

Fall 2020 Semester, HIST 300 (DL1): Historical Method & Inquiry

Legacies of Colonialism and Liberation in Modern Africa

Dr. Benedict Carton, Mon/Wed, 10:30–11:45 AM, Synchronous. Office hours via Zoom appointment:
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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, including the United States. Lectures and discussions explore this recent history and the methodologies that scholars employ to examine it. Our course will cover a range of broad themes, including the legacies of slavery and abolition; spread of “legitimate commerce” and pan-African thought; evangelical missionaries and African revivals; “racial science” and Social Darwinism; and shocking colonial abuses that inspired 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 argument that critically interprets historical contexts. 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 Zoom classes.
2. Please turn OFF your cell phones during Zoom classes.
3. Please indicate whether your personal communication device accesses course content.
4. You are asked not to surf the Web and write personal emails during Zoom class.
5. When emailing your professor, please include the subject heading, “HIST 300.”
6. You are required to follow university academic policies and the Honor Code.

READINGS

The four required texts should be purchased (online) as soon as you receive your syllabus. Please use Amazon, AbeBooks, Powell’s, etc. 1) Michael Galgano, J. Chris Arndt, and Raymond M. Hyser, *Doing History: Research and Writing in the Digital Age* (buy **cheapest, slightly older or more recent edition**), e.g., https://www.abebooks.com/servlet/SearchResults?sts=t&cm_sp=SearchF-home--Results&kn=&an=Michael+Galgano%2C+J.+Chris+Arndt%2C+and+Raymond+M.+Hyser&tn=&isbn=0-11-1-11111-1 OR https://www.amazon.com/s?k=Michael+Galgano%2C+J.+Chris+Arndt%2C+and+Raymond+M.+Hyser&ref=nb_sb_noss); 2) A. Adu Boahen, *African Perspectives on Colonialism*, Johns Hopkins University Press edition (used) (https://www.amazon.com/African-Perspectives-Colonialism-Symposia-Comparative/dp/0801839319/ref=sr_1_1?dchild=1&keywords=boahen+african+perspectives+on+colonialism&qid=1597770232&sr=8-1); 3) Adam Hochschild, *King Leopold’s Ghost* (https://www.abebooks.com/servlet/SearchResults?sts=t&cm_sp=SearchF-home--Results&kn=King+Leopold&an=Hochschild&tn=&isbn=0-11-1-11111-1) and 4) Dennis Laumann, *Colonial Africa 1884-1994* (used and new) (https://www.amazon.com/Colonial-Africa-1884-1994-African-Histories/dp/0190647523/ref=sr_1_1?dchild=1&keywords=laumann+colonial+africa&qid=1597770554&sr=8-1 OR https://www.amazon.com/Colonial-Africa-1884-1994-African-Histories/dp/0190647523/ref=sr_1_1?dchild=1&keywords=Dennis+Laumann%2C+Colonial+Africa+1884-1994&qid=1597770358&sr=8-1)

Supplemental required readings will be posted to Blackboard. **You are fully expected to complete the assigned readings before scheduled Zoom lectures and discussions.**

COURSE REQUIREMENTS

The requirements include an in-class (Zoom session) essay (10%), which will receive extensive written and verbal feedback from a peer and your professor; a take-home essay incorporating the peer- and professor-feedback (10%); an in-class (Zoom session) library writing exercise (10%); an in-class (Zoom session) mid-term exam (15%); in-class (Zoom session) oral presentation on your research, with detailed 600-word research outline submitted on presentation day (10%); the 3500-word final paper, with additional 500-word annotated bibliography (30%); and in-class Zoom session participation (15%). **Please note that if you stop attending the Zoom session classes near the mid-semester mark, you may fail the course. Passing HIST 300 requires the prioritization of your educational goals.**

First In-class Essay	10%	Due Sept. 14, 2020
Take-home Essay	10%	Due Sept 30, 2020
Library Exercise	10%	Due Oct. 5, 2020
No-notes/No-books Midterm Exam	15%	Oct. 14, 2020
Oral Presentation & Detailed Paper Outline	10%	Nov. 9, 11, 16, 18, 23, & 30, 2020
Final Paper	30%	Dec. 12, 2020, 8:00 PM; emailed to professor
Class participation	15%	Semester Zoom sessions

MASON IMPACT COURSE

This *Mason Impact* course teaches students to “articulate a scholarly question; engage in key elements of the scholarly process; and situate concepts, practices, or results of scholarship within a broader context.” Four key learning outcomes will be developed during the semester: 1) explain long-term changes and continuities in histories relating to Africa and the West; 2) locate, evaluate, and reference scholarly sources, especially primary documents; 3) develop interpretive skills that explain how major social transformations affected ordinary and elite people, genders and generations; 4) effectively communicate historical ideas and analyses in speech and writing.

ACADEMIC INTEGRITY

George Mason is an Honor Code university. Please see the University Catalog for a description of the code and the honor committee process. The principle of academic integrity is taken seriously; violations are treated gravely. What does academic integrity mean in this course? 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 is always encouraged, with the expectation that all aspects of our class will be conducted with civility. We shall respect different evidence-based ideas and perspectives. When in doubt, please ask for guidance and clarification.

IMPORTANT CAMPUS RESOURCES

1. WRITING CENTER: <http://writingcenter.gmu.edu/> 2. UNIVERSITY LIBRARIES: <http://library.gmu.edu/> 3. COUNSELING SERVICES: (703) 993-2380.

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). All academic accommodations must be arranged through that office. The professor respects all religious observances.

METHODS OF EVALUATION

Attendance and Participation: Students are fully expected to attend **all scheduled Zoom sessions of this online course**, i.e., lectures, discussions, exam reviews, and student oral presentations. The in-class writing exercises require knowledge of weekly lectures and the required readings. Please be prepared to ask questions and think critically. **I also advise you to take notes during 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 Zoom-session lectures, discussions, and student presentations. **If you have poor class participation**—due largely to Zoom session absences—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 Zoom class via email or during an individualized Zoom conference. Nor will I customize this course to fit a student’s work or personal schedule.**

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 rigorous research and excellent writing.

Exams and Deadlines: In accordance with university regulations, professors in the Department of History and Art History re-schedule exams and extend deadlines after receiving written documentation of a medical or family emergency; **this documentation might need to be verified by a Dean of Student Life.** Work-related and personal/family obligations (business trips, 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 INTENSIVE (WI) FULFILLMENT

This HIST 300 course fulfills the writing-intensive requirement for the History major. It does so through one 400-word essay, one 1000-word essay, and one 600-word detailed research outline (the outline can be longer). You will also write a 3500-word final paper and 500-word annotated bibliography (a total of 4000 words). This final 4000-word project is due December 12, 2020. During the semester, I will provide extensive verbal feedback, via Zoom, and insert typed commentary in your MSWORD writing assignments; these assignments will be returned to you via email. This course is constructed to help you finish your research, write clear essay drafts and, with outlines and revisions, improve your major paper. **The assignment due dates appear below in the “Fall 2020 Semester Schedule.”**

FALL 2020 SEMESTER SCHEDULE

Week 1 (Mon) Aug. 24 – Course Introduction. This is always a **mandatory meeting** (Zoom Class).

We review the course syllabus and HIST 300 research papers posted to Blackboard.

Read for Wed. Aug. 26th 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 (preface pages).

(Wed) Aug. 26 – History with a Capital “H”/ Africa: Tribal Fictions and Troubling Facts (Zoom Class).

No required readings for Mon. Aug 31st.

Week 2 (Mon) Aug. 31 – A Vast Continent and The Politics of Historical Representation: Peoples, Cultures, and Historical Agency (Zoom Class).

Read for Wed. Sept. 2nd A. Adu Boahen, *African Perspectives*, 1-26; Laumann, *Colonial Africa*, 1-14 (these are the “pre-colonial” pages, if you have a different Laumann edition).

(Wed) Sept. 2 – The African Renaissance in a 19th-century Global Age/Africa on the Eve of Colonial Encounters (Zoom Class).

Read for Mon. Sept. 9th primary document: “Letter from a Missionary in the Field, Rev. John Philip, South Africa, 1833” and secondary source: Chris Lowe, Tunde Brimah, et. al, “Talking About Tribe,” *Africa Action* (a pdf of these sources will be posted to Blackboard).

Week 3 (Mon) Sept. 7 – NO CLASS. LABOR DAY HOLIDAY. UNIVERSITY CLOSED.

(Wed) Sept. 9 – The African Renaissance in a Global Age on the Eve of Colonial Encounters: European Ideas of Race and “Civilizing Mission”: Focused discussion of the 1833 missionary letter from South Africa and the article titled, “Talking About ‘Tribe’: Moving from Stereotypes to Analysis.” ** Review for Essay Exam (analysis of missionary letter) ** (Zoom Class).

Week 4 (Mon) Sept. 14 – *** “IN-CLASS” ESSAY *** The essay question will be available on Blackboard at 10:30 AM in the “Exams” folder.

In a 400-word MSWORD typed essay, you will critically assess the ideas of European “civilization” and African “barbarism” in the “Letter from a Missionary in the Field, Rev. John Philip.” This 1-hour and 15-minute writing exercise accounts for 10% of your overall course grade. Please email your double-spaced and typed (12-point Times New Roman font) answer in an attached MSWORD document as soon as the Sept. 14, 2020 class ends at 11:45 AM. The essay must arrive in my in-box, bcarton1@gmu.edu, no later than 11:50 AM, Sept 14, 2020. Late papers will be penalized.

Soon after receiving your emailed essay, I will select a peer from our class and email your essay to this peer, with instructions to evaluate evidence and argument. I will ask peer reviewers to insert their constructive comments in editing “bubbles”—an annotation feature available in MSWORD.

The completed peer-review evaluation must be emailed to bcarton1@gmu.edu by Friday, Sept. 18, 2020, no later than 4:00 PM. Your graded peer- and professor-reviewed essay will be given back *via email* to your gmuedu address on Tues Sept. 22, 2020. We will discuss the graded essays during our Zoom class on Wed. Sept 23, 2020.

(Wed) Sept. 16 – Discussion: Africa on the Eve of Colonialism, 1800s, and “Talking About ‘Tribe’: Moving from Stereotypes to Analysis” (Zoom Class).

Read for Mon. Sept. 21st Boahen, *African Perspectives*, 27-70; Laumann, *Colonial Africa*, 22-40, 43-48 (if you have another Laumann edition, search the index for “Scramble” and “colonialism”); 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 to Blackboard); primary document Mary Kingsley, “The New Africa” (web link displays much of the document)

<https://books.google.com/books?id=NIjPqDBomQC&pg=PR10&lpg=PR10&dq=mary+kingsley+a+letter+to+the+editor+of+the+new+africa&source=bl&ots=Moxr1YNwm&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: <https://www.loc.gov/item/18002182/>

Week 5 (Mon) Sept. 21 – Geopolitics and the European Scramble for Africa: Stages of Conquest and Resistance, Later 1800s (Zoom Class).

No required readings for Wed. Sept 23rd.

(Wed) Sept. 23 – Colonialism in Africa: Models of European Rule, Modes of Local Accommodation and Opposition, 1880-1910. **We discuss your graded peer- and professor-reviewed essays (Zoom Class).

You have one week to rewrite the graded essay, incorporating peer/professor feedback and several more citations (i.e., key quotes with proper footnotes) from at least 3 assigned authors. ** Your expanded **1000-word essay, with secondary-source analysis, **must be emailed in a MSWORD attachment (to bcarton1@gmu.edu) on Wed Sept. 30, no later than 10:00 AM.** This graded assignment accounts for (the next) 10% of your overall course grade.

Read for Mon. Sept 28th Michael Galgano, et al, *Doing History*, Chapter 5.

Week 6 (Mon) Sept. 28 – *IMPORTANT ZOOM CLASS* identifying research portals such as the Internet Archive <https://archive.org/>, Hathi Trust <https://www.hathitrust.org/>, Library of Congress <https://www.loc.gov/collections/?q=africa>, and GMU Libraries <https://infoguides.gmu.edu/mideastafrica>: AN INTRODUCTION TO PRIMARY AND SECONDARY SOURCES IN DATABASES, LIBRARIES, AND DIGITIZED ARCHIVES. See below for Sept 30th essay (deadline).

(Wed) Sept. 30 – (Zoom Class) **Your expanded 1000-word essay, with primary-source evidence and secondary-source analysis, must be emailed in a MSWORD attachment (to bcarton1@gmu.edu) on Wed. Sept. 30 no later than 10:00 AM. **During this Sept 30th Zoom class, you will complete a library/database search-and-find exercise.** The exercise sheet will be posted to Blackboard “Library Exercise” folder at 10:30 AM, 30 Sept. Your answers will be graded (10% of your overall grade). You are **required to finish and send via email the completed library exercise no later than 10:00 AM, Oct. 5, 2020.**

Read for Mon. Oct. 5th and Wed. Oct. 7th Laumann, *Colonial Africa*, 14-21, 48-50 (if you have another Laumann edition, please use the index and search the word “Congo”); Hochschild, *King Leopold’s Ghost*, 1-5, 33-149.

Week 7 (Mon) Oct. 5 –A Case Study: Royal Cunning and Private Colonialism in the Congo (Zoom Class). ** Library exercise due at 10:00 AM, emailed to bcarton1@gmu.edu.

Read for Wed. Oct 7th Hochschild, *King Leopold's Ghost*, 33-149

(Wed) Oct. 7 – A Case Study: Royal Cunning and Private Colonialism in the Congo: The Belgian King and “Observant” America/ We begin **Midterm Exam Review (Zoom Class). Please download the review sheet from the “Exam Review” Blackboard folder.**

No readings for next week.

Week 8 (Mon) Oct. 12 – NO CLASS ACCORDING TO THE GMU FALL 2020

CALENDAR: https://registrar.gmu.edu/calendars/fall_2020/#tickets. MONDAY CLASSES MEET ON TUESDAY. THEREFORE, WE MEET TUESDAY OCT. 13, 2020 for another **Midterm Exam Review (Zoom Class).**

(Tues) Oct. 13 – ** MIDTERM EXAM REVIEW (Zoom Class). Please download the review sheet from the “Exam Review” folder.**

(Wed) Oct. 14 – ** “IN-CLASS” MIDTERM EXAM (15% of your overall grade). ** The midterm exam sheet will be available on Blackboard at 10:30 AM, 14 Oct., in the “EXAM” folder. You will need to type your answers in the downloaded exam sheet and email (to bcarton1@gmu.edu) the completed midterm no later than 11:45 AM on Oct. 14, 2020.

****The Honor Code strictly governs this no-notes/no-books exam****

Read for Mon. Oct. 19th Adam Hochschild, *King Leopold's Ghost*, 150-275; primary document: “Leopold’s Decree”: James White, “The Sanford Exploring Expedition,” *Journal of African History* 8, 2 (1967) (a pdf of these sources will be posted to Blackboard).

Week 9 (Mon) Oct. 19– In the “Heart of Darkness” with King Leopold’s Ideas of Liberation: The Belgian Ruler’s “Free” State/ “Free” Trade Propaganda and Ivory/Rubber Horrors (Zoom Class).

Read for Wed. Oct. 21st 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 to Blackboard). Please read primary documents on Congo “reforms”: “The Latest Phase of the Congo Question” <https://babel.hathitrust.org/cgi/pt?id=nnc2.ark:/13960/t84j77h01&view=1up&seq=1> and “The Congo State is Not a Slave State: A Reply to Mr. E.D. Morel's Pamphlet Entitled ‘The Congo ...’” <https://archive.org/details/congostateisnot00boulgoog?q=Morel+Congo>

(Wed) Oct. 21 – A Global African Liberation Movement? Americans in the Congo and the Birth of International Human Rights Campaigning? / Colonial “Reforms,” 1900-1910 (Zoom Class). Graded midterms will be emailed before class and discussed during the Oct 21st Zoom session.

Read for Mon. Oct 26th Hochschild, *King Leopold*, 276-306; Boahen, *African Perspectives*, 71-112; Laumann, *Colonial Africa*, 51-69; “Marcus Garvey in Africa,” excerpts from the Marcus Garvey-edited *Negro World* and rival colonial *Cape Argus*; “Pan-Africanists: W.E.B. Du Bois and Blaise Diagne” (a pdf of these sources will be posted to Blackboard).

Week 10 (Mon.) Oct. 26 – Consolidating Colonialism and Rising Resistance: Africa in the Twentieth Century/Early Nationalist Movements, Freedom Struggles, and Pan-African Movements, 1910-1930s/40s. We Devise Final Paper Topics (Zoom Class).

Please make sure to finish Mon. Oct 26th readings for Wed. Oct. 28th, as well.

(Wed) Oct. 28 – Discussion: Uncovering Paths to Liberation: International and African Anti-colonial Movements in the Twentieth Century. We Devise Final Paper Topics (Zoom Class).

Please have available for consultation on Mon. Nov. 2nd your copy of Michael Galgano, et al, *Doing History*

Week 11 (Mon) Nov. 2 – “Nuts and Bolts” of Research Papers: Organizing Sources, Building Arguments, Crafting Narratives, and Revising Points. We review the parameters for the detailed outline, which guides your oral presentation and final paper (Zoom Class). **Please download the oral presentation and detailed outline guidelines from the similarly titled Blackboard folder. And please download the final paper guidelines from the similarly titled Blackboard folder.**

Please have available for consultation during this Zoom session your copy of Michael Galgano, et al, *Doing History*.

(Wed) Nov. 4 – More “Nuts and Bolts”: Finalizing the Question, Revising Topics, and Drafting the Schedule for Student Oral Presentations (Zoom Class). Please download the final paper guidelines from the similarly titled Blackboard folder.

The oral 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. **At 10:30 AM on the day of presentation, students must email (to bcarton1@gmu.edu) their detailed outline to receive extensive feedback from their professor.**

Week 12 (Mon) Nov. 9 – Two Student Oral Presentations on Final Research Project (Zoom Class).

The oral 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. **At 10:30 AM on the day of presentation, students must email (to bcarton1@gmu.edu) their detailed outline to receive extensive feedback from their professor.**

(Wed) Nov. 11 – Two Student Oral Presentations on Final Research Project (Zoom Class).

The oral 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. **At 10:30 AM on the day of presentation, students must email (to bcarton1@gmu.edu) their detailed outline to receive extensive feedback from their professor.**

Week 13 (Mon) Nov. 16 – Three Student Oral Presentations on Final Research Project (Zoom Class).

(Wed) Nov. 18 – Three Student Oral Presentations on Final Research Project (Zoom Class).

Week 14 (Mon) Nov. 23 – Three Student Oral Presentations on Final Research Project (Zoom Class).

(Wed) Nov. 25 – NO CLASS. UNIVERSITY CLOSED. THANKSGIVING HOLIDAY.

Week 15 (Mon) Nov. 30 – Three Student Oral Presentations on Final Research Project (Zoom Class).

(Wed) Dec. 2 – Course Review and Paper Troubleshooting (Zoom Class).

****YOUR FINAL PAPER (with annotated bibliography) IS DUE DECEMBER 12, 2020, no later than 8:00 PM**** This double-spaced (12-point Times New Roman font) research project accounts for 30% of your overall course grade. Your paper **must be saved in an MSWORD document and sent via email attachment** to bcarton1@gmu.edu.

Thank you and good luck!