nugent, P., *African Since Independence: A Comparative History* (2nd edition, Palgrave Macmillan, Basingstoke and New York, 2012).  **Week 1: Course Introduction**  Readings:  \*Binyavanga Wainaina, [“How to Write about Africa”](https://granta.com/how-to-write-about-africa/), *Granta* 92 (2005).  Bogumil Jewsiewicki and David S. Newbury (eds.), *African Historiographies: What History for Which Africa?* (London: Sage Publications, 1986).  Leading question: How do we ‘do’ African history?  Screening:  [“The danger of a single story: Chimamanda Ngozi Adichie”](https://www.youtube.com/watch?v=D9Ihs241zeg), TED;  [“Spot the Africa (ft. Trevor Noah)”](https://www.youtube.com/watch?v=AHO1a1kvZGo), The Daily Show.  **Part I: The Workings of Colonialism and Africans’ Response**  **Week 2: African Slave Trades**  Readings:  \*[S] Chapter 11: The Atlantic Slave Trade, Sixteenth to Eighteenth Century  \*[P&R] Chapter 3: African Slave Trades in Global Perspective  Primary sources: ‘Mama Meli’, in M. Wright, *Strategies of Slaves and Women: Life Stories from East and Central Africa* (New York, 1993), pp. 91-125.  Leading question: Who abolished slavery? Discuss with particular reference to East, West or Southern Africa.  **Week 3: Scramble and Conquest of African History**  Readings:  \*Roberts, A.D., “The Sub-Imperialism of the Baganda”, *Journal of African History* 13, (1962), pp. 435-450.  \*[S] Chapter 22: Colonial Conquest and African Resistance in East, North-Central and West Africa  [P&R] Chapter14: Christianity  Primary sources:  David Livingstone, [*Missionary Travels and Researches in Southern Africa*](https://www.gutenberg.org/files/1039/1039-h/1039-h.htm) (1857).  Leading question: To what extent was the partition of Africa shaped by African agency?  **Week 4: Colonialism: Political Aspects**  Readings:  \*[P&R] Chapter 8: Heather J. Sharkey, “African Colonial States’, pp. 151-170.  \*Mamdani, M., *Citizen and Subject. Contemporary Africa and the Legacy of Late Colonialism* (Kampala/Oxford, 1993), pp. 37-108.  [S] “Chapter 25: Africa between the Wars: The High Tide of Colonial Rule”.  Primary sources:  Lugard, F., *The Dual Mandate in British Tropical Africa* (London, 1926).  Cohen, A., *The Government and Administration of Africa, 1880–1939* (London, 2013).  Leading question: Do you agree that Indirect Rule was a ‘decentralised despotism’(Mamdani)?  Assessment: announce mid-term essay topics and explain marking criteria.  **Week 5: Colonialism: Economic Aspects**  Readings:  \*[P&R] Chapter 10: Work and Migration  \*[S] Chapter 24: Consolidation of Empire: The Early Period of Colonial Rule; Chapter 25: Africa between the Wars: The High Tide of Colonial Rule, pp. 1147-1165.  Rodney, W., *How Europe Underdeveloped Africa* (Harare, 1981), esp. pp. 223-309.  Primary sources:  Lumley, E. K., *Forgotten Mandate. A British District Officer in Tanganyika* (London, 1976), pp. 9-20, excerpts available on Google book.  Lord Hailey, ‘Chapter XX: The Problems of Labour’, *An African Survey* (London, 1945), excerpts available.  Leading question: Who benefited from economic development in the colonial period and why? Discuss this question with particular reference to Eastern and Southern Africa.  **Week 6: Colonialism: Social Aspects**  Readings:  Peel, J., ‘Social and Cultural Change’, in *Cambridge History of Africa*, Vol. 8 (1984).  [S] ‘Chapter 24: Consolidation of Empire: The Early Period of Colonial Rule’; Chapter 25: Africa between the Wars: The High Tide of Colonial Rule.  Primary Source:  Fanon, F., ‘The Fact of Blackness’, in idem, *Black Skin, White Masks* (London and New York, 1967, 1968, 1996. 2008 edition is available online.  Leading question: 1. In what ways did ‘race’ rather than ‘class’ matter in colonial society?  2. What impact did Christianity OR Islam have on social relations within African societies?  **Week 7: Resistance, Rebellion and Repression: Aba Riots in Nigeria**  Readings:  \*Eric Allina-Pisano, ‘Resistance and the Social History of Africa’, *Journal of Social History*, Vol. 37, No. 1, Special Issue (Autumn, 2003), pp. 187-198.  \*Ranger, T.O., ‘Connexions between Primary Resistance Movement and Modern Mass Nationalism in East and Central Africa’, *Journal of African History*, 9 (1968), pp. 631-41.  Primary sources:  “Riot or Rebellion? The Women’s Market Rebellion of 1929”, American Historical Association, ‘Teaching and Learning’ online resources.  Leading question: To what extent was the imposition of colonial rule shaped by African resistance?  **Week 8: Mid-term review and essay submission**   1. The Abolition Debate (Resources from [S], Student Zone) 2. Gallagher/Robinson Debate – free trade 3. Cain/Hopkins Debate – gentlemanly capitalism   Handouts provided in advance; essay collection.  **Part II: African Nationalism and Decolonisation**  **Week 9: Peaceful Transfer of Power: Ghana and Asante Nationalism**  Readings:  [S] Chapter 27: The Winning of Independence (1); Chapter 28: The Winning of Independence (2).  ] Chapter [?]: Allman, J., ‘Between the Present and History: African Nationalism and Decolonization’, pp. 242-240.  \*Tathbone, R., ‘The Youngmen and the Porcupine’, *Journal of African History*, 32 (1991), pp. 333-6. See also rejoinder by D. B. Allman in the same volume, pp. 336-8.  Primary sources:  Allman, J., *The Quills of the Porcupine: Asante Nationalism in an Emergent Ghana* (Madison: The University of Wisconsin Press, 1993), esp. Chapter Two.  Leading question:  Did African nationalism significantly hasten the process of decolonisation? Discuss with particular reference to East, West, Central or South Africa.  **Week 10: Violent Transfer of Power: Kenya and the Mau Mau Rebellion**  Readings:  \*Berman, B., ‘Nationalism, Ethnicity and Modernity. The Paradox of Mau Mau’, *Canadian Journal of African Studies*, 25 (1991), pp. 181-206.  \* Schmidt, E., ‘Top Down or Bottom Up? Nationalist Mobilization Reconsidered, with Special Reference to Guinea (French West Africa)’, American Historical Review, 110 (2005), pp. 975-1014.  [P&R] Allman, J., ‘Between the Present and History: African Nationalism and Decolonization’, pp. 224-240.  Primary sources:  Jodie Yuzhou Sun, [“Wahuriu Itote (General China)”](https://www.history.ox.ac.uk/files/teaching-resources-wahuriu-itote-general-china), Key stage resources for GCSE course ‘Migration, Empires and the People’, Faculty of History, University of Oxford, online, September 2017.  Osbourne, M. (ed.), *The Life and Times of General China: Mau Mau and the End of Empire in Kenya* (Princeton, N.J.: 2015).  Screening:  Mau Mau Disorders in Kenya 1952  [http://www.britishpathe.com/video/mau-mau-disorders-in-kenya/query/Mau+Mau, accessed 20 Dec. 2013, note: 35+ other news clips on Mau Mau at this location].  Leading question:  Was the Mau Mau rebellion primarily a nationalist or an ethnic movement? How should be understand the relations between Mau Mau fighters and the pro-British ‘loyalists’ within the Kikuyu community?  **Week 11: African decolonisation and the Cold War: The Congo Crisis**  Readings:  \*Namikas, Lise, *Battleground Africa: Cold War in the Congo, 1960-1965* (Washington DC: Woodrow Wilson Center Press, 2013).  Schmidt, Elizabeth, *Foreign Intervention in Africa: from the Cold War to the War on Terror* (Cambridge: CUP, 2013), pp. 57-78.  Gleijeses, Piero (2002) *Conflicting Missions: Havana, Washington and Africa 1959-1976* (Chapel Hill: University of North Carolina Press), pp. 101-159.  \*Mazoz, Sergie, ‘Soviet aid to the Gizenga government in the former Belgian Congo (1960-61) as reflected in the Russian archives’, *Cold War History* 7, iii (2007), pp. 425-37.  Primary sources:  Guevara, Ernesto Che, *The African Dream: The Diaries of the Revolutionary War in Congo* (London: Vintage Books, 1999).  Leading question:  Who supported the rebel forces in the Congo in 1964, and why?  **Week 12: Southern African liberation movements**  Readings:  [S] Chapter 29: The Winning of Independence (3), pp. 1348-1373.  \*Saunders, C., and S. Onslow, ‘The Cold War and Southern Africa, 1976-1990’, in M.P. Leffler & O.A. Westad (eds.), *The Cambridge History of the Cold War: Volume Three* (Cambridge, 2009), pp. 222-243.  \*Schmidt, E., ‘Africa’, in R.H. Immerman & P. Goedde (eds.), *The Oxford Handbook of the Cold War* (Oxford, 2013), pp. 265-285.  Westad, O.A., *The Global Cold War. Third World Interventions and the Makings of Our Times* (Cambridge, 2005).  Primary sources:  “[Struggles for Freedom: Southern Africa](https://about.jstor.org/librarians/primary-sources/struggles-freedom-southern-africa/)”, Jstor, esp. ‘Oral Histories’ section.  Leading question:  Would you agree that the Cold War played a central role in the outcome of liberation struggles in Africa?  **Part III: Postcolonial African States**  **Week 13: The State in Postcolonial Africa**  Readings:  [S] Chapter 30: African Responses to the Colonial Legacy, pp. 1378-1387, 1402-1410.  [N] Chapter 5: ‘Ism Schisms’: African Socialism and Home-Grown Capitalism, 1960-85.  \*J-F. Bayart, *The State in Africa: The Politics of the Belly*, 1993 OR J-F Bayart, “Africa Within the World”, *African Affairs*, 2000.  \*Thandika Mkandawire, “Thinking about developmental states in Africa,” *Cambridge Journal of Economics* 25 (2001).  Primary resources:  Odinga, O., *Not Yet Uhuru* (Nairobi, 1967).  Nyerere, J., *Ujamaa: Essays on Socialism* (Dar es Salaam, 1968).  Leading question: How did African nationalists deal with the legacy of late colonial developmentalism, and how did it affect the trajectory of African states until the mid-1970s?  **Week 14: Failed States: The Rwandan Genocide**  Readings:  [S] Chapter 32: Contemporary Africa, pp. 1459-1482.  \*Hintjens, H. ‘Explaining the 1994 genocide in Rwanda’, *Journal of Modern African Studies* 37, ii (1999), pp. 241-86, essential.  Melvern, Linda & Paul Williams. ‘Britannia waives the rules: the Major government and the 1994 Rwandan genocide’, *African Affairs* 103 (2004), pp. 1-22.  Prunier, Gerard. ‘Rebel movements and proxy warfare: Uganda, Sudan and the Congo (1986-99)’, *African Affairs* 103 (2004), pp. 359-83.  McNulty, Mel. ‘The collapse of Zaire: implosion, violation or external sabotage?’, *Journal of Modern African Studies* 37 (1999), pp. 53-82.  Screening:  [*Forsaken Cries: The Story of Rwanda*](https://www.imdb.com/title/tt5158098/). Directed by Kathi Lynn Austin and Andrea Torrice. Color, 35 min. 1997.  *\*\*Please be warned: some of this is violent and disturbing.\*\**  Leading question: After three decades of external intervention in Africa, why did international actors delay in their response to the Rwanda genocide?  **Week 15: Aid and Structural Adjustment**  Readings:  [N] Chapter 8: Invasion of the Acronyms: SAPs, AIDS and the NGO Takeover.  \*Van de Walle, N., *African Economies and the Politics of Permanent Crisis, 1979-1999*, 2001 (Start here).  \*Arrighi, G., “The African Crisis: World Systemic and Regional Aspects”, *New Left Review* 15, May-June 2002.  \*Bates, Robert H., *Markets and States in Tropical Africa: The Political Basis of Agricultural Policies,* 1981 (An influential analysis that helped inform the rationale behind SAPs).  Class readings:  \*Bates, Robert, ‘The New Institutionalism’ in S. Galiani and I. Sened (eds.) *Institutions, Property Rights, and Economic Growth: The Legacy of Douglass North* <http://scholar.harvard.edu/rbates/publications/new-institutionalism-work-douglas-north> (A review of changes in mainstream views on the political economy of development and an interesting contrast with earlier work. See especially the Kenya-Zambia case study comparison).  Leading question: When confronted with IFI-backed reforms, what political strategies were available to African elites and how did these affect implementation?  **Week 16:** **The Feasibility of Democracy in Africa**  Readings:  [N] Chapter 9: Democracy Rediscovered: Popular Protest, Elite Mobilisation and the Return of Multipartyism, 1990-2011.  [S] Chapter 32: Contemporary Africa, pp. 1452-1459.  \*C. Ake, *The Feasibility of Democracy in Africa*, 2000.  \*Nic Cheeseman, *Democracy in Africa*, 2015.  Class readings:  D. Branch and N. Cheeseman, “Democratization, sequencing, and state failure in Africa: Lessons from Kenya”, *African Affairs* (2009).  Leading question: What causes precipitated democratic transition in general, and early transition in particular in sub-Saharan Africa? | | | | | |
| **The design of class discussion or exercise, practice, experience and so on:**  The instructor will divide the class into several groups, each of which will lead designated class discussions every two weeks. All students are expected to read and bring the readings (including the primary sources) to the class. The discussion itself can take the shape of presentation, debate, or role play. | | | | | |
| **If you need a TA, please indicate the assignment of assistant:**  TA’s main role would involve helping the teacher to prepare and upload class readings, set up multimedia devices during classes, and mark essays and the final assignment. | | | | | |
| **Grading & Evaluation (Provide a final grade that reflects the formative evaluation process):**  Class participation for each seminar: 40%  Mid-term essay: 20%  Final assignment: 40% | | | | | |
| **Teaching Materials & References (Including Author, Title, Publisher and** **Publishing time):**  **Core textbooks:**  Shillington, K., *History of Africa*, 4th ed. (Palgrave Macmillan, 2019).  Parker, J. and R. Reid (eds.), *Oxford Handbook of Modern African History* (Oxford University Press, 2013).  Nugent, P., *African Since Independence: A Comparative History* (2nd edition, Palgrave Macmillan, Basingstoke and New York, 2012). | | | | | |

Table column size can be adjusted according to the content.