

## **Africa in the Twentieth Century (11479)**

HIST 44100

Term: Fall 2024

Time: Tuesday and Thursday, 1:30pm–2:45pm

Location: Schleman 317, Purdue University

Instructor: Austin R. Cooper, PhD // [cooperar@purdue.edu](mailto:cooperar@purdue.edu)

Office hours: BRNG 6132, Tuesday, 4:30pm–5:30pm, and by appointment.

How did African leaders and societies navigate the challenges of the twentieth century, from world wars to obstinate imperialism and hard-won independence? How differently did these challenges surface in different corners of the African continent? This course examines that history, beginning with the international system's failure to prevent the Fascist Italian invasion of Ethiopia in 1935 and concluding with the failure to halt the genocide in Rwanda in 1994. The course focuses on the intervening decades, when an unprecedented era of decolonization collided with superpower rivalry during the global Cold War. Whose side, if any, would these newly independent states join? Would they pick capitalism, or communism, or neither? How did these models look from African perspectives? What choices emerged in the wake of that ideological competition? Major themes include peace and conflict, postcolonial state-building, economic development, social movements, international institutions, white supremacy, and Black rights.

### **Learning Objectives**

1. Understand major debates about the history of twentieth-century Africa;
2. Identify patterns and trends in the historical scholarship on this topic;
3. Use comparative methods to see similarities and differences across cases;
4. Distinguish historical methods and approaches from one another;
5. Explore history's relationship to other disciplines in the social sciences and humanities;
6. Develop widely applicable skills in qualitative analysis and writing.

### **Required Texts**

All texts are available online using the course website. Optionally, you can choose to purchase the following book, if you prefer to have a hardcopy:

- Piero Gleijeses, *Visions of Freedom: Havana, Washington, Pretoria, and the Struggle for Southern Africa, 1976-1991* (Chapel Hill, NC: UNC Press, 2013).

### **Assignments and Weighting**

1. Six (6) short historiographical essays (~800 words) on the assigned reading. No outside research allowed! 10% each, lowest grade dropped; 50% of total grade.
  - To be submitted using Brightspace by 9am on Aug. 30, Sep. 6, Sep. 13, Sep. 25, Oct. 4, and Oct. 25. Mark your calendars!
  - Each essay needs a thesis (main claim), evidence drawn from the course materials, your own analysis of this evidence, and Chicago-style citations.
  - First prompt: Compare the influence of anthropology and of International Relations on our understanding of the history of twentieth-century Africa by drawing on Feerman, White, and the *AHR* articles. (Due Aug. 30, 9am).
  - More details forthcoming on Brightspace.

2. Final paper, 2,500 words (+/- 10%). 40% of total grade.
  - Assess the relevance of African liberation struggles to the assigned literature on the global Cold War. No outside research allowed! Chicago-style citations required.
    - i. Draft thesis paragraph due Nov. 6, 2024 by 9am (5%);
    - ii. Outline due Nov. 20, 2024 by 9am (5%);
    - iii. Final paper due Dec. 9, 2024 by 9am (30%).
  - All parts of this assignment to be submitted using Brightspace. Mark your calendars!
3. Class discussion leads: 10% of total grade.
  - Working in small teams, each student will be responsible for giving a short presentation (12-14 minutes) on the reading assigned for that day. Each in-class presentation will describe the assigned text's argument, structure, methods, sources, findings, and conclusions. Each presentation will also situate the text within the broader course themes. These presentations will start Sep. 3.
4. Extra credit for attending *Hotel Rwanda* (2004) screening on Tuesday, Dec. 3 at 5:30pm in SCHM 308. Worth 1 bonus percentage point added to final grade.

### **Grading Scale**

A+: exceptional work

A: 93 or higher

A-: 90-92

B+: 87-89

B: 83-86

B-: 80-82

C+: 77-79

C: 73-76

C-: 70-72

D: 66-69

F: 65 or lower

Grades do not round up.

### **Attendance Policy**

Attendance is required and essential to your success in this course. This course follows the University Academic Regulations regarding class attendance, which state that students are expected to be present for every meeting of the classes in which they are enrolled.

Please do not come to class if you are feeling ill. Simply let me know by email and I will excuse your absence. In the event of repeated absences, documentation may be required (e.g., doctor's note).

### **Late Work**

Without written authorization from the instructor, student work forfeits the equivalent of one full letter grade (e.g., A work automatically becomes B work) for each day it is late. Work submitted more than 4 days late without this written authorization will receive a failing grade and will not otherwise be graded.

Students should request extensions in writing at least 72 hours before the assignment deadline, no matter the circumstances. When conflicts can be anticipated, such as for many University-sponsored activities and religious observations, you should inform me of the situation as far in advance as possible. For cases that fall under excused absence regulations, you or your representative should contact or go to the Office of the Dean of Students (ODOS) website to complete appropriate forms for instructor notification. Under academic regulations, excused absences may be granted by ODOS for cases of grief/bereavement, military service, jury duty, parenting leave, or emergent medical care. The processes are detailed, so plan ahead.

For unanticipated or emergency circumstances when advance notification is not possible, contact me as soon as possible by email. These emergencies may require documentation. Extensions not covered by the excused absence or emergency policies will be granted at the instructor's discretion.

### **Academic Integrity**

All written assignments should reflect only each student's own work that they have completed independently. Attempts to pass off another's words as your own – be it on an in-class exam or a course paper written outside class time – will carry harsh penalties. Violations of academic integrity in this course will be addressed by the instructor and referred to the Office of Student Rights and Responsibilities (OSRR) for review at the university level. Any violation of course policies as it relates to academic integrity will result minimally in a failing or zero grade for that particular assignment and at the instructor's discretion may result in a failing grade for the course. In addition, all incidents of academic misconduct will be forwarded to OSRR, where university penalties, including removal from the university, may be considered. The "University Regulations" handbook contains further information on dishonesty. Please make sure that you are familiar with Purdue's academic integrity policies, available on the Brightspace course site.

### **Generative AI / Large Language Models Policy**

Chatbot use is forbidden: Submitting AI-generated writing or research as your own is academic dishonesty and carries the same penalties as plagiarism. If any portion of your assignment was generated by a chatbot, you are in violation of the academic integrity expectations of this course and the university. Your case will be reported to OSRR for further review of your status at this university.

### **References and Citations**

Assignments for this class require citations complying with the Chicago Manual of Style Notes and Bibliography system. The Chicago Manual of Style (17<sup>th</sup> edition) is available online using the Purdue University Libraries site. The Purdue Online Writing Lab offers a brief overview of Chicago Style:

[https://owl.purdue.edu/owl/research\\_and\\_citation/chicago\\_manual\\_17th\\_edition/cmos\\_formatting\\_and\\_style\\_guide/chicago\\_manual\\_of\\_style\\_17th\\_edition.html](https://owl.purdue.edu/owl/research_and_citation/chicago_manual_17th_edition/cmos_formatting_and_style_guide/chicago_manual_of_style_17th_edition.html).

### **Recording Policy**

Course lectures and discussions may not be recorded using audio or video without written permission from the instructor.

## **Technology Policy**

I encourage students to consider dedicating a notebook to this course and taking notes by hand in it during class and while reading. Students may instead use their electronic devices for this purpose during class if they prefer. Please do your very best to limit class-time uses of electronic devices to course purposes only. Other class-time uses of these devices distract not only you but also those around you. Please silence all ringers and other notifications during class. Repeated distraction of yourself and/or others by your electronic devices may result in a request from the instructor for you to stop using these devices and to switch to paper.

## **Reading Instructions**

Please read each assigned text in advance of the paired class session (e.g., read the introduction to Feierman's *Peasant Intellectuals* prior to class on August 22). Consider making brief notes about each assigned text. Perhaps summarize in a few phrases the main point, supporting claims, and key evidence.

## **Class Preparation**

Please come to each class meeting with a copy of the assigned reading. You can bring either a hardcopy or your electronic device(s) with access to the text.

## **Course Schedule**

Tuesday, August 20, 2024

Introductions, orientation, Q+A

### Part 1 – Methods and Approaches

Thursday, August 22, 2024

Steven Feierman, *Peasant Intellectuals: Anthropology and History in Tanzania* (Madison, WI: University of Wisconsin, 1990), introduction.

Tuesday, August 27, 2024

Luise White, *Speaking with Vampires: Rumor and History in Colonial Africa* (Berkeley, CA: University of California Press, 2000), ch. 1–2.

Thursday, August 29, 2024

Bayly, C. A., Sven Beckert, Matthew Connelly, Isabel Hofmeyr, Wendy Kozol, and Patricia Seed. "AHR Conversation: On Transnational History." *The American Historical Review* 111, no. 5 (2006): 1441–64.

Paul Thomas Chamberlin and others, "On Transnational and International History," *The American Historical Review* 128, no. 1 (March 2023): 255–332.

### Part 2 – The Ethiopian Crisis

Tuesday, September 3, 2024

Zara Steiner, *The Triumph of the Dark: European International History 1933-1939* (Oxford University Press, 2011), 100–136.

Thursday, September 5, 2024

James H. Meriwether, *Proudly we can be Africans: Black Americans and Africa, 1935-1961*, (Chapel Hill, NC: University of North Carolina Press, 2002), ch. 1 (Ethiopia).

Part 3 – French West Africa

Tuesday, September 10, 2024

Danielle Porter Sanchez, “The Brazzaville Conference and the Future of French Colonialism in Africa,” in *The Routledge Handbook of French History*, ed. D. Andress (2023), 533–44.

Thursday, September 12, 2024

Frederick Cooper, *Citizenship between Empire and Nation: Remaking France and French Africa, 1945-1960* (Princeton, NJ: Princeton University Press, 2014), ch. 6–7.

Part 4 – New States

Tuesday, September 17, 2024

Jean Allman, “Nuclear Imperialism and the Pan-African Struggle for Peace and Freedom: Ghana, 1959–1962,” *Souls* 10, no. 2 (June 2008): 83–102.

Thursday, September 19, 2024

Jessica M. Chapman, *Remaking the World: Decolonization and the Cold War* (Lexington, KY: University of Kentucky Press, 2023), ch. 4 (“The Congo”).

Tuesday, September 24, 2024

Jeffrey James Byrne, *Mecca of Revolution: Algeria, Decolonization, and the Third World Order* (Oxford University Press, 2016), ch. 4 (“Globalism”).

Part 5 – International Institutions, Organizations, and Norms

Thursday, September 26, 2024

Robert Vitalis, “The Midnight Ride of Kwame Nkrumah and Other Fables of Bandung (Bandung),” *Humanity: An International Journal of Human Rights, Humanitarianism, and Development* 4, no. 2 (2013): 261–88.

Tuesday, October 1, 2024

Frank Gerits and Matteo Grilli, eds., *Visions of African Unity: New Perspectives on the History of Pan-Africanism and African Unification Projects* (Cham, Switzerland: Springer, 2021), introduction and ch. 11 (by Kathryn Nash).

Thursday, October 3, 2024

A. Dirk Moses, Lasse Heerten, eds., *Postcolonial Conflict and the Question of Genocide: The Nigeria-Biafra War, 1967–1970* (Routledge, 2018), ch. 1 (by Moses and Heerten) and ch. 5 (by B. Simpson).

Tuesday, October 8, 2024

NO CLASS –Fall Break.

## Part 6 – African Socialism

Thursday, October 10, 2024

Jeremy Friedman, *Ripe for Revolution: Building Socialism in the Third World* (Cambridge, MA: Harvard University Press, 2021), ch. 3 (Tanzania).

Tuesday, October 15, 2024

NO CLASS (ARC conference travel)

\*\*\*Optional: Start reading Gleijeses, *Visions of Freedom*.

Thursday, October 17, 2024

NO CLASS (ARC conference travel)

\*\*\*Optional: Start reading Gleijeses, *Visions of Freedom*.

Tuesday, October 22, 2024

Benedito Machava, “Reeducation Camps, Austerity, and the Carceral Regime in Socialist Mozambique (1974-79),” *Journal of African History* 60, no. 3 (2019): 429–455.

## Part 7 – Southern Africa and the Global Cold War

Thursday, October 24, 2024

Gleijeses, *Visions of Freedom*, ch. 1–5.

Tuesday, October 29, 2024

Gleijeses, *Visions of Freedom*, ch. 6–10.

Thursday, October 31, 2024

Gleijeses, *Visions of Freedom*, ch. 11–15.

Tuesday, November 5, 2024

Gleijeses, *Visions of Freedom*, ch. 16–20.

Thursday, November 7, 2024

NO CLASS (ARC conference travel)

\*\*\*Finish reading Gleijeses, *Visions of Freedom*.

\*\*\*Optional: Listen to Gleijeses discuss his book on *The Dig* podcast (2021):

<https://thedigradio.com/podcast/visions-of-freedom-w-piero-gleijeses-part-1/> and

<https://thedigradio.com/podcast/visions-of-freedom-w-piero-gleijeses-part-2/>.

## Part 8 – Apartheid’s Fall

Tuesday, November 12, 2024

A. S. Mlambo, “‘We have Blood Relations over the Border’: South

Africa and Rhodesian Sanctions, 1965–1975,” *African Historical Review* 40, no. 1 (2008): 1–29.

Thursday, November 14, 2024

Chris Saunders, “External Influences on Southern African Transformations: ‘1989’ in Perspective,” *Comparativ | Zeitschrift für Globalgeschichte und vergleichende Gesellschaftsforschung* 29, no. 5 (2019): 62–73.

## Part 9 – The Horn of Africa and the Cold War’s End

Tuesday, November 19, 2024

Odd Arne Westad, *The Global Cold War: Third World Interventions and the Making of Our Times* (Cambridge University Press, 2005), Chapter 7.

Thursday, November 21, 2024

Flavia Gasbarri, *US Foreign Policy and the End of the Cold War in Africa: A Bridge between Global Conflict and the New World Order, 1988-1994* (Routledge, 2020), Chapter 4.

Tuesday, November 26, 2024

NO CLASS (Thanksgiving)

Thursday, November 28, 2024

NO CLASS (Thanksgiving)

## Part 10 – Africa in the post-Cold-War World

Tuesday, December 3, 2024

Holly J. Burkhalter, “The Question of Genocide: The Clinton Administration and Rwanda,” *World Policy Journal* 11, no. 4 (1994): 44–54.

Peter Rosenblum, “Irrational Exuberance: The Clinton Administration in Africa,” *Current History* 101, no. 655 (2002): 195–202.

\*\*\*Optional and for extra credit: *Hotel Rwanda* (2004) screening, 5:30pm, SCHM 308.

Thursday, December 5, 2024

Nicolas van de Walle, “US policy towards Africa: The Bush legacy and the Obama administration,” *African Affairs* 109, no. 434 (January 2010): 1–21, <https://doi-org.ezproxy.lib.purdue.edu/10.1093/afraf/adp065>.

Monday, December 9, 2024

NO CLASS (exam week)

\*\*\*Final papers due, 9am, Brightspace

### **Email Policy**

Outside of class or office hours, communicate with your instructor by email. Include the course title and state the reason for your email in the subject line (e.g., “HIST 441 - question about final essay”). Please make your message concise and clear. I will usually respond to your emails during the workday within 24 hours, except on the weekend.

### **Students with Disabilities**

Purdue University is committed to providing equal access and equal opportunity to university courses, activities, and programs for students with disabilities. As your instructor, I take this responsibility very seriously. Students with documented disabilities that substantially limit a major life activity, such as learning, walking, or seeing, may qualify for academic adjustments and/or services. If you have a disability that requires special academic accommodation, please make an appointment to speak with me within the first three weeks of the semester in order to

discuss any adjustments. It is the student's responsibility to notify the Disability Resource Center of any impairment/condition that may require accommodations and/or classroom modifications. To request information about academic adjustments, auxiliary aids, or services, please contact the Disability Resource Center in the Office of the Dean of Students, 830 Young Hall, (765) 494-1247 (V/TTY), [drc@purdue.edu](mailto:drc@purdue.edu).

**Nondiscrimination Policy**

Please review the University Nondiscrimination Policy Statement on the Brightspace course site.

**Violent Behavior Policy**

Please review the University Violent Behavior Policy Statement on the Brightspace course site.

**Emergency Preparedness Policy**

Please review the University Emergency Procedures Guide linked on the Brightspace course site.

**Disclaimer**

In the event of a major emergency, the requirements, deadlines, and grading policies in this syllabus are subject to changes that may be required by a revised semester calendar. Any such changes in this course will be posted, once the course resumes, on the course website or can be obtained by contacting the instructor via email or phone.