Scope and Purpose
This course is a critical reading seminar on decolonization, nationalism, and citizenship in Africa since about 1940. Its focus is political history and political change in Africa from about World War II to the present. This was a fascinating time for political history, because the changes Africa was experiencing brought much hope for the future.

Decolonization, nationalism, and citizenship were closely linked in postwar African history. Decolonization designates the ending of colonial rule, the termination of colonial political status. Decolonization happened in various ways, by various means, and with idiosyncratic timing. Nationalism denotes the claim for and expression of nationhood among the world of recognized nations and states. Nationalism was malleable and could take many and changing forms, so it is often designated in the plural. Nationalisms were different one from the other in part because claims for and expressions of nation are (were) fundamentally ideological: nations are ideals, ideologically defined. Among the components of nationalist ideologies were notions about who did and did not belong (to the nation), what the purpose of the nation was, who was to benefit from it, who its enemies and opponents were, and who was to serve it. Nationalist ideologies, therefore, helped to define the possibilities and the nature of ideal citizenship. Citizenship refers to the variety of ways in which people were conceived of as participating in and legitimately governed by nation states, the ways in which individuals of various statuses interacted with the states claiming to represent particular nations, and the ways people of a country interacted with each other and expressed themselves politically.
What is a critical reading seminar? The definition of “critical” employed here is one “involving the objective analysis and evaluation of an issue in order to form a judgment”—one dictionary’s definition of the term. The dictionary in question illustrates “citizenship” with the following sentence: “professors often find it difficult to encourage critical thinking in their students.” To be critical is to parse, dissect, and analyze so as to discuss and understand intelligently. In the early years of African independence, there was relatively little critical examination of decolonization, nationalism, and citizenship, in part because scholars were busy celebrating them or participating in them instead. Decolonization, nationalism, and citizenship have now become major topics of independent, critical scholarly inquiry in African history, hence the reading material and the subject matter that is now available for this seminar.

Finally, Africa’s extraordinary human diversity has posed (and continues to pose) significant challenges for projects of decolonization, nationalism, and citizenship. Africa is a modern, cosmopolitan, diverse place. Despite this, it is often thought of (especially outside of Africa) as being relatively homogeneous. Human genome studies demonstrate that the greatest human genetic diversity among native populations of any continent is found in Africa. Linguistic research demonstrates the same about language: Africans speak more languages than do people on any other continent. African cultures and societies are similarly diverse. Like all continents, Africa has a history of in- and out-migration, some voluntary, some coerced. Migration into Africa has added to its already dizzying native diversity. Immigrants and descendants of immigrants include Euro-Africans (of different ethnicities and races), Asian-Africans (Indians, Chinese, and Indonesians especially), Arab-Africans from countries beyond Africa, Mediterranean-Africans (especially Lebanese, Greeks, and Turks), American-Africans, Jewish Africans of various origins, and more. To a significant extent, this course is an inquiry into the modern political management of Africa’s human diversity, a challenge for any society. In this respect, the lessons we will learn in this class, focusing on Africa, are universal to humankind.

In this seminar you will be exposed to how a number of scholars of Africa are today approaching the study of decolonization, nationalism, and citizenship during the postwar period. To maximize your ability to fully understand and discuss the complex reading material, all the reading (with one exception) will focus on the single colony/country of Tanzania in East Africa (Tanganyika was the name of the colony). Building on your knowledge of a single place as you read will help you to better grasp the background and implications of the topic at hand. Tanganyika was a colony of Britain, and for a variety of reasons Tanzania has become the subject of much scholarship on decolonization, nationalism, and citizenship.
Learning Outcomes
At the conclusion of this seminar, you will, in a critical and detailed manner, be able to:

- identify the characteristics and history of the racialized African nationalism that brought Tanganyika and other African colonies through decolonization to independence, and identify some of the influences that generated it.
- distinguish and discuss the variety of influences of African nationalism on colonial and postcolonial city and countryside.
- analyze a variety of political experiments engaged in by leaders and communities in post-colonial Tanzania, and discuss their origins, implementation, and outcomes.
- explain how and why city and countryside became key tropes (symbols) in nationalist rhetoric and practice.
- evaluate how nationalist and citizenship projects of the postcolonial period related to gender (relations between men and women), mobility, and generational differences.
- discuss the difference between political thinking and debate about nation and citizenship, on the one hand, and the ways in which people in the postcolonial period chose to live their lives as citizens on the other.

Required Books (Available in hard copy or electronically)
You may purchase hard copies of the books in the JHU bookstore or from internet vendors. Hard copies are also on print reserve in MSEL and may be checked out for short periods for reading or photocopying. You may be able to borrow library hard copies via “Borrow Direct” using the library’s online catalog (order ahead to make sure the books arrive on time). MSEL also has free electronic versions of some of these books accessible via the library catalog [I have indicated these books in brackets below]. You may also purchase electronic copies of the books from internet vendors, rather than using hard copies. **A combination of these strategies will help you minimize book costs.**


**Course Requirements**

1. Attendance and participation. Attend every class, read the assigned readings, and participate in the discussion. Any absence from class must be explained before class, not after it. Participation grades assigned by the instructors will be based on your record of attending class, verbal and written demonstrations of having read the assigned readings, and participation in class discussions.

2. Weekly Reading Journal posts, on Blackboard. Each week, students will submit short responses to the course readings on via Blackboard. Short means no more than one page of text (single-spaced), generally 2-3 paragraphs. An effective journal post takes the following form. The first paragraph answers the question: What was the argument of the assigned reading? The rest of the journal post may address any or all of the following questions: What do you think about the argument, and why? What did you find interesting, enlightening, difficult, problematic, or surprising about the reading? How does the reading relate to other works we have read? What questions do you have for in-class discussion? Journal posts are due before the beginning of each class (you will be unable to post your comments after class has begun). You may wish to bring a hard or soft copy of your journal comments to class and use them as a basis for your verbal participation.

3. Map Quiz. A map quiz of modern African country names. This will be administered at the beginning of class on February 15.

4. Midterm Exam Essays (2 of these). Each midterm exam essay will consist of one 5-page essay answer to a general question relating to the required readings and course discussions. The first midterm exam question will cover the reading through March 1 (Cooper, Glassman, Brennan); it will become available on February 22 and be due Saturday, March 3, at 11:59 pm by upload through Blackboard. The second midterm exam question will cover the reading from March 8 through April 5 (Hunter, Lal); it will become available on March 29 and be due Saturday, April 7, at 11:59 pm by upload through Blackboard.

5. Group Project & Report. The instructors will assign class groups of 3-4 people each. You will remain and work with your group throughout the semester. The group project timeline and instructions for your project will be found on Blackboard. The group task is to select a book from the list of books at the end of this syllabus and to read and discuss it together. That book should be carefully chosen by the group so as to inform a larger group discussion about decolonization, nationalism, and citizenship in Africa (you must all read the book, so choose one that will enable you to do so; sharing or each ordering
the book via “Borrow Direct” is a good idea). The group, from its deliberations, will write a project report (whose total length will be 5 pages per group member: a group of 3 will write a 15-page report, a group of 4 will write a 20-page report) that will combine insights from the course reading, the group book, and the group discussions and research. Instructions for the contents and nature of the group project and the report will be found on Blackboard. The group project report is due before or by Saturday, April 28, at 11:59 pm.

6. Final Exam Essay. A take-home final examination essay covering the final portion of the course, the readings for April 12 – May 3 (Ivaska, Callaci). This will consist of one 5-page essay answer to a general question relating to the required readings and course discussions. The exam question will be made available on May 3 and is due before or by Thursday, May 10, at 9 pm.

**Grading**

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<td>attendance, participation, reading (instructor-assigned)</td>
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<td>group project report</td>
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**Important Dates and Deadlines**

- February 15  Map quiz administered in class
- February 22  First midterm exam question made available
- March 3      First midterm exam due by 11:59 pm.
- March 29     Second midterm exam question made available
- April 7      Second midterm exam due by 11:59 pm.
- April 28     Group project report due by 11:59 pm
- May 3        Final essay question made available
- May 10       Final exam due by 9 pm.

**Reading Schedule**

- February
  - 1: Introduction Cooper, *Africa Since 1940* (entire book; but skip chapters 6 and 8).
- 8: Glassman, chapters 1-4.
- 15: Glassman, chapter 5-conclusion.
22: Brennan, introduction-chapter 3.

March
1: Brennan, chapter 4-afterward.

8: Hunter, introduction-chapter 4.

15: Hunter, chapter 5-conclusion.

29: Lal, introduction-chapter 2.

April
5: Lal, chapter 3-conclusion.

12: Ivaska, introduction-chapter 2.

19: Ivaska, chapter 3-conclusion.

26: Callaci, introduction-chapter 3.

May
3: Callaci, chapter 4-conclusion

Books

Nonfiction


**Fiction**