

Cover Sheet: Request 10462

AFH3931

Info

Process	Course New Ugrad/Pro
Status	Pending
Submitter	Nina Caputo ncaputo@ufl.edu
Created	10/1/2015 11:01:22 AM
Updated	10/20/2015 5:07:43 PM
Description	Special Topics i n African History

Actions

Step	Status	Group	User	Comment	Updated
Department	Approved	CLAS - History 011612000	Nina Caputo		10/1/2015
Added AFH3931.X.docx					10/1/2015
College	Recycled	CLAS - College of Liberal Arts and Sciences	Pharies, David A	Conditionally approved: We are wondering why textbooks are included, since this is a special topics course.	10/20/2015
No document changes					
Department	Approved	CLAS - History 011612000	Nina Caputo	Dear committee, I just used a syllabus provided by a colleague. The texts are simply sample texts; each time a faculty member offers a course under this number s/he will require reading appropriate to the topic at hand. Thanks, Nina	10/20/2015
No document changes					
College	Recycled	CLAS - College of Liberal Arts and Sciences	Pharies, David A	It turns out that the CCC does not some sample course information.	10/20/2015
No document changes					
Department	Approved	CLAS - History 011612000	Nina Caputo		10/20/2015
No document changes					
College	Approved	CLAS - College of Liberal Arts and Sciences	Pharies, David A		10/20/2015
No document changes					
University Curriculum Committee	Pending	PV - University Curriculum Committee (UCC)			10/20/2015
No document changes					

Step	Status	Group	User	Comment	Updated
Statewide Course Numbering System					
No document changes					
Office of the Registrar					
No document changes					
Student Academic Support System					
No document changes					
Catalog					
No document changes					
College Notified					
No document changes					

Course|New for request 10462

Info

Request: AFH3931
Submitter: Nina Caputo ncaputo@ufl.edu
Created: 10/20/2015 4:39:47 PM
Form version: 5

Responses

Recommended Prefix: AFH
Course Level : 3
Number : 931
Lab Code : None
Course Title: Special Topics in African History
Transcript Title: Special Topics AFH
Effective Term : Earliest Available
Effective Year: Earliest Available
Rotating Topic?: Yes
Amount of Credit: 3
Repeatable Credit?: Yes
If repeatable, # total repeatable credit allowed: 18
S/U Only?: No
Contact Type : Regularly Scheduled
Degree Type: Baccalaureate
Weekly Contact Hours : 3
Category of Instruction : Intermediate
Delivery Method(s): On-Campus
Course Description : Selected, variable topics in the history and culture of Africa
Prerequisites : 3 credits of AFH, AMH, ASH, EUH, LAH, or WOH
Co-requisites : None
Rationale and Placement in Curriculum : Having a variable topics number in African history will enable us to build our course offerings and also to provide a dynamic curriculum that responds to student interests and needs.
Course Objectives : This course aims to: (1) introduce students to the history of Africa; (2) encourage thinking deeply and critically about African worlds; (3) make knowledge concrete (with specific examples, bits of evidence, and stories), while periodizing; (4) sharpen interpretive and analytical skills by requiring students to connect concepts, historical evidence and scholarly arguments.
This is also a skill-based course. Upon completing it, students should be able to:

- explain the history of Africa
- demonstrate a grasp of key concepts and use them in speech and writing
- critically interpret primary historical sources and use evidence to make an argument
- think concretely and comparatively across different locations and time periods

Course Textbook(s) and/or Other Assigned Reading: Hortense Powdermaker, Copper Town
Gregory Mann, Native Sons
Diana Jeater, Law, Language and Science
Lynn Thomas, The Politics of the Womb
David Anderson, Histories of the Hanged
Frederick Cooper, Africa in World History
Mahmood Mamdani, When Victims Become Killers.

Weekly Schedule of Topics :
Part I: How important was colonialism?
Weeks 1-2

Africa and the wider world

Week 3:
Colonialism, labor and culture

Weeks 4 and 5:
Colonialism in Africa and in Europe

Part II. Problems of practice, or: who's in control?
Weeks 6 and 7:
Colonial officials, missionaries and Africans

Week 8:
Colonial officials, missionaries, and Africans

Week 10:
Colonial officials, missionaries and Africans

Part III: The end of empire and the persistence of colonial relations
Weeks 11-12:
March 17-26 Rebellion and repression

Week 13-14:
March 31-April 9 The persistence of colonial thought

Week 15
April 4-16 Is colonialism a viable category of analysis?

Week 16
April 21-23: Colonialism in Question

Grading Scheme : Midterm 30%
Research Paper 35%
Pop-map quiz 5%
Final Exam 30%

Instructor(s) : to be determined

AFH 3931: Colonial Africa

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T/R 4/4-5

Office hours: Thurs 1-2; Fri 1-3

Or by appointment

Purpose: With the possible exception of empire, no term has been as widely used, in so many ways and venues, as colonialism. Does it mean a practice, an ideology, a specific set of historical conditions, a broad set of political characteristics, or all of the above? Is the adjective “colonial” a description of a political situation, a periodization, or a metaphor? These questions could go on and on, and they all inform the purpose of this course which is to introduce students first to the history of Africa under colonial rule and second to show how colonial relations and ideas lasted far longer than the colonial era.

This course aims to: (1) introduce students to the history of colonial Africa; (2) encourage thinking deeply and critically about African worlds; (3) make knowledge concrete (with specific examples, bits of evidence, and stories), while periodizing; (4) sharpen interpretive and analytical skills by requiring students to connect concepts, historical evidence and scholarly arguments.

This is also a skill-based course. Upon completing it, students should be able to:

- explain the history of Africa during the colonial period and in its aftermath
- demonstrate a grasp of key concepts and use them in speech and writing
- critically interpret primary historical sources and use evidence to make an argument
- think concretely and comparatively across different locations and time periods

Readings: The following books are required: Hortense Powdermaker, *Copper Town*; Gregory Mann, *Native Sons*; Diana Jeater, *Law, Language and Science*; Lynn Thomas, *The Politics of the Womb*; David Anderson, *Histories of the Hanged*; Frederick Cooper, *Africa in World History*; Mahmood Mamdani, *When Victims Become Killers*.

Assignments: There will be a midterm (February 26) and a final (April 27) each for 30% of your grade, a research paper of up to 12pp for 35% of your grade (due April 9) and a pop map quiz for 5%. This is a lecture class and I will take attendance.

Midterm	30%	February 26
Research Paper	35%	April 9
Pop-map quiz	5%	
Final Exam	30%	April 27

Grading Scale (& GPA equivalent):

A	A-	B+	B	B-	C+	C	C-	D+	D	D-	E
100-93	92-90	89-87	86-83	82-80	79-77	76-73	72-70	69-67	63-66	62-60	59-
(4.0)	(3.67)	(3.33)	(3.0)	(2.67)	(2.33)	(2.0)	(1.67)	(1.33)	(1.0)	(0.67)	(0)

Note: A grade of C- is not a qualifying grade for major, minor, Gen Ed, or College Basic distribution credit. For further information on UF's Grading Policy, see:

<https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx#hgrades>

<http://www.isis.ufl.edu/minusgrades.html>

Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found at:

<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

In writing papers, be certain to give proper credit whenever you use words, phrases, ideas, arguments, and conclusions drawn from someone else's work. Failure to give credit by quoting and/or footnoting is PLAGIARISM and is unacceptable. Please review the University's honesty policy at <http://www.dso.ufl.edu/judicial/academic.htm>.

In addition to these regulations on plagiarism, please understand that I will take *any* instance of cheating or intentional dishonesty very seriously. This would include any form of dishonesty on the most minor quiz or offering an untrue excuse for a missed class or late assignment.

Accommodations: Please do not hesitate to contact the instructor during the semester if you have any individual concerns or issues that need to be discussed. Students requesting classroom accommodation must first register with the [Dean of Students Office](#): <http://www.dso.ufl.edu/drc/>.

Online Course Evaluation Process: Students are expected to provide feedback on the quality of instruction in this course based on 10 criteria. These evaluations are conducted online at <https://evaluations.ufl.edu>. Evaluations are typically open during the last two or three weeks

of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu/results>

Schedule:

Week 1

January 6-8: introduction

Part I: How important was colonialism?

Week 2:

January 13-15 Africa and the wider world

Frederick Cooper, *Africa and World History*

Week 3:

January 20-22 colonialism, labor and culture

Hortense Powdermaker, *Coppertown*

Weeks 4 and 5:

January 27 – February 5 colonialism in Africa and in Europe

Gregory Mann, *Native Sons*; 62 Joan W. Scott, "The Evidence of Experience," *Critical Inquiry* 17 (1991), 773-97.; T. C. McCaskie, "Time and the Calendar in 19th Century Asante: an Exploratory essay," *History in Africa* 7 (1980), 179-200

Part II. Problems of practice, or: who's in control?

Weeks 6 and 7:

February 10-19 colonial officials, missionaries and Africans

Diana Jeater, *Law, Language and Science*; Mwelwa Musambachime, "The Impact of Rumor: The Case of Vampire Men (Banyama) in Colonial Northern Rhodesia," *Int. J. African Historical Studies* 21, 2 (1988), 201-15.

Week 8:

February 24-26 colonial officials, missionaries, and Africans (part 2)

Jomo Kenyatta, *Facing Mount Kenya*

MIDTERM February 26

Weeks 9 Spring Break

Week 10:

March 10-12 colonial officials, missionaries and Africans (part 3)

Lynn Thomas, *The Politics of the Womb*,

Part III: The end of empire and the persistence of colonial relations

Weeks 11-12:

March 17-26 rebellion and repression

David Anderson, *Histories of the Hanged*; Karin Barber, "Popular Reactions to the Petro-naira," *J. Modern African Studies* 20, 3 (1982), 431-50.

Week 13-14:

March 31-April 9 the persistence of colonial thought

Mahmood Mamdani, *When Victims Become Killers*, T. O. Beidelman, "The Blood Covenant and the Concept of Blood in Ukaguru," *Africa* 33, 4 (1963), 321-

Week 15

April 4-16 . Is colonialism a viable category of analysis?

: T. C. McCaskie, *Asante Identities* and T. C. McCaskie, "Anti-witchcraft cults" In *Asante: an essay in the social history of an African people*, *History in Africa* 8 (1981), 125-54.

Week 16

April 21-23: Cooper, *Colonialism in Question*

Anthony Appiah, "Is the Post in Post-Modern the Post in Postcolonial?" *Critical Inquiry*, 17 (1991), 336-57.

Final, April 27