

Riot and Rebellion in Colonial and Post-Colonial Africa

History 488 [AF/TE/TR]

Prof. Sean Redding

Pronouns: She, her, hers

Spring 2022: T/Th 2:30-3:50

Classroom: TBA

Black Studies 321 [A]

Office: Chapin 13

Office hours: TBA

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There were numerous rebellions in Africa during the colonial period, and violent resistance to state authority has continued to characterize political life in many post-colonial African countries. We will examine these disturbances' economic, social, religious, and political roots. Rebel groups and state forces roiled societies and reconstituted social identities while legends and rumors swirled around rebellions and their leaders.

We will focus on insurgencies and their origins, including spiritual and religious beliefs, disputes over land and labor, and fights against colonial and post-colonial authoritarian states. We will also discuss



the problems historians face in researching revolts whose strengths often stemmed from their protean characters. The seminar will study specific revolts, including the Herero Revolt and subsequent genocides in German-controlled South-West Africa in 1904-1907; the first (1896-1897) and second (1960-1979) Chimurengas (revolts) in Southern Rhodesia/Zimbabwe; the Black Consciousness Movement and the student revolt in Soweto, South Africa in 1976; the roles of child soldiers and youth in post-colonial conflicts, and the Lord's Resistance Army in Uganda.

(Photo by João Silva, South Africa, 1994).

Learning Outcomes

The course will ask you to:

- Read historical accounts deeply to advance knowledge through discussion and writing.
- Develop familiarity with different analyses of individual revolts in Africa and theories about conflict.

- Discern the different ways in which scholars gather, contextualize, and analyze evidence.
- Engage actively in scholarly conversations about resistance to colonial and authoritarian rule in Africa and the resort to violence as a means of forcing political change.
- Write persuasively about historical events, using evidence to support an argument.
- Devise a research question, access appropriate primary and secondary sources, and develop a historical narrative about an individually chosen topic.
- Read, comment on, and workshop other students' papers.
- Complete a research paper of 20 to 25 pages, plus a bibliography.

Assigned readings and required books

Most assigned readings, including articles and books, will be available on e-reserves on the course's Moodle site. The videos assigned for this course are primarily accessed via YouTube, and one movie will be available via video streaming on Moodle. Let me know if you have problems accessing readings on ereserves or assigned videos.

The following books are required reading and are available for purchase:

William Kelleher Storey, **WRITING HISTORY: A GUIDE FOR STUDENTS, SIXTH EDITION (ISBN: 9780190078416)**
 Jeremy Weinstein, **INSIDE REBELLION (ISBN: 9780521677974)**
 Lindy Wilson, **STEVE BIKO (ISBN: 978-0-8214-2025-6)**

The books are available at Amherst Books in town. If you prefer to order online, you should consider ordering from <https://bookshop.org/shop/amherstbooks>. This online outlet gives Amherst Books a percentage of their sales if you associate your order with them (the link provided will do that automatically), so you can support a small local bookstore with your purchase. The books can also be purchased in most online bookstores. Used copies of the books may also be available through Amherst Books or online retailers. The books by Weinstein and by Wilson are available through ereserves as e-books, but you should consider buying print copies given the number of pages we will read from each.

Class participation, assignments, and grading policies

All class meetings will be in-person. The course is run in a seminar format: there will be two meetings per week with readings assigned for each session and we will spend each class discussing the readings. In the last few classes, I will sometimes meet individually with students to discuss their research papers, and we will also workshop drafts of the final paper and do brief presentations. Students are responsible for being prepared to discuss all of the assigned readings and videos at each meeting. You should bring the assigned readings to class so you can refer to them during the discussion. You may use your laptop or tablet in class to access online readings. Participation in the peer review workshop and the in-class presentations are important elements of the final paper.

If you must miss a class, please email me in advance to let me know. If you have an emergency and cannot inform me in advance, please let me know as soon as possible. More than two unexcused absences during the semester will drop your class participation grade by one-third of a letter grade for each additional absence.

Moodle Posts

I will evaluate your participation in class through your comments and engagement in class discussions and your Moodle posts. The Moodle posts in this course will serve several purposes. One is to start discussing the readings before the class meetings begin. The second purpose is to foster engagement among everyone in the class as you share insights and reactions to the readings. And the third purpose is to allow you to try out ideas and get (ungraded) feedback from other students and from me.

Moodle posts will be due on specific dates listed in the syllabus below. You will have eight opportunities to post; you must post six times to receive full credit, with each post being at least 200 words. If you post all eight times, I will raise your class participation grade by a third of a letter grade, e.g., a B would become a B+. If you post fewer than six times, your class participation grade will drop by a third of a letter grade for each post missed. Your posts will not be individually graded. Moodle posts will be due several hours before the class discussion to allow me to review them before class.

Time Commitment outside of Class

You should anticipate that, on average, it will take between 2.5 and 3.5 hours outside of class to finish the assigned readings and to watch videos when assigned in preparation for each class meeting. Posts on the Moodle forum will take approximately an additional 30 minutes each. The short, written assignments (both graded and ungraded) may take several hours each to draft and revise. The final research paper will take multiple hours over several weeks. In the last few weeks of the semester, there are some class meetings for which no readings are assigned; these will focus on your research, writing, and workshopping drafts with other students and will require varying amounts of time to prepare.

Written Assignments

The course requirements include both graded and ungraded (pass/fail) written assignments. There are three graded, shorter papers on set topics (see in the syllabus below) and several short, scaffolded pass/fail assignments that facilitate the research and writing of the longer research paper.

Short Papers (Graded)

There will be three short, written assignments that are graded as well as the final research paper. These short papers are noted in the class schedule below. Each of those short assignments will be worth 10% of your final grade (for a total of 30%). There will also be several pass/fail assignments to provide the scaffolding for the final research paper.

As you write your shorter papers and as you draft the final paper, you may send me drafts for suggestions and help with revisions. The Amherst College Writing Center is also an excellent resource for you as you draft and revise your papers. I strongly suggest you make an appointment to take a draft of the final paper to the Writing Center in advance of the due date to help you organize your essay and revise it.

Short Scaffolding Assignments (ungraded) and the Research Paper (graded)

The most significant written project will be the research paper of roughly 20-25 pages or 6500-8000 words (plus a bibliography) that will develop an original analysis of a historical event in Africa based on evidence taken from both primary and secondary sources that you have consulted. This research

paper will satisfy the History department's requirement for a research paper for majors. We will discuss the issue of picking topics in the second week of classes, and each student should schedule an out-of-class meeting with me no later than the third week of classes to discuss possible topics. I will distribute a brief set of suggestions for picking a research topic.

Early in the semester, we will conduct a brief workshop on how to choose a topic and begin your research for the final paper. You will use your research to write six short assignments, all of which will facilitate the writing of the final paper. (Due dates and descriptions of these scaffolding assignments are below). By March 1, you should have developed a research topic (at least a provisional one) and have found two articles relevant to the topic. A partial draft of the final paper is due on Monday, May 1; in class on Tuesday, May 2, we will conduct a peer-review exercise on these partial drafts. Participation in the peer-review exercise accounts for 5% of the final grade.

During the last class meeting, Tuesday, May 9, students will make short (10 to 15 minutes each) presentations to the class about their research findings. Individual students will also be designated as commentators for other students' papers. The final, written version of the research paper will be due on the last day of the examination period.

The finished research paper should conform to the History Department's *Guidelines for Research Papers*. (The [guidelines](#) are available on the History department's webpage).

Intellectual Honesty

Proper citations (footnotes) acknowledge the sources you have relied on in writing your papers. Historians most frequently use the Chicago Manual of Style format for footnotes. A quick guide to the Chicago style of citation, with examples, is available here: [Chicago Manual of Style online](#)

Please be aware of the problem of plagiarism. Any plagiarism will result in a failing grade for the course and will be reported to the class dean. You can quiz yourself about what constitutes academic dishonesty on the College website: [Academic dishonesty quiz](#).

Accessibility Services

Students seeking general disability services and accommodations should contact the office of Accessibility Services. You can reach them via email at accessibility@amherst.edu or phone at 413-542-2337. Once you have your accommodations in place, I will be glad to meet with you privately during my office hours or by appointment to discuss the best implementation of your accommodations. For more information, please visit [the Accessibility Services website](#).

Student Success

Providing support for all students in the course is important to me, and you are welcome to meet with me if you have any questions or concerns about your engagement and success in this course. If you need additional support services, there are many available on campus, including your [Class Dean](#), the [Counseling Center](#), and student [resource centers](#).

By completing this course, you will have fulfilled one course requirement for the Five College African Studies Certificate. To find out more about the certificate program and other Five College African Studies courses and events, please go to Five Colleges African Studies Certificate, or you can discuss your interest with me.

Schedule of Assignments and Due Dates

Class participation, including in-class discussion and Moodle posts	25%
Three short written assignments	(30% total)
These are <i>due February 8, February 16, and March 6.</i>	<i>10% each</i>

Scaffolding assignments toward the completion of the final research paper:

March 1: Submission of links to three scholarly articles relevant to your research topic with annotated bibliographic entries for the articles Pass/Fail

March 22: a two-page summary of the research proposal plus a bibliography Pass/Fail

April 3: four-page summary and analysis of secondary scholarship on the topic Pass/Fail

April 14: two or three-page analysis of primary sources for the paper Pass/Fail

May 1: nine to ten-page partial draft of final paper Pass/Fail

May 2: peer-review exercise in class on students' partial drafts 5%

May 9: In-class presentation of research 5%

May 19: Final research paper, 20 to 25 pages 35%

Schedule of Classes, Readings, and Assignments

Tuesday, January 31

Discussion of the syllabus in class, plus a discussion of an exercise in reading for the argument and evidence.

Rebellious Thoughts/Thoughts on Rebellion

Thursday, February 2

1. Jeremy Weinstein, **INSIDE REBELLION**, pp. 1-81, 95 (ereserves or buy).
2. Scott, James C. **DOMINATION AND THE ARTS OF RESISTANCE: HIDDEN TRANSCRIPTS**, pp. 1-16, 136-140, 187-192, 202-210 <https://search-ebSCOhost-com.ezproxy.amherst.edu/login.aspx?direct=true&db=cat06627a&AN=amc.013870497&site=eds-live&scope=site> (ereserves).
3. William Storey, **WRITING HISTORY**, pp. 1-3, 34-41 (buy).

Questions for discussion: What is resistance? Is it different from rebellion? What does Scott mean by the terms “hidden transcript” and “public transcript”? What are some examples? While Scott is interested in the motivations behind resistance, Weinstein has studied rebel groups as organizations, looking for reasons why some groups are more brutal than others, and some more effective than others. How does studying the rebels as organized groups help us understand them as political actors?



18: “Diamonds, Gold, and Greed” (approximately 45 minutes). Access directly: <https://www.youtube.com/watch?v=fLL5xt2c-ol> (Note that the video focuses on southern Africa, but there are analogies with events elsewhere on the continent surrounding conquest and resistance.)

1. Michelle Moyd, “Resistance and Rebellions (Africa),” in 1914-1918-online. **INTERNATIONAL ENCYCLOPEDIA OF THE FIRST WORLD WAR**, ed. by Ute Daniel, Peter Gatrell, Oliver Janz, Heather Jones, Jennifer Keene, Alan Kramer, and Bill Nasson. DOI: [10.15463/ie1418.11112](https://doi.org/10.15463/ie1418.11112). (Access directly online).
2. Mkandawire, Thandika. “The Terrible Toll of Post-Colonial ‘Rebel Movements’ in Africa: Towards an Explanation of the Violence Against the Peasantry.” **JOURNAL OF MODERN AFRICAN STUDIES** 40, no. 2 (2002): 181–215 (ereserves).
3. Storey, **WRITING HISTORY**, pp. 4-33 (a discussion of writing an annotated bibliographic entry is in this chapter).

The Herero and Nama Genocide in South-West Africa, 1904 through 1912

Thursday, February 9

1. Watch before class: **NAMIBIA: GENOCIDE AND THE SECOND REICH**, 58 minutes, access directly online: <https://www.youtube.com/watch?v=Rbon6HqzjEI>
2. Kuss, Susanne, “The Herero and Nama War,” in **GERMAN COLONIAL WARS AND THE CONTEXT OF MILITARY VIOLENCE**, pp. 37–56. <http://www.jstor.org/stable/j.ctt1n2ttxm.5> (ereserves).
3. Kossler, Reinhart. “Facing a Fragmented Past: Memory, Culture and Politics in Namibia.” *Journal of Southern African Studies* 33, no. 2 (2007): 361–82. doi:10.1080/03057070701292640.

Questions for discussion: Kossler’s article raises the issue of the differences between memory and history and then applies these insights to narratives about the Herero and Nama genocide. How have different historical narratives of the genocide changed over the last 40 years? How might the BBC documentary fit into Kossler’s analysis? What are Kuss’s principal concerns as she traces the actions of the German military in Namibia? Kuss never uses the word “genocide” in analyzing the war; why not?

Tuesday, February 7

Moodle post opportunity #1

Watch before class: **BBC HISTORY OF AFRICA WITH ZEINAB BEDAWI**, Episode

Assignment due Wednesday, February 8th: Create annotated bibliographic entries for three readings, choosing among the articles by Scott, Weinstein, Moyd, and Mkandawire. Specifically, for each entry write a brief (one paragraph, approximately 150 word) summary of the work that provides the author’s thesis, then gives a brief description of the most important evidence used to support the thesis, and finally lays out your evaluation of the work. At the end of the annotation for each work, please provide 3 or 4 key words or phrases to tag the work. Graded.



Tuesday, February 14
Moodle opportunity #2, please post before class

1. Eckl, Andreas, Mathias Häussler, and Jekura Kavari. "Oomambo wandje komuhoko wOvaherero. Lothar von Trotha's 'Words to the Ovaherero people'." **JOURNAL OF NAMIBIAN STUDIES: HISTORY POLITICS CULTURE** 23 (2018): 125-

133 (ereserves).

2. Lehmann, Philipp N. 2014. "Between Waterberg and Sandveld: An Environmental Perspective on the German–Herero War of 1904." **GERMAN HISTORY** 32 (4): 533–58. doi:10.1093/gerhis/ghu105 (ereserves).

Thursday, February 16

We will do a short workshop exercise in class on how to choose a topic and begin your research for the final paper.

1. Bomholt Nielsen, Mads. "Selective memory: British perceptions of the Herero–Nama genocide, 1904–1908 and 1918." **JOURNAL OF SOUTHERN AFRICAN STUDIES** 43, no. 2 (2017): 315–330 (ereserves).
2. Jeremy Silvester and J. B. Gewald, **WORDS CANNOT BE FOUND**, pp. xiii–xxx, 99–122, 341–349 (ereserves).
3. Storey, **WRITING HISTORY**, pp. 34–42.

Assignment due in class on Thursday, February 16th: Choose two passages from the primary documents assigned in **WORDS CANNOT BE FOUND** and write 500 to 600 words on the significance of these passages for understanding the Herero revolt and subsequent genocides. Do your selections reinforce interpretations given by historians, complicate them or contradict them? Graded.

Questions for discussion: What does Bornholt Nielsen mean by the term "selective memory"? Is there a sense in which all forms of colonial rule, regardless of the levels of violence used, were genocidal? Does Britain's "selective memory" force us (as historians) to discount Britain's findings (as contained in **WORDS CANNOT BE FOUND**) about the scope and brutality of the killings committed by Germans during their conflicts with the Herero and Nama?

Tuesday, February 21

1. "Germany Returns Skulls of Namibian Genocide Victims," **BBC ONLINE**, August 29, 2018 (watch the video on the page and read the story), [access directly online](#).
2. McCullers, Molly. "The 'Truppenspieler Show': Herero Masculinity and the German Colonial Military Aesthetic," In **GERMAN COLONIALISM REVISITED: AFRICAN, ASIAN, AND OCEANIC EXPERIENCES**, edited by Nina Berman, Klaus Mühlhahn, and Patrice Nganang, pp. 226–42 <http://www.jstor.org/stable/10.3998/mpub.5034425.16> (ereserves).

In class on Thursday, February 16th: each student will make an appointment to meet me outside of class about your final paper topic in the next few days. Please have your schedule or calendar available.

3. Krishnamurthy, Sarala, and Alexandra Tjiramanga. "Exploring Herero Genocide Survivor Narratives." In *Writing Namibia - Coming of Age*, edited by Sarala Krishnamurthy, Nelson Mlambo, and Helen Vale, 255–84, <https://doi.org/10.2307/j.ctv2r72b60.15> (ereserves).

Questions for discussion: If we focus on Germany's actions, do we give too much agency to them and not enough to the Herero and Nama? Conversely, how do we prioritize the discussion of African agency without diminishing the harms done as a result of colonial conquest and violence? How does the current focus on reparations reflect or alter the memory of the war and the genocide? How do we interpret survivor narratives collected many decades after the events described?

The First Chimurenga in Rhodesia/Zimbabwe, 1896-1897

Thursday, February 23

1. Ndlovu-Gatsheni, Sabelo J. "Mapping Cultural and Colonial Encounters, 1880s–1930s." In **BECOMING ZIMBABWE. A HISTORY FROM THE PRE-COLONIAL PERIOD TO 2008**, edited by Raftopoulos, Brian and Mlambo, A. S., pp. 39-74. (ereserves).
2. Charumbira, Ruramisai. 2015. **IMAGINING A NATION: HISTORY AND MEMORY IN MAKING ZIMBABWE**, Introduction and Chapter 1, pp. 1-40 (ereserves).
3. Storey, **WRITING HISTORY**, pp. 42-63.

Questions for discussion: Revolts that took place shortly after the onset of colonial rule, such as the Herero Revolt and the First Chimurenga in Zimbabwe, often became mythologized as "proto-nationalist resistance" when later African nationalists began organizing political movements in the mid-20th century. How do we separate the myth from reality? How do we "map" these cultural and colonial encounters? Charumbira remarks that "nationalist memory projects... are like well-manicured public gardens" (p. 1); what does she mean by that? Can we separate the history from the official memory?



Tuesday, February 28

Moodle post opportunity #3.

1. Ruramisai Charumbira, "Nehanda and Gender Victimhood in the Central Mashonaland 1896-97 Rebellions: Revisiting the evidence," **HISTORY IN AFRICA** 35

Due on Wednesday, March 1st, 5 p.m.: please provide links to two scholarly articles on your research topic and your own annotated bibliographic entries for them. The entries should include statements of the articles' theses, descriptions of their most important findings, and keywords. In the first half of the class on Tuesday, March 8, we will briefly discuss everyone's paper topic. (Pass/Fail)

(2008): 103-131 <https://muse-jhu-edu.ezproxy.amherst.edu/article/256341> (ereserves).

2. D. N. Beach, "An Innocent Woman, Unjustly Accused? Charwe, Medium of the Nehanda Mhondoro Spirit, and the 1896-97 Central Shona Rising in Zimbabwe," **HISTORY IN AFRICA**, Vol. 25, (1998), pp. 27-54; Stable URL: <http://www.jstor.org/stable/3172179> (ereserves).

3. "Over a Century Later, Mbuya Nehanda Could Return Home," **FORBES AFRICA**, October 1, 2015, [access online](#)

Thursday, March 2

Moodle post opportunity #4

1. Isaacman, Allen. "Social banditry in Zimbabwe (Rhodesia) and Mozambique, 1894–1907: an expression of early peasant protest." **JOURNAL OF SOUTHERN AFRICAN STUDIES** 4, no. 1 (1977): 1-30 (ereserves).
2. Cobbing, Julian. "The Absent Priesthood: Another Look at the Rhodesian Risings of 1896–1897," **JOURNAL OF AFRICAN HISTORY** 18, no. 1 (1977): 61–84

Assignment due on Monday, March 6th, at 5 p.m.: Discuss the different motivations behind the 1896-97 rebellion in Zimbabwe. What evidence do we have about what participants hoped to achieve? Were they motivated by larger, structural forces or by individually-held beliefs? Are the theories about the causes of rebellions and of violence that we read earlier in the semester relevant in analyzing these early rebellions against colonial control? (600 words). Graded.

<https://search.ebscohost.com/login.aspx?direct=true&AuthType=ip,sso&db=edsjsr&AN=edsjsr.180417&site=eds-live&scope=site&custid=s8897430> (ereserves).

3. Helliker, Kirk, Sandra Bhatasara, and Manase Kudzai Chiweshe, "The First Chimurenga," in Helliker, et. al., eds, **FAST TRACK LAND OCCUPATIONS IN ZIMBABWE: IN THE CONTEXT OF THE ZVIMURENGA** (2021), pp. 19–36 (doi:10.1007/978-3-030-66348-3 [ereserves]).

Interlude: Nationalism and Anti-Colonial Wars post-WW II

Tuesday, March 7

1. Schmidt, Elizabeth, **FOREIGN INTERVENTION IN AFRICA: FROM THE COLD WAR TO THE WAR ON TERROR**, Introduction and Chapter 1, pp. 1-34 (<https://search.ebscohost.com/login.aspx?direct=true&AuthType=ip,sso&db=cat09113a&AN=acb.FCPQEBC1113035&site=eds-live&scope=site> [ereserves])
2. Luise White, "Precarious Conditions: A Note on Counter-Insurgency in Africa after 1945," **GENDER & HISTORY**, Vol.16 No.3 (November 2004): 603–625 DOI: 10.1111/j.0953-5233.2004.00358.x (ereserves).
3. Jeremy Weinstein, **INSIDE REBELLION**, pp. 96-116, 125-126, 163-186, 195-197.

Questions for discussion: How did the Second World War and the Cold War impact African anti-colonial and nationalist movements? How did issues of race and culture fit into the ideological conflicts that we typically associate with the Cold War? Wars in African countries often became proxy wars in the Cold War—why? How did the presence of external supporters for various rebel groups (one of Weinstein’s key indicators of rebel groups’ behaviors) alter the context and outcomes of these conflicts?

The Second Chimurenga, 1960-1979

Thursday, March 9

Moodle post opportunity #5

1. Schmidt, Elizabeth, **FOREIGN INTERVENTION IN AFRICA**, Chapter 5, pp. 103-142 (ereserves).
2. Law, Kate, "“We Wanted to Be Free as a Nation, and We Wanted to Be Free as Women’: Decolonisation, Nationalism and Women’s Liberation in Zimbabwe, 1979-85,” **GENDER AND HISTORY** 33 (2021): pp. 249-268, doi:10.1111/1468-0424.12491 (ereserves).

3. J. Alexander and J. McGregor, "War Stories: Guerrilla Narratives of Zimbabwe's Liberation War," **HISTORY WORKSHOP JOURNAL** 57 (Spring 2004): pp. 79-100 (ereserves).

Spring Break

Tuesday, March 21

1. Joost Fontein, (2010). "Between tortured bodies and resurfacing bones: the politics of the dead in Zimbabwe," **JOURNAL OF MATERIAL CULTURE**, 15(4), 423-448 (ereserves).
2. Kona, Bongani, "The Descendants: Unforgetting the Victims of the Second Chimurenga." **THE BAFFLER**, no. 55 (/Jan/Feb 2021): pp. 64-70
<https://search.ebscohost.com/login.aspx?direct=true&AuthType=ip,sso&db=apn&AN=ALTP998594&site=eds-live&scope=site> (ereserves).
3. Ndlovu-Gatsheni, Sabelo J., "Rethinking 'Chimurenga' and 'Gukurahundi' in Zimbabwe: A Critique of Partisan National History," **AFRICAN STUDIES REVIEW** 55, no. 3 (2012): 1-26.
<https://search.ebscohost.com/login.aspx?direct=true&AuthType=ip,sso&db=edsjsr&AN=edsjr.43904846&site=eds-live&scope=site&custid=s8897430> (ereserves).

Questions for discussion: Are the terms "the ancestors," "resurfacing bones," and "unforgetting" metaphors for issues that have remained unresolved in the wake of the Second Chimurenga in Zimbabwe? Are they something more than metaphors? How do cultural understandings (or misunderstandings) inflect historical analysis? How can contemporary historians move away from writing or reinforcing what Ndlovu-Gatsheni calls "partisan national histories"?



Steve Biko, Black Consciousness, and the Soweto Uprising in South Africa, 1970-1977

Thursday, March 23

Moodle post opportunity #6.

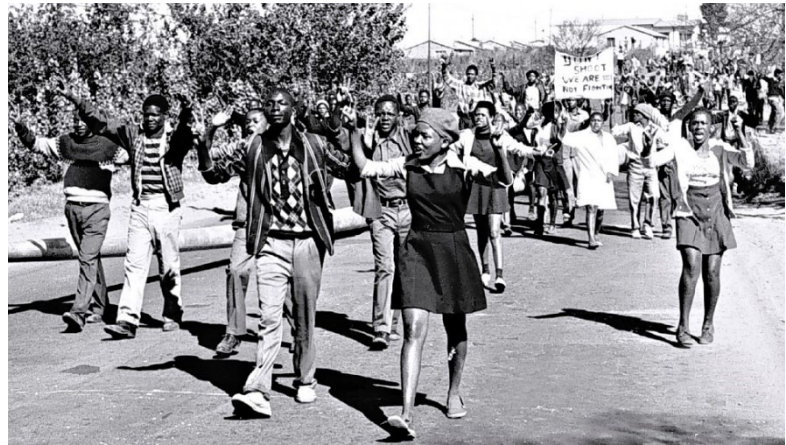
1. Magaziner, Daniel R. 2010. **THE LAW AND THE PROPHETS: BLACK CONSCIOUSNESS IN SOUTH AFRICA, 1968-1977**, pp. 1-39 (ereserves).

2. Lindy Wilson, **STEVE BIKO**, pp. 1-17, 30-111 (buy).

Tuesday, March 28

1. Magaziner, D. **THE LAW AND THE PROPHETS: BLACK CONSCIOUSNESS IN SOUTH AFRICA**, pp. 140-184 (ereserves).
2. “The June 16 Soweto Youth Uprising,” on **SOUTH AFRICAN HISTORY ONLINE**: <https://www.sahistory.org.za/article/june-16-soweto-youth-uprising> (access directly).
3. Lindy Wilson, **STEVE BIKO**, pp. 112-154.
4. Frank Talk [Steve Biko], “I Write What I Like--Fear: An important determinant of South African politics,” (available in the journal **UFAHAMU**, PDF online: <https://escholarship.org/uc/item/6359f55g>) Access directly.

Questions for discussion: *The Black Consciousness Movement drew on several strands of liberationist thought, including Frantz Fanon’s denunciation of the psychological harms inflicted by colonialism, the Black Power movement’s assertion of Black agency in the U.S., and liberation theology promoting social and political equality in Latin America. How important were the contributions of these other ideologies? What alterations did BCM thinkers and Biko make to tailor them to the South African context? From a couple of alternative vantage points, what might Weinstein have to say about the corporate identity of the BCM? How would Scott discuss the public and private transcripts of Africans in South Africa in the 1970s?*



(Photo from South African History Online)

Child Soldiers and Youth in Post-Colonial Civil Conflicts, Fiction and Reality

Thursday, March 30

1. Watch before class, **BEASTS OF NO NATION** on video streaming (130 minutes).
2. Honwana, Alcinda Manuel. **CHILD SOLDIERS IN AFRICA: THE ETHNOGRAPHY OF POLITICAL VIOLENCE**, pp. 1-18, 49-62, 73-74 (ereserves).
3. Uraizee, Joya, “Narrative Uncertainty in Child Soldier Fiction,” **IN WRITING THAT BREAKS STONES: AFRICAN CHILD SOLDIER NARRATIVES**, pp. 71–88 (<https://doi.org/10.14321/j.ctv14t4858.8> [ereserves]).

Questions for discussion: *The existence of “child soldiers” became a significant human rights issue internationally in the 1990s, the same decade that civil conflicts emerged in some African countries, including Sierra Leone, Liberia, and Mozambique. Honwana raises some significant issues about how humanitarian groups in the west define “child” compared to how many African cultures define “child.” How do we approach this question of who is a child and whether it is more of a human rights violation to employ a person under the age of 18 as a soldier? What ethical considerations are at stake? Why did*

Due on Monday, April 3rd: A three-page paper that summarizes and analyzes the three most important scholarly works on your final paper topic. This paper will become part of the “review of the literature” section of your final research paper. (Pass/Fail)

the topic of child soldiers surface in popular fiction and film? Why was there so much emphasis on child soldiers in popular culture rather than on civil wars?

Tuesday, April 4

Moodle post opportunity #7: You will be asked to post on a Moodle forum before class.

1. Vigh, Henrik. “Conflictual Motion and Political Inertia: On Rebellions and Revolutions in Bissau and Beyond.” **AFRICAN STUDIES REVIEW** 52, no. 2 (2009): 143–64. 2013/10/18.

doi:DOI: 10.1353/arw.o.0171 (ereserves).

2. Utas, Mats. “Victimcy, Girlfriending, Soldiering: Tactic Agency in a Young Woman’s Social Navigation of the Liberian War Zone.” **ANTHROPOLOGICAL QUARTERLY** 78, no. 2 (Spring 2005): 403–30. doi:10.1353/anq.2005.0032 (ereserves).

The Lord’s Resistance Army in Uganda

Thursday, April 6

1. Dubal, Sam. **AGAINST HUMANITY: LESSONS FROM THE LORD’S RESISTANCE ARMY**, pp. 1-37, 48-59, 63-67, 71-82 (<http://www.jstor.org/stable/10.1525/j.ctt1zkono3> [ereserves]).
2. S. Finnstrom, “An African Hell of the Colonial Imagination?” in Allen and Vlassenroot, eds., **THE LORD’S RESISTANCE ARMY: MYTH AND REALITY**, pp. 74-92 (ereserves).

Questions for discussion: Finnstrom and Dubal both see LRA violence as a lineal descendant, at least partly, of the contrast between Acholi values and colonial rule. Does this argument complicate our understanding of what constitutes violence and the motivations of violent rebel groups? Where does the Ugandan state under Museveni fit into this narrative? Was the LRA’s violence useful for Museveni’s rule in some of the same ways colonial rulers found the idea of “African violence” helpful to justifying (in their own minds) colonial rule? Did the Acholi living in northern Uganda, both combatants and non-combatants, become accustomed to violence?

Tuesday, April 11

Moodle post opportunity #8.

1. Christopher Blattman and Jeannie Annan, “On the Nature and Causes of LRA Abduction: What the abductees say,” in Allen and Vlassenroot, **LORD’S RESISTANCE ARMY: MYTH AND REALITY**, pp. 132-155 (ereserves).
2. Dubal, Sam. **AGAINST HUMANITY: LESSONS FROM THE LORD’S**



- RESISTANCE ARMY**, pp. 115-146 <http://www.jstor.org/stable/10.1525/j.ctt1zkon03> (ereserves).
3. We will watch in class: “Kony’s Commanders: ‘Mandate from God,’” 2016 video: [Kony's Commanders](#) (approximately 20 minutes).

Thursday, April 13

1. M. Brubacher, “The ICC Investigation of the LRA,” in Allen and Vlassenroot, **LORD’S RESISTANCE ARMY: MYTH AND REALITY**, pp. 262-278 (ereserves).
2. Dubal, Sam. **AGAINST HUMANITY: LESSONS FROM THE LORD’S RESISTANCE ARMY**, pp. 147-159, 210-228 <http://www.jstor.org/stable/10.1525/j.ctt1zkon03> (ereserves).
3. Helene Cooper, “A Mission to Capture or Kill Joseph Kony Ends, Without Capturing or Killing,” **THE NEW YORK TIMES**, May 15, 2017 (ereserves).

Questions for discussion: Dubal raises the question of how significant the distinction is between understanding members of the LRA either as “rebels” or as “human beings.” He suggests that this question is at the heart of many discussions of the LRA and the people who participated in the civil conflict. In studying revolts of this kind, do we risk losing sight of the humanity of the participants and the social context within which the conflicts emerged? Can we avoid reiterating tired tropes of “African conflict”? How did the ICC try to resolve the long-running dispute in Uganda? How did the U.S. try to resolve it?

April Break

Theories in Practice

Thursday, April 20

Moodle post opportunity #8a: (a catch-up Moodle post).

1. Daniel Agbigboa, “The Precariousness of Protection: Civilian Defense Groups Countering Boko Haram in Northeastern Nigeria,” **AFRICAN STUDIES REVIEW** 64 (2021): 192-216 (ereserves).
2. Jeremy Weinstein, **INSIDE REBELLION**, pp. 327-339 (buy or ereserves).
3. Collier, Paul, Anke Hoeffler, and Dominic Rohner. 2009. “Beyond Greed and Grievance: Feasibility and Civil War,” **OXFORD ECONOMIC PAPERS** 61 (1): pp. 1–27. (doi:10.1093/oep/gpn029 [ereserves]).
4. Storey, **WRITING HISTORY**, pp. 82-101.

Due Friday, April 14th: 3-page analysis of two of the most significant primary sources for your research paper. The analysis should provide relevant quotations from the sources as well as discussing the points in the paper that the evidence will support. Pass/Fail.

Tuesday, April 25 and Thursday, April 27 (two class meetings)

1. Storey, **WRITING HISTORY**, pp. 102-129.

There will be no formal class meetings on these two dates. Instead, I will meet individually with each student to have detailed discussions about the progress of their research papers.

Due on Monday, May 1st at 9 pm: 9 to 10-page partial draft of your final paper. Please highlight the one-sentence thesis statement at the top of the first page. Email to sredding@amherst.edu or share on Google docs (Pass/Fail).

Tuesday, May 2

No readings assigned. We will conduct a **peer review exercise** in class based on the partial drafts you submitted on May 1. [Participation in the peer review process is an important element of the writing and revising process. If you have any reservations or complications in terms of participating in the process, please discuss these with me in advance.]

Thursday, May 4

1. Storey, **WRITING HISTORY**, pp. 130-135.

No class meeting; students will meet individually with me to discuss their papers.

Tuesday, May 9

In-class presentations.

(photo credit: “Sierra Leone: the Kamajors’ Last Offensive,” photo essay by Patrick Robert.



<https://www.visapourlimage.com/assets/f1920x1070-q85-p1/7e4021c9/rober2.jpg>

The final paper is due on the last day of exam period, May 19, at 5 p.m.

