

**HISTORY 130 – Spring 2022**  
**Modern African History: Profiteers and Visionaries**

**Professor Lisa Lindsay, with**  
**Teaching Assistants Nancy Andoh and Susannah Haury**



**Lectures:** Tues/Thurs 12:30-1:45pm in Peabody 1040

**How to Contact Dr. Lindsay:**

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

(also on Twitter: [@LisaALindsay](https://twitter.com/LisaALindsay) for history, UNC, and African studies)

**How to contact your TAs:**

Nancy Andoh: [anancy@email.unc.edu](mailto:anancy@email.unc.edu)

Susannah Haury: [sjhaury@email.unc.edu](mailto:sjhaury@email.unc.edu)

**Discussion Sections:**

600	Thurs. 5:00-5:50	Phillips 212	603	Friday 12:20-1:10	Genome 1373
601	Friday 3:35-4:25	Dey Hall 0401	604	Friday 9:05-9:55	Murphey 0220
602	Thurs. 5:00-5:50	Greenlaw 0104	605	Friday 2:30-3:20	New East 0201

**Additional information:** The course website on Sakai 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. Please consult it frequently.

**Spring 2022 Course Delivery:** As long as it is possible to do so safely, we will be meeting in person this semester. I understand the ongoing COVID-19 pandemic may require changes to this plan and will be monitoring the situation closely. If I need to change the format of the course temporarily due to outbreaks of illness, I will announce this via email and the course Sakai site.

I also understand that students will occasionally have to miss class. For that reason, I intend to make an audio recording of every lecture, which I will post online along with the class PowerPoint. Discussion sections will not start until the third week of class and will not meet every week. When they do, there will be a quiz given in discussion section meetings, but three of the grades for those may be dropped. All of these measures are intended to help you keep up with the class, even in our challenging health situation.

## **COURSE OVERVIEW AND OBJECTIVES**

From the late 19th Century to our own time, a historical parade of idealists, activists, and rulers have tried to remake Africa – its economy, its politics, and its culture – into something new, profitable, or revolutionary. In HIST 130 we will consider these ambitious projects, undertaken by both outsiders and Africans, to build a new Africa. In doing so, your intellectual horizons will broaden in three ways:

First, you will become familiar with the basic outlines of African history over about the past century and a half. These years encompass European colonization and African resistance to it, the emergence of independent African nations, and the ongoing challenges and achievements of the postcolonial period. Knowing about these phenomena makes you a more conscientious citizen of the world, attentive to how current situations came to be, and equips you for future engagement with international politics, economics, cultures, and societies.

Second, like all history classes, this course hones your ability to analyze and communicate. You will receive encouragement and practice in questioning assumed knowledge, examining sources carefully and critically, constructing evidence-based arguments, placing current events in historical perspective, and communicating effectively in both written and oral form. These essential skills will serve you professionally and personally for the rest of your lives.

Finally, by focusing on attempts to build a new Africa—in politics, economics, society, or culture—this course is intended to stimulate your own creativity. How would you like to remake your world, at a global, national, local, or even campus level? In learning how others have attempted to put their dreams into action, perhaps your own visionary projects can be inspired.

## **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 Thursday afternoons and Fridays).<sup>\*</sup> In other words, the course is organized into "weeks" that are conceptualized as

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<sup>\*</sup> This semester, while we are in the midst of a global pandemic, all enrolled students are required to wear a mask covering your mouth and nose at all times in our classroom. This requirement is to protect our educational community — your classmates and me — as we learn together. If you choose not to wear a mask, or wear it improperly, I will ask you to leave immediately, and I will submit a report to the [Office](#)

"Tuesday lecture; Thursday lecture; Discussion Section." **Discussion section meetings will begin in Week 3.**

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 contains 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 Angola. (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. The final writing assignment will also relate to your assigned country, unless you request otherwise.

There's only one required book for this course: Kevin Shillington, *History of Africa* (4th edition, 2019). In addition, we will read articles and book chapters that are available on the course website (sakai.unc.edu) as .pdf files or online. Please annotate or take notes on your readings.

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[of Student Conduct](#). At that point you will be disenrolled from this course for the protection of our educational community. Students who have an authorized accommodation from Accessibility Resources and Service have an exception. I also strongly urge you to get the COVID vaccine, if you have not done so already, so that you will be part of the solution to this collective menace. For additional information, see [Carolina Together](#).

## OFFICE HOURS

Prof. Lindsay and the teaching assistants enjoy meeting individually with you to answer questions, provide guidance, and address issues as they arise over the course of the semester. To that end, we have scheduled regular office hours and are available at other times by appointment. We encourage you to take advantage of these opportunities for one-on-one consultation. Email has its uses, such as providing us a quick alert when there is a problem. For more complex matters, please consult with us in person during office hours.

## GRADING

I am glad you are in this course and I will do everything I can to help you do well. To succeed, you will also have to do your part and accept certain responsibilities. 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.
- Quizzes: To prompt you to do the reading and pay attention in class, there will be short quizzes given in every discussion section meeting. They will cover material from lecture and readings and will focus on big ideas, events, or personnel rather than details. Make-ups will not be given, but your three lowest grades on these will be dropped. Altogether, the quizzes count for 25% of your course grade.
- 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 essay, due Feb. 18, worth 15% of your grade. Instructions will be posted on Sakai.
- A 5-7 page analytical paper on a current event, issue, or person in or from your assigned country *or* a novel written in or about your country. (You may also choose a topic from a different country with permission from your TA.) Whichever option you chose, you should bring historical analysis and information to bear on your examination of your topic. Instructions will be 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 13 (it's worth 5% of your course grade). The final paper is due to your TA by 5pm on April 19 and is worth 20% of your grade. Deadlines are firm: lateness will result in a reduction of your grade. Also, please be aware that all suspected cases of plagiarism will be turned over to the Honor Court for assessment.

- Final exam on May 3 at noon, 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.

## RESOURCES

The UNC **Learning Center** is a great resource both for students who are struggling in their courses and for those who want to be proactive and develop sound study practices to prevent falling behind. They offer individual consultations, peer tutoring, academic coaching, test prep programming, study skills workshops, and peer study groups. If you think you might benefit from their services, please visit them in SASB North or see their [website](#) to set up an appointment. The **Writing Center** is located in the Student and Academic Services Building and offers personalized writing consultations as well as a variety of other resources. You do not need a complete draft of your assignment to visit; they can help you at any stage! You can chat with someone in the writing center or set up as appointment on their [website](#).

UNC facilitates the implementation of reasonable accommodations, including resources and services, for students with disabilities, chronic medical conditions, a temporary disability, or pregnancy complications resulting in barriers to fully accessing University courses, programs, and activities. Accommodations are determined through the **Office of Accessibility Resources and Service** (ARS) for individuals with documented qualifying disabilities in accordance with applicable state and federal laws. See the [ARS Website](#) for contact information or email [ars@unc.edu](mailto:ars@unc.edu).

**CAPS** is strongly committed to addressing the mental health needs of a diverse student body through timely access to consultation and connection to clinically appropriate services, whether for short or long-term needs. Go to their [website](#) or visit their facilities on the third floor of the Campus Health Services building for a walk-in evaluation to learn more.

Any student who is suffering discrimination, harassment, interpersonal (relationship) violence, sexual violence, sexual exploitation, or stalking is encouraged to seek resources on campus or in the community. Please contact the Director of **Title IX Compliance** (Adrienne Allison – [Adrienne.allison@unc.edu](mailto:Adrienne.allison@unc.edu)), Report and Response Coordinators in the Equal Opportunity and Compliance Office ([reportandresponse@unc.edu](mailto:reportandresponse@unc.edu)), Counseling and Psychological Services

(confidential), or the Gender Violence Services Coordinators ([gvsc@unc.edu](mailto:gvsc@unc.edu); confidential) to discuss your specific needs. Additional resources are available at [safe.unc.edu](http://safe.unc.edu).

## 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.*

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.

**Courtesy during Classes:** Please be considerate of your classmates and instructors as best you can. This means doing what you can to minimize distractions and maximize attention. **Please turn off all cell phones and keep them off your desk.** Finally, you are on your honor not to open windows on your computer other than the Power Point, documents, and other materials associated with our class. In fact, I encourage you to take notes by hand, which has been correlated with better learning outcomes than typing notes (see a [summary](#) of this). I will post an outline of the lecture on Sakai before each class meeting; I will also post the class PowerPoints. It may be helpful to you to print the outline and write your notes directly onto your hard copy; you can also of course do this electronically.

**Courtesy in Debate:** Disagreement is an important part of intellectual discussion and a liberal education. Reasoned debate is a useful way of raising questions, evaluating evidence, and considering the validity of assumptions. Therefore, you should expect to disagree with the ideas or opinions of others, especially in your discussion sections. Please always disagree in a respectful manner and with an open mind, with the goal of developing more complete and compelling understandings of the issues at stake. Treat others as you would like to be treated; and if comments or dynamics in class make you feel uncomfortable or silenced, please let a member of the teaching team know.

**Deadlines:** In the event that you cannot turn in an assignment on the due date, you must request an extension your TA before the date of the assignment. Unexcused late papers will generally be marked down one grade increment (A to A- to B+, etc.) for each day past the due date.

## SCHEDULE OF COURSE MEETINGS AND READINGS

Please note: Each "week" is conceptualized as "Tuesday lecture, Thursday lecture, and Discussion Section.

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

### Weeks 1 and 2: Introduction and Background

Tu 1/11: Welcome! Introduction to African history and this course

- Read Shillington, Introduction (pp. 1-6)

Th 1/13: West and East Africa before Colonialism

- Shillington, chapters 16-17 (beginning with p. 247) and pp. 281-288

Tu 1/18: Southern and Northern Africa by the 19<sup>th</sup> Century

- Shillington, chapters 20-21

Th 1/20: Missionaries, Explorers, and the Scramble for Africa

- Shillington, chapter 18 and pp. 327-338
- Watch [this excerpt](#) (5 minutes) from "The Magnificent African Cake"
- In class video excerpt from Basil Davidson's documentary, ["The Bible and the Gun"](#) (1987), (8 mins.)
- In-class country lottery

### Weeks 3 and 4: European Ambitions and African Strategies

Tu 1/25: Conquest and Resistance in West and East Africa

- Shillington, remainder of ch. 22 (pp. 338-350)

Th 1/27: Conquest and Resistance in Southern Africa

- Shillington, ch. 23
- Sakai (under "Resources--Readings"): The Rudd Concession, 1888
- In class video excerpts from ["The Bible and the Gun"](#)

*Discussion Section #1, Th 1/27-F1/28: 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). (A good place to start getting information is <http://exploringafrica.matrix.msu.edu/country-overview/>.)

- 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?”)
- Consider: 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?

Tu 2/1: The Scramble for Riches in the Heart of Darkness

- Shillington, pp. 367-372
- 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.

Th 2/3: How Colonizers Extracted Resources from Africa

- Shillington, pp. 372-94

Discussion Section #2, Th 2/3-F 2/4: 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 [here](#), but the shorter version posted on Sakai will suffice for our purposes.)
- Consider: 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 2/8: How Colonizers Attempted to Maintain Control of Africa

- Shillington, pp. 394-404

Th 2/10: Capitalism and Segregation in South Africa

- Review Shillington pp. 351-56 and 363-65 and read pp. 405-6
- Sakai: Charlotte Maxeke, “Social Conditions among Bantu Women and Girls,” (1930) in *Africa and the West*
- Look at the [Constitution of the African National Congress](#) (1919)
- Be prepared to sing (and understand) “Nkosi Sikelel’ iAfrika (God Bless Africa),” written by Enoch Sontonga and Samuel E. Mqhayi. Here are some examples:  
<https://www.youtube.com/watch?v=gh-uFTlgd1A>  
[https://www.youtube.com/watch?v=c\\_AmiBBn4SM](https://www.youtube.com/watch?v=c_AmiBBn4SM)  
<https://www.youtube.com/watch?v=PKQ5zF6WA9o>

Discussion Section #3, Th 2/10-F 2/11: Indirect Rule and the Creation of "Tribes"

- Sakai: "Frederick Lugard instructs his officials on how to implement indirect rule (1913-18)," from *Africa and the West*
- Sakai: Africa Policy Information Center, "[Talking about 'Tribe'](#)"
- Consider: 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 2/15: Living with Colonialism

- Review Shillington, pp. 379-82 and 398-404
- Sakai: Togo School Exam (1909)
- In class video excerpt: about 15 minutes of "Afrique, je te plumerai" (Jean-Marie Teno, 1992, Cameroon). For information about the film, see <http://newsreel.org/video/AFRIQUE-JE-TE-PLUMERAI>

Th 2/17: WWII and its Aftermath

- Shillington, ch. 26 and pp. 419-20
- Read "The impact of World War II" (1941-45), from *Africa and the West*

No Discussion Section—work on your essays

Friday, 2/18: \*midterm essay due\*

**Week 7: Turning Points**

Tu 2/22: *Apartheid* in South Africa

- Shillington, pp. 457-61

Th 2/24: Peaceful Transitions in West Africa

- Shillington, pp. 417-426
- Sakai: Kwame Nkrumah: "Freedom! Freedom! Freedom!," in *Africa and the West*, 326-8
- Watch excerpts from Basil Davidson, "The Rise of Nationalism," labeled as "[kwame Nkrumah - African Nationalism 1950's](#)"
- In-class video excerpt: "1947: Freedom Now," from the PBS series, "The People's Century"

Discussion Section #4, Th 2/24-F 2/25: 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
- Consider: 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?

### Week 8: Independence and the Cold War

Tu 3/1: The Turn to Violence: Algeria, Kenya, and South Africa

- Read Shillington, pp. 426-8, 433-39, and the text box on 442
- Sakai: Wambui Otieno, "Mau Mau's Daughter" (1954), from *Africa and the West*
- Optional: listen (before class) to the Radiolab podcast "[Mau Mau](#)" (July 3, 2015)
- In-class video excerpts: "[The Battle of Algiers](#)" and "1947: Freedom Now"

Th 3/3: The Congo Crisis and the Cold War in Africa

- Shillington, pp. 439-444
- 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*
- Watch "[Congo Independence Crisis 1960 \(Lumumba's Assassination\)](#)" (20 minutes, originally from *Cuba: An African Odyssey*)

(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 #5, Th 3/3-F 3/4: 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 [here](#).
- Stephen R. Weissman, "[U.S. Role in Lumumba Murder Revealed](#)," (July 22, 2002)
- 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)
- Consider: Who killed Patrice Lumumba, and why? What do the circumstances of his death illustrate about Africa in the 1960s?

### Week 9: Building New Nations

Tu 3/8: Building a New Africa

- Shillington, ch. 30 to p. 481
- Sakai: Julius Nyerere, "The Arusha Declaration" (1967)

Th : 3/10: Biafra and oil in Nigeria

- Shillington, pp. 476-78

Discussion Section #6, Th 3/10 and F 3/11: Neo-colonialism?

- Sakai: Kwame Nkrumah, *Neo-Colonialism, the Last Stage of Imperialism* (1968), Introduction
- Sakai: "Nkrumah on pan-Africanism as an answer to neo-colonialism," in *Africa and the West*, 344-7
- Sakai: excerpt from Chinua Achebe, *A Man of the People* (1966)
- Consider: 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?

**Week 10: Spring Break**

**Week 11: Enter the Generals**

Tu 3/22: 1970s military governments (Uganda, Ethiopia, Somalia)

- Shillington, pp. 428-432 and 476-478

Th 3/24: Liberation Struggles in Southern Africa

- Shillington, pp. 448-461
- Watch "[CIA Covert Operations Angolan Civil War 1975 – John Stockwell](#)," (18 minutes)

No Discussion Section

- Paper prospectus due to your TA

**Week 12: the 1980s**

Tu 3/29: SAP and Sankara

- Shillington, ch. 31
- Read Sean Jacobs, "[The Upright Man, Thomas Sankara](#)," (2016)
- Look at [GDP per capita in African countries by decade](#) (especially look for your country)

Th 3/31: The End of Apartheid

- Shillington, pp. 461-65
- Sakai: Read Nelson Mandela's "Inaugural Address" in Crais and McClendon, *The South Africa Reader*, 470-72 and [watch him give the speech](#)
- Video excerpts: Connie Field, "Free at Last" (2010)

Discussion Section #7, 3 3/31 and F 4/1: 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
- Consider: 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: 1990s--Hardship and Hope

Tu 4/5: No Class

- Work on your papers

Th 4/7: Crisis in Central Africa

- Shillington, pp. 444-445 and 496-8
- Fergal Keane, "An Intimate Genocide," in *Africa and the West*
- Jeffrey Gettleman, "[The World's Worst War](#)," *New York Times* (Dec. 15, 2012)

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

Discussion Section #8, Th 4/7-F 4/8: Paper Workshop

Bring a rough draft of your paper for peer review. (It's worth 5% of your course grade.)

Tu 4/12: African Renaissance or the "Coming Anarchy"?

- Shillington, pp. 492-5 and pp. 481-82
- Frederick Cooper, "The Recurrent Crises of the Gatekeeper State," ch. 7 of his *Africa Since 1940* (feel free to skim the case studies)

Th 4/14: NO CLASS – "wellness day"

No discussion sections – be well!

### Weeks 15-16: Themes in Contemporary Africa

Tu 4/19: Emigration

- Chimamanda Ngozi Adichie, "[Checking Out](#)," excerpted from her novel *Americanah* in *The New Yorker* magazine (March 18, 2013)
- **Papers are due by 5pm**

Th 4/21: HIV/AIDS in Africa

- Shillington, pp. 502-3
- 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
- "Thabo Mbeki on AIDS and Poverty in Africa," in *Africa and the West*
- Be prepared to talk about "your" country's experience with HIV/AIDS, Ebola, and/or COVID-19

No discussion sections

Tu 4/26: Wrap Up: Africa Today

- Shillington, pp. 498-506

**Final examination:** Tuesday, May 3 at 12:00pm.