

AFRICAN STUDIES (AFST)

* AFST 015a / AFAM 016a / ENGL 015a, South African Writing after Apartheid

Stephanie Newell

An introduction to creative writing published in South Africa from the end of Apartheid in 1994 to the present. Close readings of contemporary fiction with additional material drawn from popular culture, including films, magazines, and music. Enrollment limited to first-year students. WR, HU

AFST 184a / AFAM 160a / AMST 160a / HIST 184a, History of Atlantic Slavery Staff

The history of peoples of African descent throughout the Americas, from the first African American societies of the sixteenth century through the century-long process of emancipation. HU o Course cr

AFST 238a / AFAM 192a / AMST 238a / ER&M 238a, Third World Studies Staff

Introduction to the historical and contemporary theories and articulations of Third World studies (comparative ethnic studies) as an academic field and practice. Consideration of subject matters; methodologies and theories; literatures; and practitioners and institutional arrangements. SO o Course cr

AFST 340b / HIST 340b, Africa in the Era of the Slave Trade Robert Harms

Examination of the tumultuous changes experienced by African societies during the era of the Atlantic slave trade, approximately 1450–1850. Focus on the complex interaction between the internal dynamics of African societies and the impact of outside forces.

HU o Course cr

* AFST 344a / HIST 344a, African Independence: A Cup of Plenty or a Poisoned Chalice? Staff

In every African colony after World War Two there emerged nationalist movements which no longer called for civil rights as in the pre-war years but demanded self-determination. While many of them got it easy, some had to fight long and bloody wars for it. By the 1960s the colonial edifice had crumbled except for the few settler colonies in southern Africa. But even here the winds of change could not be stopped. But what did decolonization and independence mean to Africa? Did Africans get what they wanted? Was independence a cup of plenty or a poisoned chalice? In addressing these questions, this course charts the economic, political, and cultural transformations of postcolonial Africa from the 1960s to the present. The argument is this: there can be no understanding of Africa's challenges today without an inquiry into the nature of what the continent got from the departing colonial powers. HU o Course cr

* AFST 352b / AKKD 350b / HIST 352Jb, Culture and Politics in Lusophone Africa, 1885-1992 Benedito Machava

The peculiar nature of Portugal as a colonial power produced a very distinct history in the five Portuguese-speaking African countries, namely Angola, Guiné-Bissau (Guinea-Bissau), Moçambique (Mozambique), and the Atlantic islands of Cabo-Verde (Cape Verde) and São Tomé e Príncipe. Lusophone Africa is a loose term that refers to the world created by Portugal's colonialism in Africa. This course explores this distinct history through the lens of culture and politics. Focusing on the long twentieth-century, we consider Lusophone Africa as a study unit, dissecting its disparate societies, cultures, and political trajectories, while remaining anchored in the general context of Africa.

Military conquest, colonial rule, race/lusotropicalism, nationalism, and liberation struggle are some of the core themes of the course. We begin with a brief assessment of Portugal's efforts to retain its colonial enclaves amid the voracious expansion of British, French, Belgian, and German presence in Africa in the late 19th century. But our focus is on the twentieth-century, from the establishment of the colonial administration in the early 1900s to the fall of the Portuguese empire in 1974. We dedicate a good portion of the term to exploring the multiple ways (cultural and political) in which Africans responded to Portugal's encroachment and how they navigated the color bar that came to dictate their social mobility under colonial rule. We end with the multifaceted longings for self-determination that led to the longest and bloodiest liberation wars in Africa. Our readings include scholarly essays (old and recent), primary sources, literary works (novels, poetry and short stories), photographs, music and films. We become acquainted with Portuguese-speaking African voices, faces, and places. Luís Bernardo Honwana's collection of short stories in *We Killed Mangy Dog and Other Stories* (1964) and Zézé Gamboa's film *The Great Kilapy* (2012) carry us through the important theme of race and race relations. While cautious in situating the discussion of race in its historical context, these and other materials challenge us to think about race relations and emancipation in our time. WR, HU

*** AFST 363a / AFAM 345a / ER&M 252a / SPAN 360a, Our Guinea: Locating Africa in Early Iberian Archives** Staff

African coastlines were the first horizons of Iberian imperial expansion into the Atlantic, and eventually, the world. While the worlds made by Africans displaced by the slave trade and their descendants have received extensive attention in recent years,

Africa itself rarely enters the frame. The histories that unfolded on the continent in many ways challenge our understandings of Spanish and Portuguese expansion and colonialism, shaped as they are by the "New World" paradigm of conquest and conversion. Were African societies part of the "New World" or the "Old World"? In this course we study an often-overlooked domain of Spanish and Portuguese imperialism and commerce from an approach that includes but does not limit itself to the study of slavery and enslaved Africans in the Americas. We read a selection of primary texts from the early modern Ibero-African archive, with a focus on texts produced about the African continent and Africans (and when possible, by Africans) in Spanish, and to a lesser extent Portuguese, seeking (1) to challenge existing narratives and frameworks for the study of precolonial Africa, but also (2) to see what kinds of African worlds appear when we set aside our assumptions and generalizations. L5, HU

*** AFST 366a / EP&E 305a / HIST 367a / PLSC 364a, Bureaucracy in Africa: Revolution, Genocide, and Apartheid** Jonny Steinberg

A study of three major episodes in modern African history characterized by ambitious projects of bureaucratically driven change—apartheid and its aftermath, Rwanda's genocide and post-genocide reconstruction, and Ethiopia's revolution and its long aftermath. Examination of Weber's theory bureaucracy, Scott's thesis on high modernism, Bierschenk's attempts to place African states in global bureaucratic history. Overarching theme is the place of bureaucratic ambitions and capacities in shaping African trajectories.

*** AFST 368a / EVST 369a / HIST 366Ja, Commodities of Colonialism in Africa**

Robert Harms

This course examines historical case studies of several significant global commodities produced in Africa to explore interactions between world market forces and African resources and societies. Through the lens of four specific commodities—ivory, rubber, cotton, and diamonds—this course evaluates diverse industries and their historical trajectories in sub-Saharan Africa within a global context from ~1870-1990s. Students become acquainted with the historical method by developing their own research paper on a commodity using both primary and secondary sources. WR, HU

*** AFST 377a / AFAM 371a / FREN 370a, Caribbean Poetry in French** Thomas

Connolly

An introduction to Caribbean poetry in French from the turn of the twentieth century to the present day. Topics covered will include literary, social, and political movements including surrealism, colonization, decolonization, immigration, the relation of French to other languages of the Caribbean including Créole, Spanish, and English, and points of contact between poetry, music, theater, and the visual arts. Students will learn how to read, comment on, and write about poetry. Primary authors will include Étienne Léro, Aimé Césaire, Saint-John Perse, Magloire-Saint-Aude, Édouard Glissant, René Depestre, Davertige, Jean Métellus, Raphaël Confiant, Suzanne Dracius, and Patrick Chamoiseau. Readings, assignments, and discussions in French. Ability to read, write, and discuss in French.

*** AFST 389a / ER&M 417a / MMES 389a, Comparative settler geographies** Leslie

Gross-Wyrtzen

This advanced undergraduate seminar delves into theories and comparative studies of recent and contemporary settler colonial geographies to ask the following questions: 1) What are the key characteristics of settler colonial geographies and (how) are they distinct from colonial geographies? 2) What are the intellectual and political stakes of applying settler colonialism as an analytical lens? 3) How does comparative analysis deepen or disrupt concepts such as sovereignty, race, and I/indigeneity, especially in a majority world context? 4) How do Indigenous or and/or occupied peoples contest settler cartographies through placemaking and other strategies? In this seminar, we read key theoretical texts in colonial, postcolonial, settler, Native, and Indigenous studies with an emphasis on global and Southern intervention. Alongside theoretical texts, we focus on four case studies that, to a greater or lesser degree, push the boundaries of settler colonial definitions and concepts: South Africa, Morocco/Western Sahara, Israel/Palestine, and southwestern China and Tibet. Where possible, we invite scholars with expertise in the cases to speak to the class. so

*** AFST 396a / HIST 396Ja, Revolutions and Socialist Experiments in Africa**

Benedito Machava

This seminar explores the contours of Africa's embrace and engagement with the most influential ideology of the twentieth-century. Why, and through which channels, were Africans attracted to socialism? Did particular forms of colonialism and decolonization push African political actors towards revolution and socialist experiments? Is it legitimate, as some scholars have suggested, to speak of genuinely African socialisms? If so, what was the nature of these socialisms and how did they differ from the versions of socialism around the world? What political, social, economic, and cultural ends did socialism serve in Africa? And what were the consequences and legacies of

African socialist experiments? The seminar addresses these questions. Our goal is to place Africa in the mainstream of conversations about socialism. We begin with the assumption that, like any doctrine, socialism was the object of multiple interpretations, modification, and appropriation from its inception. In so doing, we challenge orthodox understandings of socialism, which hold the European versions as the pure models and the rest as diluted if not populist façades of the 'true' doctrine. We begin with theoretical readings that help us situate the major debates about socialism in general and socialism in Africa. We then proceed to examine the overall historical context in which African nationalists adopted socialism. We differentiate the first branch of "African Socialism" from the second wave of "Afro-Marxism." We also pay close attention to issues of decolonization and political imagination; ideas and experiments of development; gender, morality, and social engineering. WR, HU

* **AFST 435a / THST 335a, West African Dance: Traditional to Contemporary** Lacina Coulibaly

A practical and theoretical study of the traditional dances of Africa, focusing on those of Burkina Faso and their contemporary manifestations. Emphasis on rhythm, kinesthetic form, and gestural expression. The fusion of modern European dance and traditional African dance. Admission by audition during the first class meeting. HU

* **AFST 457a / AFAM 457a / AMST 470a / ER&M 467a / FREN 481a, Racial Republic: African Diasporic Literature and Culture in Postcolonial France** Fadila Habchi

This is an interdisciplinary seminar on French cultural history from the 1930s to the present. We focus on issues concerning race and gender in the context of colonialism, postcolonialism, and migration. The course investigates how the silencing of colonial history has been made possible culturally and ideologically, and how this silencing has in turn been central to the reorganizing of French culture and society from the period of decolonization to the present. We ask how racial regimes and spaces have been constructed in French colonial discourses and how these constructions have evolved in postcolonial France. We examine postcolonial African diasporic literary writings, films, and other cultural productions that have explored the complex relations between race, colonialism, historical silences, republican universalism, and color-blindness. Topics include the 1931 Colonial Exposition, Black Paris, decolonization, universalism, the Trente Glorieuses, the Paris massacre of 1961, anti-racist movements, the "beur" author, memory, the 2005 riots, and contemporary afro-feminist and decolonial movements. HU

* **AFST 484a / AFAM 277a / MUSI 485a, Musical Pan-Africanisms** Michael Veal
This seminar surveys the musical conversation that has circulated around the "Black Atlantic" cultural sphere (sub-Saharan Africa, Afro-America, the Afro-Caribbean, and Latin America) for most of the twentieth century, facilitated by the advent of sound recording and broadcast technologies at the beginning of the twentieth century, and articulated through discourses of black cultural connection and concrete histories of trans-Atlantic encounter. Many – though not all – of the readings focus on the decades immediately following World War II, when "Pan-Africanism" was an explicit and prominent political discourse. Others address earlier or later examples when the idea of cross-cultural connection was more implicit but equally influential. We trace the unfolding of this conversation through a variety of sources: scholarly, personal (i.e. biographies/autobiographies), journalistic, and, of course, sonic. WR, HU

*** AFST 491a, The Senior Essay** Veronica Waweru

Independent research on the senior essay. By the end of the sixth week of classes, a rough draft of the entire essay should be completed. By the end of the last week of classes (fall term) or three weeks before the end of classes (spring term), two copies of the final essay must be submitted.