

History Department, Carleton University
Colonialism, Imperialism and Pan-Africanism

Prof. A. Diptee

HIST 4703A/AFRI 4000A

Fall 2020

Professor: A. Diptée

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Office: 441 Paterson Hall

Seminar Schedule: Wednesday, 2:35-5:25

Office Hours : Virtual Office Hours (By appointment)

Course Description: This course explores the Pan-Africanist movement from the formation of the Pan-African Association (1900) until the end of the Cold War (1991). It will introduce students to key personalities and advocates for Pan-Africanism and the related *négritude* movement. The course examines Pan-Africanism in the context of its anti-colonial and anti-imperialist agenda.

In addition to reading relevant scholarly literature on the subject, students will also be required to read speeches from key players in the Pan-Africanist movement as well as other relevant primary sources.

Learning Outcomes:

Students who successfully complete this course will:

- *Understand* the impact and significance of the Pan-Africanist movement as it relates to the Cold War and Decolonization
- *Assess* the relationship between history and memory
- *Identify* the ways in which historical assumptions become embedded in narratives and discourses addressing Africa and the African Diaspora
- *Construct* and *critique* evidenced based arguments

Course Material

Students are required to purchase two items:

1) *Documentary: Footprints of Pan-Africanism* (2018). Available for rent at <https://www.kweli.tv/orders/checkout?c=438199>.

2) Harry Villegas, *Cuba and Angola: The War for Freedom* (2017). – Available for purchase at *Indigo Books* (<https://www.chapters.indigo.ca/en-ca/>)

All other required material for this course will be available in digital format through the university library or CU Learn.

Course Requirements

1. ALL students communication must be done from your CU email address. This is a university regulation.
2. Students are expected to attend classes, read assigned readings, and participate fully in class discussions, exercises, and activities.
3. Assignments are expected to reflect an understanding of the readings assigned and the themes discussed in class.
4. ALL written assignments MUST be submitted on the university online learning system.
5. Students must receive a passing grade in all components of the assigned work in order to pass this course.

Late Submissions

There will be late penalties for all essays and research proposals. Essays will be penalized a half grade for each day the essay is late. For example, a B+ essay that is one day late will receive a grade of B, if it is two days late it will receive a grade of C+, and if it is three days late it will receive a grade C.

Plagiarism

Plagiarism – using another’s ideas, words or images as your own – is a serious academic offence and will not be tolerated. Please see the Carleton University Student Academic Integrity Policy (<http://www1.carleton.ca/studentaffairs/academic-integrity/>). All sources should be referenced properly in your assignments (in-text citations and bibliography) following the Chicago Manual of Style (History).

Course Evaluation

Essay & Presentation guidelines will be uploaded on CU Learn.

- 1) Research Proposal (40%) – *due October 23, 2020* (To be Uploaded on CU Learn)
- 2) Class Presentations – Pass / Fail (schedule placed on CU Learn)
- 3) Take Home Exam (40%) – *December 23, 2020*. (To be Uploaded on CU Learn)
- 4) *Class Participation (20%)* – See grading rubric below.

Class Participation

Each week the professor will assign specific students to prepare a 7-10 minute presentation on the assigned readings. All other students are required to prepare three discussion questions (drawn from issues addressed in the assigned readings) for the seminar. The professor will also select a student to facilitate the class discussion each week. The class facilitator should demonstrate a command of the readings.

Please see the grading scheme below.¹ Participation implies, but is not restricted to, regular attendance. Class discussion will be grounded in the weekly readings, so students must demonstrate that they have a grasp of the literature assigned. Students should be able to demonstrate that they have read the required readings by their active participation and involvement in class discussion.

A+ / A / A- **A student receiving a grade in the A range:**

- Always comes to class having done the readings
- Contributes readily to the conversation but does not dominate it
- Makes thoughtful contributions that advance the conversation
- Shows interest in and respect for others' views
- Has an excellent attendance record

B+ /B /B- **A student receiving a grade in the B range:**

- Almost always comes to class having done the readings
- Makes thoughtful comments when called upon
- Shows interest in and respect for others' views
- Has a very good attendance record

C+ /C /C- **A student receiving a grade in the C range:**

- Participates in discussion, but may have difficulty doing so at times
- Make rambling or tangential contributions
- Bluff their way when unprepared or otherwise dominate discussions
- May or may not have a good attendance record

D+ /D /D- **A student receiving a grade in the D range:**

- Does not voluntarily contribute to discussions
- Gives only minimal answers when called upon
- Has not demonstrated their command of the course material
- May or may not have a good attendance record

F **A student receiving a F grade:**

- Has given no evidence that they have engaged with course material
- Has not demonstrated that they have developed a university level understanding of the course themes.
- Attends less than 50% of the seminars.

¹ **Adapted from:** http://academicaffairs.csufresno.edu/assocprovost/documents/pdf/grading_class_participation.pdf (accessed December 1, 2005)

Course Schedule

Wednesday, September 9, 2020

Course Introduction

- Review of the course expectations and requirements.

Wednesday, September 16, 2020

Pan-Africanism in Theory & Practice

- What was Pan-Africanism?
- What was the problem that Pan-Africanists were trying to solve?
- Why did they think Pan-Africanism was necessary?

Documentary: Footprints of Pan-Africanism (2018): Available for rent at <https://www.kweli.tv/orders/checkout?c=438199>.

Readings :

(Media) Adekeye Adebajo, “Pan-Africanism: From London to Addis Ababa,” *The Guardian*, August 30, 2020. Link: <https://guardian.ng/opinion/pan-africanism-from-london-to-addis-ababa/>

Arno Sonderegger, ‘Ideas Matter: Framing Pan-Africanism, its Concept and History,’ *Stichproben: Vienna Journal of African Studies*, Vol. 20, No. 38 (2020), 5-31. – *available online through the library.*

Michael Onyebuchi Eze, ‘Pan-Africanism and the Politics of History,’ *History Compass*, Vol 11 (9), 2013, 675-686. – *available online through the library.*

Wednesday, September 23, 2020

History, Power, and Narrative (Methodology)

- How do we know what we know?
- Why is it important to consider *historical perspective* ?
- How has colonialism influenced the histories written about colonized peoples?

Documentary: Kenya: White Terror BBC Documentary

Readings :

1. Will Jackson, ‘Settler Colonialism in Kenya, 1880-1963’, in Edward Cavanagh , and Lorenzo Veracini (eds.), *The Routledge Handbook of the History of Settler Colonialism*, 231-246. – *Chapter from ebook available on MacOdrum Library website.*
2. David Anderson, ‘Guilty Secrets: Deceit, Denial, and the Discovery of Kenya’s ‘Migrated Archive,’ *History Workshop Journal*, Vol. 80 (1), 2015. *Available through the CU Library or CU Learn.*

3. Caroline Elkins, 'Reckoning with the past: The contrast between Kenyan and South African Experiences' *Social Dynamics*, Vol. 26 (2), 8-28. Available through the CU Library or CU Learn.
- *Print Media*: Marc Parry, 'Uncovering the brutal truth about the British empire,' *The Guardian*, August 18, 2016. <https://www.theguardian.com/news/2016/aug/18/uncovering-truth-british-empire-caroline-elkins-mau-mau>
- *Print Media*: Mau Mau Settlement: How Much Cash Fixes the Past?, NPR, June 13, 2013. <https://www.npr.org/templates/story/story.php?storyId=191316147>

Wednesday, September 30, 2020

Decolonization and Cold War Politics, Part I

1. Raymond F. Betts, 'Decolonization: A Brief History of the Word,' in Els Bogaerts and Remco Raben (eds.) in *Beyond Empire and Nation*, (KITLV Press, 2012), 23-38. – Available through the CU Library
2. Manning Marable, 'Historical Contours of African and Caribbean Politics' in *African and Caribbean Politics*, (Verso Books, 1987), 1-87. – Available through the CU Library (Hathi Trust).
3. Introduction & Chapter 1 in Adom Getachew, *Worldmaking After Empire: The Rise and Fall of Self-Determination* (2019). – Available through the CU Library.

Wednesday, October 7, 2020

Pan-Africanist Intellectual Thought, Part I

1. Chapter 2 (The Counterrevolutionary Moment) in Adom Getachew, *Worldmaking After Empire: The Rise and Fall of Self-Determination* (2019). – Available through the CU Library.
2. Anthony Bogues, *Black Heretics, Black Prophets: Radical Political Intellectuals*, (Routledge 2003), 1-24. – Available through the CU Library or CU Learn.
3. See Chapter 3 (CLR James and WEB Dubois) in Anthony Bogues, *Black Heretics, Black Prophets: Radical Political Intellectuals*, (Routledge 2003), 69-94. – Available through the CU Library or CU Learn.

Wednesday, October 14, 2020

Pan-Africanist Intellectual Thought, Part II

1. Chapter 3 in Adom Getachew, *Worldmaking After Empire: The Rise and Fall of Self-Determination* (2019). – Available through the CU Library or CU Learn.
2. Chapter 4 (Julius Nyerere) in Anthony Bogues, *Black Heretics, Black Prophets: Radical Political Intellectuals*, (Routledge 2003), 95-124. – Available through the CU Library or CU Learn.
3. Chapter 5 (Walter Rodney) in Anthony Bogues, *Black Heretics, Black Prophets: Radical Political Intellectuals*, (Routledge 2003), 95-124. – Available through the CU Library or CU Learn.

Wednesday, October 21, 2020

Kwame Nkrumah & Ghana

1. *Primary Source*: Kwame Nkrumah, 'I Speak of Freedom', 1961. Link: <https://sourcebooks.fordham.edu/mod/1961nkrumah.asp>
2. Adom Getachew, 'Securing Postcolonial Independence: Kwame Nkrumah and the Federal Idea in the Age of Decolonization,' *Ab imperio*, 3 (2018), 89-113. – Available through the CU Library or CU Learn.
3. Chapter 4 in Adom Getachew, *Worldmaking After Empire: The Rise and Fall of Self-Determination* (2019). – Available through the CU Library or CU Learn.

Wednesday, October 28, 2020

Reading Week

Wednesday, November 4, 2020

The Diaspora & Economic Circumstances

1. Chapter 4, 5 & Epilogue in Adom Getachew, *Worldmaking After Empire: The Rise and Fall of Self-Determination* (2019). – Available through the CU Library or CU Learn.

Wednesday, November 11, 2020

George Padmore

1. Bill Schwarz, 'George Padmore' in Bill Schwarz, *West Indian Intellectuals in Britain*, (University of British Columbia, 2004), 132-152 – Available through the CU Library or CU Learn.
2. Chapter 6 (Haiti Goes Global: George Padmore and Pan-African Anticolonialism) in Raphael Dalleo, *American Imperialism's Undead: The Occupation of Haiti and the rise of Caribbean Anticolonialism* (2016), 147-172. – Available through the CU Library or CU Learn.
3. *Primary Source*: George Padmore, 'Africans Massacred by British Imperialists,' *The Negro Worker*, December 1929. - Available through CU Learn.

Recommended Reading

- CLR James, *Notes on the Life of George Padmore*, (1960s). – Available through the CU Library or CU Learn.

Wednesday, November 18, 2020 **Cuba in Africa**

1. Harry Villegas, *Cuba and Angola: The War for Freedom* (2017).
2. *Primary Sources*: Fidel Castro, 'Cuba and the end of apartheid' *Socialism and Democracy*, Vol. 10 (1), 1996, 1-5. – Available through the CU Library or CU Learn.

Wednesday, November 25, 2020

Walter Rodney

1. Mohammed Elnaiem, 'Walter Rodney, Guerrilla Intellectual' *JSTOR Daily*, May 28, 2020. <https://daily.jstor.org/walter-rodney-guerrilla-intellectual/>
2. Issa G. Shivji, 'Remembering Walter Rodney,' *Monthly Review*, vol. 64 (7), 2012, 38-47. – Available through the CU Library or CU Learn.
3. Kurt B. Young, 'Walter Rodney's Pan-African Nationalism,' *Peace Review*, Vol. 20(4), 487-495 – Available through the CU Library or CU Learn.
4. Anthony Bogues, 'Black Power, Decolonization, and Caribbean Politics: Walter Rodney and the Politics of *The Groundings with my Brothers*' *boundary 2* (2009), Vol. 36 (1), 127-147. – Available through the CU Library or CU Learn.

Wednesday, December 2, 2020

Francophone Pan-Africanist Thought

- TBA.

Wednesday, December 9, 2020

Concluding Remarks

REGULATIONS COMMON TO ALL HISTORY COURSES

COPIES OF WRITTEN WORK SUBMITTED

Always retain for yourself a copy of all essays, term papers, written assignments or take-home tests submitted in your courses.

PLAGIARISM

The University Senate defines plagiarism as “*presenting, whether intentionally or not, the ideas, expression of ideas or work of others as one’s own.*” This can include:

- reproducing or paraphrasing portions of someone else’s published or unpublished material, regardless of the source, and presenting these as one’s own without proper citation or reference to the original source;
- submitting a take home examination, essay, laboratory report or other assignment written, in whole or in part, by someone else;
- using ideas or direct, verbatim quotations, or paraphrased material, concepts, or ideas without appropriate acknowledgment in any academic assignment;
- using another’s data or research findings;
- failing to acknowledge sources through the use of proper citations when using another’s works and/or failing to use quotation marks;
- handing in "substantially the same piece of work for academic credit more than once without prior written permission of the course instructor in which the submission occurs."

Plagiarism is a serious offence which cannot be resolved directly with the course’s instructor. The Associate Dean of the Faculty conducts a rigorous investigation, including an interview with the student, when an instructor suspects a piece of work has been plagiarized. Penalties are not trivial. They can include a final grade of "F" for the course.

COURSE SHARING WEBSITES and COPYRIGHT

Classroom teaching and learning activities, including lectures, discussions, presentations, etc., by both instructors and students, are copy protected and remain the intellectual property of their respective author(s). All course materials, including PowerPoint presentations, outlines, and other materials, are also protected by copyright and remain the intellectual property of their respective author(s).

Students registered in the course may take notes and make copies of course materials for their own educational use only. Students are not permitted to reproduce or distribute lecture notes and course materials publicly for commercial or non-commercial purposes without express written consent from the copyright holder(s).

STATEMENT ON CLASS CONDUCT

The Carleton University Human Rights Policies and Procedures affirm that all members of the University community share a responsibility to:

- promote equity and fairness,
- respect and value diversity,
- prevent discrimination and harassment, and
- preserve the freedom of its members to carry out responsibly their scholarly work without threat of interference.

Carleton University Equity Services states that “every member of the University community has a right to study, work and live in a safe environment free of discrimination or harassment”. [In May of 2001 Carleton University’s Senate and Board of Governors approved the Carleton University Human Rights Policies and Procedures. The

establishment of these policies and procedures was the culmination of the efforts of the Presidential Advisory Committee on Human Rights and a Human Rights Implementation Committee.]

GRADING SYSTEM

Letter grades assigned in this course will have the following percentage equivalents:

A+ = 90-100 (12)	B = 73-76 (8)	C - = 60-62 (4)	F= 0-49 (0) – Failure: no academic credit
A = 85-89 (11)	B - = 70-72 (7)	D+ = 57-59 (3)	
A - = 80-84 (10)	C+ = 67-69 (6)	D = 53-56 (2)	
B+ = 77-79 (9)	C = 63-66 (5)	D - = 50-52 (1)	

The following additional final course grades may be assigned by instructors:

- DEF Official deferral of final exam (see "Petitions to Defer")
- GNA Grade not available. This is used when there is an allegation of an academic offence. The notation is replaced with the appropriate grade for the course as soon as it is available.
- IP In Progress – a notation (IP) assigned to a course by a faculty member when: At the undergraduate level, an undergraduate thesis or course has not been completed by the end of the period of registration.
- WDN Withdrawn. No academic credit, no impact on the CGPA. WDN is a permanent notation that appears on the official transcript for students who withdraw after the full fee adjustment date in each term (noted in the Academic Year section of the Calendar each term). Students may withdraw on or before the last day of classes.

Standing in a course is determined by the course instructor subject to the approval of the Faculty Dean. This means that grades submitted by the instructor may be subject to revision. No grades are final until they have been approved by the Dean.

WITHDRAWAL WITHOUT ACADEMIC PENALTY

September 30, 2020: Last day for a full fee adjustment when withdrawing from **fall** and **fall/winter (full year)** courses (financial withdrawal). Withdrawals after this date will create no financial change to fall term fees and will result in a permanent notation of WDN appearing on your official transcript.

December 11, 2020: Last day for academic withdrawal from **fall** courses.

April 9, 2021: Last day for academic withdrawal from **fall/winter (full year)** courses.

REQUESTS FOR ACADEMIC ACCOMMODATIONS

You may need special arrangements to meet your academic obligations during the term. For an accommodation request the processes are as follows:

Pregnancy obligation: write to the professor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details see <https://carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf>

Religious obligation: write to the professor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details see <https://carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf>

Accommodation for Student Activities: write to the professor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after

the need for accommodation is known to exist. For more details see <https://carleton.ca/senate/wp-content/uploads/Accommodation-for-Student-Activities-1.pdf>

Survivors of sexual violence: As a community, Carleton University is committed to maintaining a positive learning, working and living environment where sexual violence will not be tolerated, and its survivors are supported through academic accommodations as per Carleton's Sexual Violence Policy. For more information about the services available at the university and to obtain information about sexual violence and/or support, visit: <https://carleton.ca/sexual-violence-support/wp-content/uploads/Sexual-Violence-Policy-December-1-2016.pdf>

Academic Accommodations for Students with Disabilities: The Paul Menton Centre for Students with Disabilities (PMC) provides services to students with Learning Disabilities (LD), psychiatric/mental health disabilities, Attention Deficit Hyperactivity Disorder (ADHD), Autism Spectrum Disorders (ASD), chronic medical conditions, and impairments in mobility, hearing, and vision. If you have a disability requiring academic accommodations in this course, please contact PMC at 613-520-6608 or pmc@carleton.ca for a formal evaluation. If you are already registered with the PMC, contact your PMC coordinator to send me your Letter of Accommodation at the beginning of the term, and no later than two weeks before the first in-class scheduled test or exam requiring accommodation (if applicable). After requesting accommodation from PMC, meet with me to ensure accommodation arrangements are made. Please consult the PMC website for the deadline to request accommodations for the formally-scheduled exam (if applicable).

PETITIONS TO DEFER

Students unable to write a final examination because of illness or other circumstances beyond their control or whose performance on an examination has been impaired by such circumstances may apply within five working days to the Registrar's Office for permission to write a deferred examination. The request must be fully and specifically supported by a medical certificate or other relevant documentation. Only deferral petitions submitted to the Registrar's Office will be considered.

CONTACTS (613-520-2600, phone ext.)

- Department of History history@carleton.ca
- Registrar's Office (3500) registrar@carleton.ca
- Academic Advising Centre academicadvising@carleton.ca
- Paul Menton Centre (6608) pmc@carleton.ca
- Centre for Student Academic Support – Study Skills, Writing Tutorials, Bounce Back csas@carleton.ca

Application for Graduation Deadlines

- Spring Graduation (June): April 1
- Fall Graduation (November): September 1
- Winter Graduation (February): December 1