

**HISTORY 130: Modern African History**  
**Fall 2015**  
**Professor Lisa Lindsay**  
**Teaching Assistants Josh Akers and Mishio Yamanaka**

**Lectures:** Tues/Thurs 3:30 in Mitchell 005

**How to Contact Dr. Lindsay:**

Office hours: Mondays 2-3pm, Tuesdays 2-3pm, and by appointment

Office: 521 Hamilton Hall

Email: [lalindsa@email.unc.edu](mailto:lalindsa@email.unc.edu)

**Discussion Sections:**

600	Mon. 11:15-12:05	Hanes Art Ctr 116	603	Friday 12:20-1:30	Alumni 207
601	Monday 1:25-2:15	New East 301	604	Fri. 2:30-3:20	Graham Mem. 212
602	Friday 10:10-11:00	Murphey 115	605	Monday 10:10-11:00	Hamilton 523

**Additional information:**

I have set up a website for this course on Sakai. The site contains the syllabus and information about assignments, as well as links to useful resources, ways to communicate with your instructors and classmates, and up-to-the minute announcements.

**COURSE OVERVIEW**

All too often, "Africa" conjures up certain predictable, and negative, images: poverty, disease, tribalism, warfare, corruption. Although much attention is paid to Africa's problems, very rarely do Americans get a sense of how African societies and the issues they face have developed and changed over time.

The primary goal of this course is to address the typical images of Africa by putting the continent's contemporary situation into historical context. That is, we'll try to understand how sub-Saharan Africa's current predicaments came about. In order to do so, we'll follow a chronological narrative beginning around the time of European colonization in the late 19<sup>th</sup> century and ending very close to today. Our main themes will be the evolution of "tribal" political identities, "gatekeeper" politics, and problematic economies in colonial and post-colonial contexts, keeping in mind the relationship between developments internal to Africa and the continent's links to the rest of the world.

At the same time, it is important to understand that there is more to Africa's many societies than misfortune. First, even south of the Sahara Desert (where our attention will be centered), Africa is a huge continent containing wide variations in human experience both across and within countries. While it will be necessary to generalize, we will also try to grasp some of this variety by focusing on particular people and places. Second, although many Africans have indeed been touched by tragedy and hardship, they have also gone about their business, lived lives, and looked after each other to an extent that often seems remarkable for Americans. Africans have written brilliant novels, produced impressive works of art, and made music to touch the soul and shake the backside. They have invented new ways of practicing old religions, new languages, and even (alas) new uses for the internet. Our course can only suggest the range of experience and innovation that shaped Africa's past and continues in the present, but by showing films, playing music, and assigning gripping readings I hope to at least offer a few glimpses.

## OBJECTIVES

This course will offer you:

- A basic narrative of sub-Saharan African history from late 19<sup>th</sup> century to the present;
- Detailed knowledge of the histories of select African countries, including those both highlighted in lecture and studied by assigned groups of students;
- An understanding of the framework in which sub-Saharan Africa has interacted with the rest of the world through the last century;
- A way to approach contemporary issues in African culture, politics, and society through a historical lens;
- Experience in interpreting sources, formulating historical analyses, and writing well-substantiated expositions of your own.

## STUDENT RESPONSIBILITIES

For most weeks of the semester, you can expect to attend two lectures (on Tuesdays and Thursdays) and then a discussion section (which will meet on Fridays and Mondays). In other words, the course is organized into "weeks" that are conceptualized as "Tuesday lecture; Thursday lecture; Discussion Section," even though your discussion section may meet on the following Monday. **Discussion section meetings will begin in Week 2.**

Lectures and discussion sections serve different but complementary purposes in this course. Inevitably, **lectures** will involve the presentation of facts and interpretations about African history from your professor, although I will try to involve you in discussion and activities as well. Your **discussion sections**, led by Teaching Assistants, will be much more interactive (which is why I refer to them as *discussions* rather than *recitations*). Because people learn better

when they involve more than one of their senses in processing information, discussion sections are designed to get you talking, writing, and moving as well as listening. They are also intended to involve you in the *practice* of history by interpreting primary sources (i.e. those produced at the time of the action by participants or observers) as well as assessing the various interpretations produced by professional historians. To get the most out of both lectures and discussions, you must do the **reading assignments**. Please come to class meetings having done the readings listed for that day on the syllabus, and with a copy of the readings with you.

Many of the readings and discussions in lecture will be unavoidably general, highlighting themes common across large areas of sub-Saharan Africa. Because Africa is a continent of great diversity, however, you will also be asked to explore the history of one specific country in greater depth. Before the first discussion section meeting, you will be randomly assigned one of the following countries to follow throughout the semester: Senegal, Ghana, Mali, Kenya, Ethiopia, Tanzania, Zambia, Zimbabwe, and Mozambique. (You may notice that three of Africa's largest countries—Nigeria, South Africa, and the Democratic Republic of Congo—have been left out. That is because they will come up frequently in lecture and common readings.) Within each discussion section, three of the named countries will be represented, allowing you to work at times in country-specific groups and make comparisons between them. Occasional assignments will include conducting independent research on your country, comparing it to general trends highlighted in class, and reporting on your country in discussion section or lecture. The final writing assignment will also relate to your assigned country.

The main textbook for the class is Kevin Shillington, *History of Africa* (2012), supplemented by Curtis Keim's *Mistaking Africa*. We will also read a brilliant novel from Nigeria called *The Joys of Motherhood*, by Buchi Emecheta. All of these books are available for purchase at Student Stores, and copies have also been placed on Reserve, along with some suggested books for your country studies. In addition, we will read articles and book chapters that are available on the course website ([sakai.unc.edu](http://sakai.unc.edu)) as .pdf files. You may read them online and take your own notes or print them out. Other articles are available on the internet. You can get to these sites on your own (see the addresses listed below) or via links provided on the syllabus on the course webpage. Copies of these materials will *not* be placed on Reserve.

## GRADING

The best strategy for earning a good grade in this class is to *show up* to lectures and discussion section meetings, *keep up* with your readings and other assignments, and *speak up* when you have a question or an idea to contribute. Expectations for this class are intended to be transparent, so if they are not, please let a member of the teaching staff know.

Teaching Assistants do all of the grading in this course, in consultation with the professor and each other. They will base your course grade on effective completion of the following assignments:

- Map exercise, due in discussion sections in Week 4, worth 5% of your grade.
- Five short (about 2 pages) answers to the reading response question(s) posed for each discussion section meeting. Provide a thoughtful, coherent narrative answer to the question(s), based on the reading for that discussion section as well as your own analysis. Your answer should be in the form of paragraphs, typed, and submitted to your TA (in the manner s/he specifies) by the start of the relevant discussion section. Your responses will be graded on a scale of 1-5 and will account for 20% of your overall grade. Suggestions and a grading rubric for this assignment are posted on Sakai under "Resources--Assignments." (Please note that there are ten possible reading response questions. Since you must answer five, you can skip half of them. I suggest you plan ahead.) You must complete at least one by the end of September, at least three by the end of October, and all of them by the end of November.
- Participation in discussion section. This includes attendance, preparedness, and contributions to class discussions and activities. It also includes completion of the assignments related to your assigned country. TAs can be more specific about how they will assess participation, but it counts for 10% of your overall course grade.
- Mid-term exam on Tuesday, October 6, worth 20% of your grade. Exam grades will be based on your ability to use sources to make a thoughtful interpretation or analysis of major historical ideas, changes or events.
- A 5-7 page analytical paper on a current event or issue in your assigned country *or* a novel written in or about your country. Whichever option you chose, you should bring historical analysis and information to bear on your examination of your topic. Instructions are posted on Sakai under Assignments. Be sure to get approval for your topic from your TA. You *must* bring a preliminary draft of your paper to discussion section meetings in **Week 14** (it's worth 5% of your course grade). The final paper is due to your TA by **Tuesday, December 1** and is worth 15% of your grade. Deadlines are firm: lateness will result in a reduction of your grade. Also be aware that all suspected cases of plagiarism will be turned over to the Honor Court for assessment.
- Final exam on Thursday, Dec. 10 at 4:00pm, worth 25% of the course grade.

**Writing is essential.** The official policy of the College of Arts and Sciences specifies that "Instructors should help students realize the integral relationship between thinking clearly and writing clearly.... Faculty in all disciplines should require their students to write well." Here's how your TA and I will evaluate (i.e. grade) your writing:

- Focus (does the writing deal with the problem or question?)
- Evidence (does it support its position with adequate information?)
- Coherence (does the argument make sense logically?)
- Scope (does it deal with all aspects of the question?)

You will get specific guidelines for each writing assignment.

**Academic Support Services:** The College of Arts and Sciences has developed several support programs to assist students. Learning Disabilities Services provides individual support to students with diagnosed learning disabilities (962-7227). The Learning Skills Center offers free

instruction in a variety of academic learning strategies (<http://learningcenter.unc.edu/>, 962-3782, 962-6389). The Writing Center--which fills up quickly--provides free tutorial services (<http://writingcenter.unc.edu>, 962-7710, 962-4060).

## HONORABLE AND COURTEOUS BEHAVIOR

*THE HONOR CODE: It shall be the responsibility of every student at the University of North Carolina at Chapel Hill to obey and to support the enforcement of the Honor Code, which prohibits lying, cheating, or stealing when these actions involve academic processes or University, student, or academic personnel acting in an official capacity. (See <http://studentconduct.unc.edu/sites/studentconduct.unc.edu/files/documents/Instrument.pdf>, pp. 5-6).* I encourage you to study together; however, you are bound by the Honor Code in taking exams and in writing your papers. Please consult with me if you have any questions about the Honor Code.

*THE CAMPUS CODE: It shall be the further responsibility of every student to abide by the Campus Code; namely, to conduct oneself so as not to impair significantly the welfare or the educational opportunities of others in the University community.* The Campus Code asks us to be courteous to each other. In a large class, manners are especially important.

**Courtesy during Classes:** It is disruptive to others to arrive late to class or to leave early. If you must do it (which I discourage), please try to be unobtrusive. Also, **please turn off all cell phones**. Finally, and I know you're not going to like this, **do not open your laptop** in this class unless specifically asked to do so. It's already hard to stay engaged with the course when we have more than 100 students crammed into a room; it's nearly impossible when laptops are open to Facebook and sports highlights. I will try to post an outline of the lecture on Sakai before each class meeting. It may be helpful to you to print it and write your notes (by hand) directly onto your printout. In any case, please do plan *not* to use your laptop for note-taking unless you clear it with me in advance.

**Deadlines:** In the event that you cannot turn in an assignment on the due date, you must request an extension *and* arrange an alternate due date with your TA before the date of the assignment. **However, Teaching Assistants will never accept late Reading Response Questions (RRQs) under any circumstances.** Generally, late papers will be marked down one grade increment (A to A- to B+, etc.) for each day past the due date. Make-up exams will be accommodated if there is documentation for your illness or emergency and should be arranged as quickly as possible.

## SCHEDULE OF COURSE MEETINGS AND READINGS

Please note: Each "week" is conceptualized as "Tuesday lecture, Thursday lecture, and Discussion Section" even though your Discussion Section may meet on the following Monday.

Please also note: I reserve to right to make changes to the syllabus, including due dates and test dates. These changes will be announced as early as possible.

### **Week 1: Introduction and Background**

Tu 8/18: Welcome! And useful information about the course

Th 8/20: How we talk and think about Africa

- Read (before class) Binyavanga Wainaina, "How to Write about Africa," *Granta* 92 (2005) at <http://www.granta.com/Archive/92/How-to-Write-about-Africa/Page-1>
- Optional: Keim, *Mistaking Africa*, ch. 1-2
- Watch (in class): part of Chimamanda Adichie, "The danger of a single story" (2009) at <https://www.youtube.com/watch?v=D9Ihs241zeg>
- In-class country lottery
- Read (after class) the rest of Adichie's speech at <http://ssw.unc.edu/files/TheDangerofaSingleStoryTranscript.pdf>

(Once you start paying attention, you'll see crazy images of Africa all over the place. For yet another critique, this one by young African men, see <https://www.facebook.com/roel.dunand/videos/990351434338212/>. Or check out <https://twitter.com/hashtag/TheAfricaTheMediaNeverShowsYou?src=hash.>)

### **Week 2: What Was New in Nineteenth Century Africa**

Tu 8/25: Commercial, Religious, and Military Revolutions in West and East Africa

- Shillington, chapters 16-17 (skim if you must)

Th 8/27: Southern and Northern Africa in the 19<sup>th</sup> Century

- Shillington, chapters 18-19 (skim)
- Keim, chapter 3, "The Origins of "Darkest Africa""

#### Discussion Section #1, F 8/28-M 8/31: Introductions and Getting to Know Your Country

- Fill out the Basic Information Sheet (on Sakai, under Resources--Assignments) for your country and bring it to section meeting (it counts as part of your participation grade).
- Also bring in a news story about/from your country and be prepared to pose a historical question (or more than one) about it. (Your question should be some, more specific, version of: "How/why did this happen?")

RRQ: What were the major developments in your country in the 19<sup>th</sup> Century? How do they compare to the general trends highlighted in lecture? Where did you get your information?

### Week 3: European Ambitions and African Strategies

Tu 9/1: Missionaries, Explorers, and the Scramble for Africa

- Shillington, chapter 20 and pp. 311-16
- In class video excerpt from Basil Davidson's documentary, "The Bible and the Gun" (1987), at <https://www.youtube.com/watch?v=oAK5gYRmfII> (8 mins.)

Th 9/3: Conquest and Resistance in West and East Africa

- Shillington, remainder of ch. 21
- In class video excerpt: 11 minutes from Basil Davidson's documentary, "The Magnificent African Cake" (1987), at <https://www.youtube.com/watch?v=irDWdqOvjVA>

*No Discussion Sections: Labor Day Weekend*

### Week 4: The Invasion of Southern and Central Africa

Th 9/8: Conquest and Resistance in Southern Africa

- Shillington, ch. 22
- Sakai (under "Resources--Readings"): The Rudd Concession, 1888

Th 9/10: The Scramble for Riches in the Heart of Darkness

- Shillington, pp. 343-347
- Sakai: "Evidence of Colonial Atrocities in the Belgian Congo (1903-5)," from William Worger, Nancy Clark, and Edward Alpers (eds.), *Africa and the West: A Documentary History*, 2nd ed.

Discussion Section #2, F 9/11-M 9/14: Imperialism in Africa

- **\*\*Map exercise due\*\*** (on Sakai, under Resources--Assignments)
- Compare your map to maps made before and just after the Berlin Conference (see <http://alabamamaps.ua.edu/historicalmaps/africa/index1876-1885.htm>) When do the maps begin to look like modern maps of Africa? How do you account for that timing?
- Sakai: Read the main provisions of the Berlin Conference of 1885. (The full text of the Conference declaration is at <http://africanhistory.about.com/od/eracolonialism/1/bl-BerlinAct1885.htm>, but the shorter version posted on Sakai will do for our purposes.)

RRQ: How would you compare the language of the Berlin Conference treaty—including proposed benefits of colonization—with European actions on the ground in Africa in the latter 19<sup>th</sup> century?

### Week 5: The Workings of Colonialism

Tu 9/15: How Colonizers Extracted Resources from Africa

- Shillington, pp. 347-353 and 355-367

Th 9/17: How Colonizers Maintained Control of Africa

- Shillington, pp. 367-370

Discussion Section #3, F 9/18-M 9/21: Indirect Rule and the Creation of "Tribes"

- Sakai: "Frederick Lugard instructs his officials on how to implement indirect rule (1913-18)," in William Worger, Nancy Clark, and Edward Alpers (eds.), *Africa and the West: A Documentary History*, 2nd ed.
- Sakai: Africa Policy Information Center, "Talking about 'Tribe'"

RRQ: Did colonialism create tribes? If so, how? If not, why not? If possible, give an example from "your" country.

### Week 6: How Colonialism Affected African Societies

Tu 9/22: Capitalism and Segregation in South Africa

- Review Shillington pp. 328-332 and read pp. 376-378
- Look at the Constitution of the African National Congress (1919), at <http://www.anc.org.za/show.php?id=4813>

Th 9/24: Religion, Education, and New Affiliations in the Early Colonial Era

- Shillington, pp. 353-355 and 370-76
- Sakai: Togo School Exam (1909)
- In class video excerpt: about 15 minutes of "Afrique, je te plumerai" (Jean-Marie Teno, 1992, Cameroon). For info about the film, see <http://newsreel.org/video/AFRIQUE-JE-TE-PLUMERAI>

Discussion Section #4, F 9/25-M 9/28: The Experience of Colonialism

- Sakai: excerpt on taxes and forced labor from Geoffrey Gorer, *Africa Dances* (1935)
- Sakai: excerpt on police harassment from R. Mugo Gatheru, *Child of Two Worlds: A Kikuyu's Story* (1964)
- Sakai: excerpt on censorship from Nnamdi Azikiwe, *My Odyssey: An Autobiography* (1970)

RRQ: These readings illustrate aspects of colonialism in French West Africa, Kenya, and the Gold Coast (Ghana), respectively. What features were common to colonial systems in these three different locations, and what features do you think differed from place to place? How does "your" country compare?

### Week 7: The Winds of Change

Tu 9/29: WWII and its Aftermath

- Shillington, ch. 25 and pp. 389-390



Th 10/1: "Modern" Life in Late Colonial Africa

- Read *The Joys of Motherhood* for discussion sections.
- In-class listening: West African highlife music and Congolese rumba
- Come to class with some ideas of what music people in "your" country were listening to in the 1950s and '60s.

Discussion Section #5, F 10/2-M 10/5: Social Change in Colonial Nigeria

- Read Buchi Emecheta, *The Joys of Motherhood* (the whole book)
- See the reading questions on Sakai under "Assignments"

RRQ: What are the joys of motherhood for Nnu Ego? What do they have to do with African history? Could this story have taken place in "your" country? Why or why not?

### Week 8: Turning Points

Tu 10/6: **Midterm Exam**

Th 10/8: *Apartheid* in South Africa

- Shillington, pp. 425-428

Discussion Section #6, F 10/9 and (pay attention!) M 10/19: Apartheid

- Sakai: "Hendrik Verwoerd explains apartheid" and "The Freedom Charter," both from *Africa and the West*
- Sakai: Nelson Mandela, "Statement from the Dock," from Clifton Crais and Thomas M. McClendon (eds.), *The South Africa Reader: History, Culture, Politics* (Duke University Press, 2014), 345-355

RRQ: What, specifically, was Mandela prepared to die for? How did his goals and assumptions contrast with those of Hendrik Verwoerd and the other supporters of apartheid? Did "your" country have a system similar to *apartheid*? Why or why not?

### Weeks 9 and 10: Nationalism, Independence, and the Cold War

Tu 10/13: Peaceful Transitions in West Africa

- Shillington, pp. 390-396
- In-class video excerpt: "1947: Freedom Now," from the PBS series, "The People's Century"

Th 10/15: **Fall Break**

*No (Friday) discussion sections: fall break (but see above for the Monday sections)*

Tu 10/20: The Turn to Violence: Algeria, Kenya, and South Africa

- Read Shillington, pp. 397-406
- Listen (before class) to the Radiolab podcast “Mau Mau” (July 3, 2015), at <http://www.radiolab.org/story/mau-mau/>
- In-class video excerpts: “The Battle of Algiers” (<https://www.youtube.com/watch?v=y-Zj4WVTgWc>; see <http://www.imdb.com/title/tt0058946/> for more information) and “1947: Freedom Now”

Th 10/22: The Congo Crisis and the Cold War in Africa

- Shillington, pp. 407-413
- Sakai: “The Cold War begins in earnest (1960),” “Patrice Lumumba writes his last letter to his wife (1961),” and “The final hours of Patrice Lumumba, Maurice Mpolo, and Joseph Okito (1961),” all in one pdf file, from *Africa and the West*
- In-class film excerpts: Basil Davidson, “The Rise of Nationalism,” at <https://www.youtube.com/watch?v=EUsgu32zuZ0>

(We don’t have time for it in class, but I strongly recommend the feature film *Lumumba* [Raoul Peck, 2002, 115 mins.]. A description of the film is at [http://www.rottentomatoes.com/m/lumumba/.](http://www.rottentomatoes.com/m/lumumba/))

Discussion Section #7, F 10/23-M 10/26: The US, Belgium, and the Congo Crisis

- Read the Church Commission report (1975) sections on the Congo, pp. 13-70 (you can stop at p. 20 if necessary), on Sakai or at [http://history-matters.com/archive/church/reports/ir/html/ChurchIR\\_0014a.htm](http://history-matters.com/archive/church/reports/ir/html/ChurchIR_0014a.htm).
- Stephen R. Weissman, “U.S. Role in Lumumba Murder Revealed,” (July 22, 2002) at <http://allafrica.com/stories/200207220024.html>
- Stephen R. Weissman, “Congo-Kinshasa: New Evidence Shows U.S. Role in Congo's Decision to Send Patrice Lumumba to His Death,” (August 1, 2010) at <http://allafrica.com/stories/201008010004.html>

RRQ: Who killed Patrice Lumumba, and why? What do the circumstances of his death illustrate about Africa in the 1960s?

### **Week 11: Independence, Neo-Colonialism, and the Cold War**

Tu 10/27: Building a New Africa

- Shillington, ch. 29
- Sakai: Julius Nyerere, “The Arusha Declaration” (1967)

Th 10/29: Liberation Struggles in Southern Africa

- Shillington, pp. 416-428
- In class video excerpt: 17 minutes from Basil Davidson, “The Rise of Nationalism” (<https://www.youtube.com/watch?v=EUsgu32zuZ0>)

Discussion Section #8, F 10/30- M 11/2: Neo-colonialism?

- Sakai: Kwame Nkrumah, *Neo-Colonialism, the Last Stage of Imperialism* (1968)--read the Introduction and then quickly skim chapter 6
- Sakai: excerpt from Chinua Achebe, *A Man of the People* (1966)

RRQ: What, according to Nkrumah, is neo-colonialism? To what extent do you (or do you not) see evidence of it in this excerpt from Achebe's novel? OR: Who mobilized for independence in your country? By and large, did they get what they wanted in the two decades after independence? Where did you get your information?

**Week 12: Hardship and Hope**

Tu 11/3: Economic Disaster

- Shillington, ch. 30
- Keim, ch. 6, "We Should Help Them," pp. 83-102

Th 11/5: The End of Apartheid

- Sakai: Read Nelson Mandela's "Inaugural Address" in Crais and McClendon, *The South Africa Reader*, 470-72 and watch him give the speech at <http://www.youtube.com/watch?v=grh03-NjHzc>
- Shillington, pp. 428-31 and 477-78
- In class video excerpt from Frontline (PBS), "The Long Walk of Nelson Mandela" (2011), streamed from <http://digital.films.com.libproxy.lib.unc.edu/PortalViewVideo.aspx?xtid=56080>

Discussion Section #9, F 11/6-M 11/9: When and how did Africans get so poor?

- Sakai: "The problem with Africa (1980)" and "Structural adjustment in Ghana (1983-89)," both in the same pdf file, from *Africa and the West*
- Sakai: Frederick Cooper, "Development and Disappointment," chapter 5 of his *Africa Since 1940*, pp. 91-118
- Paper prospectus due.

RRQ: Was Structural Adjustment good for Ghana, or for other African countries? Why or why not? What was your country's experience with Structural Adjustment?

**Weeks 13-14: Explosions in the 1990s**

Tu 11/10: Crisis in Central Africa

- Shillington, pp. 475-477
- In-class video: "Forsaken Cries" (Amnesty International, 35 mins.) Please be warned: some of this is violent and disturbing.

Th 11/12: African Renaissance or the "Coming Anarchy"?

- Shillington, ch. 31 and pp. 470-477

- Frederick Cooper, "The Recurrent Crises of the Gatekeeper State," ch. 7 of his *Africa Since 1940* (feel free to skim the case studies)

Discussion Section #10, F 11/13- M 11/16: "Tribalism" in Modern Africa

- Keim, *Mistaking Africa*, ch. 8 "Africans Live in Tribes, Don't They?"
- Sakai: Read the Prologue and Introduction of *The Graves are Not Yet Full: Race, Tribe, and Power in the Heart of Africa*, by Bill Berkeley (2001), pp. 1-19

RRQ: (How) can we reconcile Berkeley's interpretation of tribalism as organized crime with Cooper's view of the "gatekeeper state"? Are these views compatible? How do they relate to "your" country?

Tu 11/17: HIV/AIDS in Africa

- Sakai: John Iliffe, "Intentions" and "Causation: A Synthesis," in his book *The African AIDS Epidemic: A History* (Ohio University Press, 2006), 1-2 and 58-64
- Be prepared to talk about "your" country's experience with HIV/AIDS.

Th 11/19: No Class – Writing day to work on your papers

Discussion Section #11, F 11/20-M 11/23: Paper Workshop

No RRQ this week. Bring a rough draft of your paper for peer review. (It's worth 5% of your course grade.)

**Weeks 15 and 16: Themes in Contemporary Africa**

Tu 11/24: Emigration

- Chimamanda Ngozi Adichie, "Checking Out," excerpted from her novel *Americanah* in *The New Yorker* magazine (March 18, 2013), at <http://www.newyorker.com/magazine/2013/03/18/checking-out>

Th 11/26: Thanksgiving Holiday

***No discussion sections this week.***

Tu 12/1: Africa Today

- **Papers are due in class**
- Shillington, pp. 480-81
- Sakai: "The Global War on Terror" and "Beyond the War on Terror," in Elizabeth Schmidt, *Foreign Intervention in Africa: From the Cold War to the War on Terror* (Cambridge University Press, 2013), 213-226

**EXAM WEEK**

Final examination: Thursday, Dec. 10 at 4:00pm.