

## **Fall 2018 HIST 300 (002): Historical Method and Inquiry**

### **Legacies of Modern Colonialism:**

### **Europe, Africa & the Atlantic World, 1800-Late 1900s**

Dr. Benedict Carton, Robert T. Hawkes Professor of History, Tues. 7:20-10:00 PM, Innovation 317  
Office Rob B355B, Office Hours: Tues. 2:15-3:30 and 4:30-5:30 PM, or by appointment: [bcarton1@gmu.edu](mailto:bcarton1@gmu.edu)

#### **COURSE DESCRIPTION**

From the nineteenth century to the twentieth century, European colonialism profoundly shaped the continent of Africa and other (“New World”) societies with direct links to Africa. Lectures and discussions explore this recent history and the methodologies that scholars employ to examine it. Our course covers major themes, including the legacies of slavery and abolition; spread of “legitimate commerce” and pan-African thought; evangelical missionaries and African Christian revivals; “racial science” and Social Darwinism; and colonial scandals that inspired global human rights campaigns. A principal goal of this class is to teach students to locate and analyze primary and secondary sources. The final paper will need to develop a clear research question and historical argument, which critically interpret scholarship and context. Subject to approval, you may write a paper on any topic related to the themes above.

#### **CLASSROOM CONDUCT**

- 1. Please do NOT arrive late to class.**
- 2. Please turn OFF cell phones and all hand-held communication devices in class.**
- 3. You are not allowed to surf the web and write emails during class.**
- 4. Please do NOT eat or drink in class.**
- 5. When emailing your Professor, include the subject heading, “HIST 300”**
- 6. You are required to honor George Mason University’s academic policies and codes.**

#### **READINGS**

**(Books 2-4 are available for purchase at the Fairfax campus bookstore)**

1) Michael Galgano, J. Chris Arndt, and Raymond M. Hyser, *Doing History: Research and Writing in the Digital Age* (please buy **cheapest older (1<sup>st</sup>) edition from an online vendor**); 2) A. Adu Boahen, *African Perspectives on Colonialism*; 3) Adam Hochschild, *King Leopold’s Ghost*; and 4) Dennis Laumann, *Colonial Africa 1884-1994*. Supplemental readings will be made available over the course of the semester, either on Blackboard, in class or via email attachment. **You are required to complete the assigned readings before lecture and discussion.**

## **COURSE REQUIREMENTS**

The requirements include an in-class essay (10%), which will receive extensive written and verbal feedback from your peers and professor; a take-home essay that incorporates the in-class peer and professor feedback (10%); in-class library writing exercise (10%); mid-term exam (15%); final oral presentation on your research, with detailed paper outline (10%); 15-page research paper with bibliographic essay (30%); and class participation (15%). **Please note that if you stop attending class near the mid-semester mark, you will fail the course. Passing HIST 300 requires the prioritization of your educational goals.**

First In-class Essay	10%	<b>Sept. 18, 2018</b>
Take-home Essay	10%	<b>Oct 2, 2018</b>
Library Writing Exercise	10%	<b>Oct. 16, 2018</b>
Midterm Exam	15%	<b>Oct. 23, 2018</b>
Oral Presentation & Detailed Paper Outline	10%	<b>Nov. 20 &amp; 27, 2018; Dec. 4, 2018</b>
Final Paper	30%	<b>Dec. 14, 2018, 4:00 PM</b>
Class participation	15%	<b>Full semester for 1-class-per-week course</b>

## **ACADEMIC INTEGRITY**

GMU is an Honor Code university. Please see the University Catalog for a full description of the code and the honor committee process. The principle of academic integrity is taken seriously and violations are treated gravely. What does academic integrity mean in this course? When you are responsible for a task, you will perform that task. When you rely on any aspect of someone else's work, you will give full credit in the proper (academically accepted) form. Another aspect of academic integrity is the free play of ideas. Vigorous discussion and open debate are encouraged in this course, with the firm expectation that all aspects of our class will be conducted with civility for different ideas, perspectives, and traditions. When in doubt, please ask for guidance and clarification.

## **GMU EMAIL ACCOUNTS**

Crucial messages about the requirements of HIST 300 will be sent to your university email. Thus, students must use their gmU.edu account to receive this important information.

## **DISABILITIES, ACADEMIC ACOMMODATIONS & RELIGIOUS OBSERVANCES**

If you are a student with a disability and you need academic accommodations, please contact the Office of Disability Services (ODS) at 703-993-2474. All academic accommodations must be arranged through that office. The professor respects all religious observances.

## **OTHER IMPORTANT CAMPUS RESOURCES**

WRITING CENTER: Rob A114; (703) 993-1200; <http://writingcenter.gmu.edu/>  
UNIVERSITY LIBRARIES: <http://library.gmu.edu/>  
COUNSELING AND PSYCHOLOGICAL SERVICES: (703) 993-2380.

## METHODS OF EVALUATION

**Attendance and Participation:** Students are fully expected to attend all meetings of this “compressed” course, i.e., lectures, discussions, library session, exam reviews, exams, and oral presentations. The in-class exercises require knowledge of lectures and the readings. Please be prepared to ask questions and think critically. **I strongly advise that you take notes in class.** To be considered for a good grade, you must finish assignments in a timely fashion, receive solid grades, and participate to the best of your ability in discussions. **If you have poor class participation**—due largely to absences, i.e., non-presence in discussions—your final grade will fall dramatically. In other words, if you average a B+ on assignments and have poor class participation, your final course mark could be C+ or lower. **I will not re-teach a missed class via email or in an office conference. Nor will I customize this course to fit a student’s work or personal schedule.** These two statements are in accordance with pedagogical regulations at GMU and your professor’s social contract with his students.

**Writing Standards:** A good essay must answer the question posed, present a clear argument, and critically evaluate a range of sources. Muddled prose, poor grammar, and superficial documentation will reduce your grade. Throughout the semester, we will discuss examples of excellent historical writing and rigorous research.

**Exams and Paper Deadlines:** In accordance with university regulations, professors in the Department of History and Art History re-schedule exams and paper deadlines after receiving written documentation of a medical or family emergency; **this documentation must be verified by the Dean of Student Life.** Work-related and personal/family obligations (business trips, personal holidays, graduation ceremonies, etc.) are not adequate excuses for re-scheduling an exam or obtaining an extension. **YOUR PAPERS WILL BE PENALIZED ½ A GRADE POINT FOR EACH DAY LATE, including days on the weekend.**

## WRITING SYNTHESIS AND INTENSIVE (WI) FULFILLMENT

This course fulfills the writing-intensive requirement for the History major. It does so through one 300-word in-class essay, one 500-word take-home essay, and one 500-word detailed outline. You will also write a 3500-word research paper, which includes a 700-word bibliographic essay. This final project is due on December 14, 2018. During the semester, I will provide extensive verbal feedback and written commentary on your writing assignments. My feedback will be designed to help you finish your research, write clear drafts, and revise your major paper. **The due dates appear below in the “2018 Fall Semester Schedule.”**

## STUDENTS AS SCHOLARS COURSE AND FUTURE EMPLOYMENT

This is a *Students as Scholars* course that seeks to accomplish the following goals: “Students will articulate a scholarly question; engage in the key elements of the scholarly process; and situate the concepts, practices, or results of scholarship within a broader context.” **HIST 300 graduates use their scholarly skills in different professional capacities.** Please visit OSCAR: Johnson Center Room 246; contact 703-993-3794 or [OSCAR@gmu.edu](mailto:OSCAR@gmu.edu); follow [www.facebook.com/oscargmu/](http://www.facebook.com/oscargmu/). For employment opportunities promoted by HIST 300, please visit: <https://www.studentopportunitycenter.com/#/>

## 2018 FALL SEMESTER SCHEDULE

### **Week 1: Aug. 28 – Course Introduction. This is always a mandatory class.**

We review the course syllabus and past 300 research papers/topics posted on Blackboard.

Read for Tues. Sept. 4<sup>th</sup> Michael Galgano, et al, *Doing History*, Introduction and Chapter 1; Binyavanga Wainaina, “How to Write About Africa,” *Granta*, 92-95 (a pdf of this article will be posted on Blackboard); Laumann, *Colonial Africa*, xi-xx.

### **Week 2: Sept. 4 –History with a Capital “H”/ Africa: Tribal Fictions and Troubling Facts/A Vast Continent and Politics of Historical Representation: People, Culture, and Agency.**

Read for Tues. Sept. 11<sup>th</sup> A. Adu Boahen, *African Perspectives*, 1-26; Laumann, *Colonial Africa*, 1-14; primary document: “Letter from a Missionary in the Field, Rev. John Philip, South Africa, 1833” (a pdf of this primary source will be posted on Blackboard).

### **Week 3: Sept. 11 – The African Renaissance in a 19<sup>th</sup>-century Global Age/Africa on the Eve of Colonial Encounters: European Ideas of Race and Civilizing Missions.**

**\*\*Essay Exam Review (primary-source analysis)\*\***

### **Week 4: Sept. 18 – \*\*\*IN-CLASS ESSAY \*\*\***

**In a 300-word in-class essay**, you will critically assess the ideas of civilization and barbarism in the “Letter from a Missionary in the Field, Rev. John Philip.” This 1-hour exercise accounts for 10% of your overall course grade. Soon after completing this essay, you will give it to a peer and she/he will devote 30 minutes to writing a constructively critical review in the margins of your exam book. I will collect your peer-reviewed essay and over the next week provide my constructive feedback. Your fully evaluated essay will be handed back on Tues. Sept. 25. Then, you will have one week to re-write the essay, incorporating peer/professor feedback and key citations to at least 3 of these assigned authors: Boahen, Laumann, Kearns, Blyden, and Kingsley (see below). Your enlarged and **typed 500-word essay**, with primary-source evidence and secondary-source analysis, **will be due in class on Tues. Oct. 2<sup>nd</sup>**; this assignment accounts for (an additional) 10% of your overall course grade.

Read for Tues. Sept. 25<sup>th</sup> Boahen, *African Perspectives*, 27-70; Laumann, *Colonial Africa*, 22-40, 43-48; G. Kearns, “The Imperial Subject: Geography and Travel in the Work of Mary Kingsley and Halford MacKinder,” *Transactions of the Institute of British Geographers, New Series*, 22, 4 (1997) (a pdf of this article will be posted on Blackboard); primary document Mary Kingsley, “The New Africa” (this web link displays 3 pages of this 4-page document) <https://books.google.com/books?id=NIIjPqDBomQC&pg=PR10&lpg=PR10&dq=mary+kingsley+a+letter+to+the+editor+of+the+new+afrika&source=bl&ots=Moxxr1YNwm&sig=JpEApw5SxO9r4mB8s-9ERl0jbao&hl=en&sa=X&ved=0ahUKEwjP5Y6WmtjOAhVMGsAKHZyhDIIQ6AEIITAB#v=onepage&q=mary%20kingsley%20a%20letter%20to%20the%20editor%20of%20the%20new%20africa&f=false>; primary document, Edward W. Blyden: “The African problem, and the method of its solution. The annual discourse delivered at the seventy-third anniversary of the American colonization society,” Church of the Covenant, Washington, D.C., 1890: [http://memory.loc.gov/cgi-bin/query/r?ammem/rbaapc:@field\(DOCID+@lit\(rbaapc03100div2\)\)](http://memory.loc.gov/cgi-bin/query/r?ammem/rbaapc:@field(DOCID+@lit(rbaapc03100div2)))

**Week 5: Sept. 25 – The European Scramble for Africa: Conquest in Stages (1880s)/Colonialism in Africa: Models of European Rule, Modes of Local Accommodation (1880-1910). LIBRARY CLASS NEXT WEEK, 10/2, MEETS IN FENWICK 1014B, 7:30pm**

Read for Tues. Oct 2<sup>nd</sup> Michael Galgano, et al, *Doing History*, Chapter 5. In addition, read for Tues. Oct 2<sup>nd</sup> and please get a head-start for Tues. Oct 16<sup>th</sup> by reading Adam Hochschild, *King Leopold's Ghost*, 1-5, **33-100**.

**Week 6: Oct. 2 – **\*\*500-word essay due in class\*\*** MANDATORY CLASS: RESEARCHING PRIMARY AND SECONDARY SOURCES IN DATABASES, LIBRARIES AND ARCHIVES. **PLEASE BRING A LAPTOP, IF YOU HAVE ONE!** **\*\*CLASS MEETS IN FENWICK, ROOM 1014B, AT 7:30 PM FOR PRESENTATION BY DR. GEORGE OBERLE.\*\*** In-class research techniques and bibliographic exercises.**

Read for Tues. Oct. 16<sup>th</sup> Laumann, *Colonial Africa*, 14-21, 48-50; Hochschild, *King Leopold's Ghost*, 1-5, **33-149** (see prior page requirements, 9/25, plus additional 49 pages).

**Week 7: Oct. 9 – **\*\*NO CLASS. TUESDAY CLASSES DO NOT MEET DURING THIS OCT BREAK, ACCORDING TO THE GMU REGISTRAR'S FALL 2018 CALENDAR.\*\*****

**Week 8: Oct. 16 – Private Colonialism and **\*\*Midterm Exam Review\*\***. **Bibliographic Library Exercise due** (this assignment accounts for 10% of your overall grade).**

**Week 9: Oct. 23 **\*\*IN-CLASS MID-TERM EXAM\*\*** **with essay component** (this midterm exam accounts for 15% of your overall grade).**

**RESEARCHING PRIMARY AND SECONDARY SOURCES IN DATABASES, LIBRARIES, AND ARCHIVES (a class discussion following the exam).**

Read for Tues. Oct. 30<sup>th</sup> Adam Hochschild, *King Leopold's Ghost*, 150-275; primary doc, "Leopold's Decree": <http://chnm.gmu.edu/worldhistorysources/unpacking/docsq4ex.php?s=one>; James White, "The Sanford Exploring Expedition," *Journal of African History* 8, 2 (1967) (Pdfs of the primary source and scholarly article will be posted on Blackboard).

**Week 10: Oct. 30 – How the Belgian King Got His Own Private Congo/ In the Heart of Darkness with Leopold's Propaganda and Ivory/Rubber Horrors.**

Read for Tues. Nov. 6<sup>th</sup> Hochschild, *King Leopold*, 150-275; B. Carton, "From Hampton [i]nto the Heart of Africa: How Faith in God and Folklore turned Congo Missionary William Sheppard into a Pioneering Ethnologist," *History in Africa*, 36 (2009) (a pdf of this article will be posted on Blackboard). Please read two of the three primary documents (below) on the Congo Reform Movement (please access these newspaper articles through GMU Library Databases):

**\*\*** "Hopes the President Will Aid Congo Reform." New York Times 17 Oct. 1904: 5. ProQuest Historical Newspapers<<http://mutex.gmu.edu:2068/pqdweb?did=101151125&Fmt=10&clientId=31810&RQT=309&VName=HNP>>.

\*\* "Secretary Morel to Speak in Boston." Boston Daily Globe 30 Sept. 1904: 5. ProQuest Historical Newspapers. <<http://mutex.gmu.edu:2068/pqdweb?did=711121032&Fmt=10&clientId=31810&RQT=309&VName=HNP>>.

**Week 11: Nov. 6 – Americans in the Congo and the Birth of an International Human Rights Campaign and Colonial “Reforms” (1900-1910).**

Read for Tues. Nov. 13<sup>th</sup> Hochschild, *King Leopold*, 276-306; Boahen, *African Perspectives*, 71-112; Laumann, *Colonial Africa*, 51-69; “Marcus Garvey in Africa,” excerpts from the *Negro World* and *Cape Argus* newspapers; “Pan-Africanists: W.E.B. Du Bois and Blaise Diagne” (pdfs of these primary sources will be posted on Blackboard).

Also a discussion: “The Nuts and Bolts of History Research Papers: Organizing and Analyzing Sources, Drafting Arguments, and Building Narratives.” We will review the parameters for the detailed outline, which will guide your oral presentation and final paper.

Please bring your copy of **Michael Galgano, et al, *Doing History*** to the Nov. 13<sup>th</sup> class.

**Week 12: Nov. 13 – Consolidating Colonialism and Rising Resistance: Africa in the Twentieth Century/Early Nationalist Movements, Freedom Struggles, and Pan-African movements (1910-1940).**

Also a discussion: “The Nuts and Bolts of History Research Papers: Organizing and Analyzing Sources, Drafting Arguments, and Building Narratives.” We will review the parameters for the detailed outline, which will guide your oral presentation and final paper. \*\*In this 11/13 class, you will need your copy of **Michael Galgano, et al, *Doing History***.\*\*

**Week 13: Nov. 20 – Student Oral Presentations on Final Research Project.**

We begin student oral presentations in this class (6 presentations). These presentations will receive verbal/written feedback from the professor and the presenter’s peers. This oral presentation accounts for 10% of your overall course grade. \*\*Presenters on this day must turn in their detailed outline to receive extensive feedback from their professor.\*\*

**Week 14: Nov. 27 – Student Oral Presentations on Final Research Project (6 presentations).**

These presentations will receive verbal/written feedback from the professor and the presenter’s peers. This oral presentation accounts for 10% of your overall course grade. \*\*Presenters on this day must turn in their detailed outline to receive extensive feedback from their professor.\*\*

**Week 15: Dec. 4 – Student Oral Presentations on Final Research Project (6 presentations).**

These presentations will receive verbal/written feedback from the professor and the presenter’s peers. This oral presentation accounts for 10% of your overall course grade. \*\*Presenters on this day must turn in their detailed outline to receive extensive feedback from their professor.\*\*

**\*\*YOUR FINAL PAPER IS DUE DEC 14<sup>th</sup> no later than 4:00 PM\*\***

This research paper, which accounts for 30% of your overall course grade, **must be saved in MSWORD and sent via email attachment** to [bcarton1@gmu.edu](mailto:bcarton1@gmu.edu). Please note the “1” in my email address. **Thank you and good luck.**