

History 3430/Winter 2007  
**The Making of Colonial Africa (c. 1850-1930)**

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In the mid nineteenth century, Africa was undergoing profound social, political and economic change on many fronts including the rise of new classes of peasants and merchants exploiting new cash crops, the spread of slavery after the decline of the Atlantic Slave Trade, white settlement in the northern and southern extremities, and Moslem reform movements. The formal partition of the continent into European colonial possessions late in the century added yet another shock, as new colonial regimes sought to channel African production to serve imperial needs. This course examines aspects of African social and economic history through the late precolonial and early colonial years to assess how -- and how deeply -- colonial agendas to remake Africa as a colonial system affected African societies. Our examination of this history will also explore how historians writing in various time periods have approached these questions differently.

### Class Format

The class will be divided up into five permanent groups for purposes of organization. After the initial introductory lectures, each class will usually start with a member of a certain group presenting an oral precis of a particular reading. This presentation will be followed by a critique of this presentation by members of another group. For a reading marked P1/C3, for example, someone from Group 1 provides the precis; someone from Group 3 initiates the critique/commentary. Discussions will then follow based on questions provided in advance, on comments raised by the critique group, or on issues raised in class. Everyone will be expected to do all the readings each week, and to join in the general discussion. You will be assessed individually, not by group. On occasion we may depart from this format to engage in debates, role playing scenarios, and other class activities.

Each **Precis** should be no more than half a page long, and focus on answering these questions for the article or chapter at hand: Why did the author bother to write this piece? What is the argument being made? How is this argument made? The précis will be marked on the oral presentation, but following each class precis writers will be asked to revise their submission as needed and submit it to me by email attachment so that I may compile an electronic précis compendium as a class resource.

**Critiques.** This function will shift as the class progresses. Initially the critiques will correct or improve the precis as presented. Critiques should be based on a thorough familiarity with the article, and speak to gaps between your assessment of it and the presenter's. Later in the course the critique group will also comment on the qualities of the argument being made by the author under discussion.

**Questions**, set out below with each topic, can provide a starting point for discussions. Discussions might also start from questions raised in class. Members of the presenting group and their critics will be expected to guide and inform these discussions.

### Course Assessment

#### Breakdown

Class participation	20%	Every class
Research Paper Proposal	5%	January 26
Short Essay	20%	February 9
Research Paper	35%	March 16
Final exam	20%	April 13

#### Class Participation (20% Every class)

History is best pursued through active discussion based on careful reading; the class participation mark will be an assessment of your general contribution to this process, NOT ONLY for assigned functions in role playing, precis etc. Each class member should endeavour to do a fair share of their group=s precis and critique assignments.

#### Research Paper Proposal (5%. Due January 26)

You must design your topic in consultation with me. Consult the Aresearch paper starter kit.@ After we have discussed your interests, you must submit a description of your topic *as a question*, in writing, for my written approval. This short description should include enough of your bibliography to indicate that you are on the right track, and an account of the approach you intend to take in answering your question. The entire proposal should fit on one or two pages. N.B: Submitting this description is *mandatory*; no essay will be accepted which has not been approved in writing by me.

#### Short Essay (20%. Due February 9)

A question will be announced in a few weeks, based on the class reader. This essay will be about 8 pages or 2000 words, double-spaced and in typeface. **LATE PENALTIES WILL APPLY!**

#### Research Paper (35%. Due March 16)

The length may vary slightly according to topics, but the target should be about 15 double-spaced, typed pages, or about 3500 words.

THE TERM PAPER IS DUE AS INDICATED. LATE PENALTIES WILL APPLY TO LATE PAPERS. NO PAPERS WILL BE ACCEPTED AFTER THE FINAL EXAM DATE, EXCEPT FOR EXCEPTIONAL REASONS AND BY PRIOR ARRANGEMENT.

#### Final Exam (20%, take-home. Due Friday April 13)

A short lists of questions will be provided some weeks before the end of term.

### On Plagiarism

All students in this class are to read and understand the policies on plagiarism and academic honesty referenced in the Policies and Student Resources sections of the [plagiarism.dal.ca](http://plagiarism.dal.ca) website. Ignorance of such policies is no excuse for violations.

Dalhousie University subscribes to Turnitin.com, a computer-based service which checks for originality in submitted papers. Any paper submitted by a student at Dalhousie University may be checked for originality to confirm that the student has not plagiarized from other sources. Plagiarism is considered a serious academic offence which may lead to loss of credit, suspension or expulsion from the University, or even the revocation of a degree. It is essential that there be correct attribution of authorities from which facts and opinions have been derived. At Dalhousie there are University Regulations which deal with plagiarism and, prior to submitting any paper in a course, students should read the Policy on Intellectual Honesty contained in the Calendar or on the Dalhousie web site. The Senate has affirmed the right of any instructor to require that student papers be submitted in both written and computer-readable format, and to submit any paper to a check such as that performed by Turnitin.com. As a student in this class, you are to keep an electronic copy of any paper you submit, and the course instructor may require you to submit that electronic copy on demand. Copies of student papers checked by this process will be retained by Turnitin.com.

### Books

The only book to purchase is the class reader, available at Julia's Photocopying, in the apartment building at Cobourg and LeMarchant Streets (1525 LeMarchant, 425-4722). Many of the readings are available not in the reader, but through Novanet on-line, as noted below.

### Topic List

There are more sessions than topics. We will move through this list in order, setting the schedule for each upcoming week according to our progress. In this list, "AP1/C3" means the presentation will be by someone in Group 1 and the critique/question will be from someone in Group 3.

#### **I Contexts and Concepts**

- P1/C3 G. Balandier, "The Colonial Situation: a Theoretical Approach," in Immanuel Wallerstein, *Social Change: The Colonial Situation* (1966), pp. 34-61.
- P2/C4 Frederick Cooper, "The Rise, Fall and Rise of Colonial Studies," in Cooper, *Colonialism in Question* (2005)

Possible Discussion Questions: What kinds of power relations does and Balandier see operating in a colonial situation? How does Cooper's view differ? Should colonial rule be seen as a two-way relation between colonizers and colonized?

## **II Agendas of Resistance: Perspectives on Maji Maji**

- P3/C5 John Iliffe, "The Organization of the Maji Maji Rebellion," @ *Journal of African History* 8 (1967): 495-512 [On-line]
- P4/C1 C.G.K. Gwassa, "Kinjikitile and the Ideology of Maji Maji," @ in T.O. Ranger and I.N. Kimambo, eds., *The Historical Study of African Religion* (1972), pp. 202-17.
- P5/C2 Thaddeus Sunseri, "Famine and wild pigs: gender struggles and the outbreak of the Maji Maji War in Uzaramo (Tanzania)," *Journal of African History* 38 (1997): 235-59. [On-line]
- P1/C3 Jamie Monson, "Relocating Maji Maji: the Politics of Alliance and Authority in the Southern Highlands of Tanzania, 1870-1918," @ *Journal of African History* 39 (1998): 95-120 [On-line]
- Possible DEBATE:** Groups 3 and 4 will defend the nationalist position on Maji Maji against the critique of groups 1 and 5.

## **III Building Colonial Order**

- P2/C4 Bruce Berman and John Lonsdale, "Coping with the Contradictions: the development of the colonial state in Kenya, 1895-1914," @ *Journal of African History* 20 (1979): 487-505. [On-line]
- P3/C5 Bonny Ibhawoh, "Stronger than the Maxim Gun: Law, Rights, and Justice," in Ibhawoh, *Imperialism and Human Rights* (2007), 55-84, 189-93.
- P4/C1 Elizabeth Schmidt, "Patriarchy, Capitalism and the Colonial State in Zimbabwe," @ *Signs* 16 (1991): 732-56. [On-line]
- P5/C2 Teresa Barnes, "The Fight for Control of African Women's Mobility in Colonial Zimbabwe, 1900-1939," @ *Signs* 17 (1992): 586-608. [On-line]
- Possible Discussion Questions:** How effective were the early colonial states in achieving their goals? Did their early problems get solved with time? What powers could Africans wield against the early colonial state? Which state powers were the easiest to acquire? Which were the most elusive?

## **IV Colonial Conquest: Dialectics of Domination and Emancipation**

- P1/C3 Toyin Falola, "The End of Slavery Among the Yoruba," @ *Slavery and Abolition* 19, 2(1998): 232-49.
- P2/C4 Ishmail Rashid, "Do Dady nor Lef me Make dem Carry me=: Slave Resistance and Emancipation in Sierra Leone, 1894-1928," @ *Slavery and Abolition* 19, 2(1998): 208-31
- P3/C5 Laura Fair, "Dressing up: Clothing, Class and Gender in Post-Abolition Zanzibar," @ *Journal of African History* 39, (1998): 63-94. [On-line]
- Possible Discussion Questions:** Why was abolition a problem for colonial regimes? What does the story of colonial abolition tell us about power relations in early colonial society?

### **V Chiefs and Change: Perspectives on Asante Chieftancy**

- P4/C1 Kwame Arhin, "The Pressure of Cash and its Political Consequences in Asante in the Colonial Period," @ *Journal of African Studies* 3 (1976): 453-68.
- P5/C2 Gareth Austin, "Capitalists and Chiefs in the Cocoa Hold-ups in South Asante, 1927-38," @ *International Journal of African Historical Studies* 21,1(1988): 63-95. [On-line]
- P1/C3 Roger Gocking, "Indirect Rule in the Gold Coast: Competition for Office and the Invention of Tradition," @ *Canadian Journal of African Studies* 28, 3(1994): 421-45. [On-line]
- P2/C4 Sara Berry, "Unsettled Accounts: Stool Debts, Chieftancy Disputes and the question of Asante Constitutionalism," @ *Journal of African History* 39 (1998): 39-62. [On-line]

**Possible Discussion Questions:** How traditional was Asante chiefly power in the colonial era? In what sense were Asante chiefs subordinated to colonial authorities? Could it be said that they enjoyed some sort of autonomy?

### **VI Culture and Colonial Control**

- P3/C5 Timothy Burke, "Education, Domesticity and Bodily Discipline," @ in Burke, *Life Buoy Men and Lux Women: Commodification, Consumption and Cleanliness in Modern Zimbabwe* (Durham NC, 1996), pp. 35-62.
- P4/C1 Randall Packard, "The 'Healthy Reserve' and the 'Dressed Native': Discourses on Black Health and the Language of Legitimation in South Africa," @ *American Ethnologist* 16, 4(1989): 686-703. [On-line]
- P5/C2 John Pape, "Black and White: the 'Perils of Sex' in Colonial Zimbabwe," @ *Journal of Southern African Studies* 16 (1990): 699-720. [On-line]

**Possible Discussion Questions:** Were cultural tools important means of controlling Africa? Did the colonizers think they were important? Are there common cultural patterns to these case studies?

### **VII Schools of Invention: the Educated Elite and Identity**

- P1/C3 Thomas Spear, "Neo-traditionalism and the Limits of Invention in British Colonial Africa," *Journal of African History* 44, 1(2003): 3-27.
- P2/C4 Neil Kodesh, "Renovating Tradition: the Discourse of Succession in Colonial Buganda," *International Journal of African Historical Studies* 34, 3 (2001): 511-541. [On-line]
- P3/C5 Nicholas Cope, "The Zulu Petit Bourgeoisie and Zulu Nationalism in the 1920s: Origins of Inkatha," *Journal of Southern African Studies* 16, 3(1990): 431-51. [On-line]

**Possible Discussion Questions:** What was "tradition" all about in early colonial politics? Why are western-educated Africans prominent in these stories of ethnogenesis? How freely can these identities be invented?

### **VIII AClerks@ and AConquerors@: Colonial Society Illustrated**

- P4/C1 Benjamin Lawrance, "Petitioners, 'Bush Lawyers', and Letter Writers: Court Access in British-Occupied Lomé," in Benjamin Lawrance, Emily Osborne and Richard Roberts, eds., *Intermediaries, Interpreters and Clerks: African Employees in the Making of Colonial Africa* (32006), pp. 94-114.
- P5/C2 Ruth Ginio, "Negotiating Legal Authority in French West Africa: The Colonial Administration and African Assessors, 1903-1918," in Benjamin Lawrance, Emily Osborne and Richard Roberts, eds., *Intermediaries, Interpreters and Clerks: African Employees in the Making of Colonial Africa* (32006), pp. 115-38.
- P1/C3 Emily Lynn Osborn, "A Circle of Iron=: African Colonial Employees and the Interpretation of Colonial Rule in French West Africa," *Journal of African History* 44, 1 (2003): 29-50.

Possible Discussion Questions: How do the colonial characters and social relations illustrated in this film relate to the accounts developed by the historians we have been reading?

### **IX Contesting the AWomen=s War@: Views of Aba 1929**

- P2/C4 Margery Perham, "The Aba Market Women=s Riot in Nigeria, 1929," in Perham, *Native Administration in Nigeria* (1937)
- P3/C5 Mbonu Ojike, "The Status of African Women," in Ojike, *My Africa* (1946), pp. 165-79.
- P4/C1 Judith Van Allen, "Aba Riots= or Igbo >Women=s War=: Ideology, Stratification, and the Invisibility of Women," in N. Hafkin and E.G. Bay, eds., *Women in Africa* (1976), pp. 59-85.
- P5/C2 John N. Oriji, "Igbo Women from 1929-1960," *West Africa Review* 2, 1(2000): 1-23 [on-line at [www.westafricareview.com](http://www.westafricareview.com), 8 Copyright 2000 Africa Resource Center]
- P1/C3 Misty Bastian, "Dancing Women and Colonial Men: the *Nwaobiala* of 1925," in Dorothy L. Hodgson and Sheryl A. McCurdy, eds., *A Wicked@ Women and the Reconfiguration of Gender in Africa* (2001), pp. 109-29

Possible Discussion Questions: What affected the visibility of women in colonial Africa? How pervasive were the patriarchal biases of the colonizers? Did women become less visible and less powerful under colonial rule?

### **X Insights and Inebriation: Drink and Domination in Colonial Societies**

- P2/C4 Charles Ambler, "Drunks, Brewers and Chiefs: alcohol regulation in colonial Kenya, 1900-1939," in S. Barrows and R. Room, eds., *Drinking: Behaviour and Belief in Modern History* (1991), pp. 165-183.
- P3/C5 Michael O. West, "Liquor and Libido: >Joint Drinking= and the politics of sexual control in Colonial Zimbabwe, 1920s-1950s," *Journal of Social History* 30, 3(1997): 645-67. [On-line]
- P4/C1 Simon Heap, "We Think Prohibition is a Farce=: Drinking in the Alcohol-Prohibited Zone of Colonial Northern Nigeria," *International Journal of African Historical Studies* 31 (1998): 23-51. [On-line]

Possible Discussion Questions: What can social histories focussed on alcohol tell us about colonial societies? About the power of the colonial state? Do these studies fall in line with Balandier=s sense of colonial relations? With Cooper=s?