

**HIS 350R: Globalization, Internationalism, and Transnationalism:  
A History of the United States and Africa  
Tuesday 3:30-6:30 P.M.  
Spring 2013**

Venue: CBA 4.340

**Instructor:** Toyin Falola

**Office:** GAR 2.142

**Office Hours:** TR 2:00-3:00 P.M.

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**Teaching Assistant**

**Office:** GAR 0.102

**Office Hours:** W 9:00-11:30 A.M.

**Email:**

**COURSE DESCRIPTION:**

This course seeks to address the complex role of the United States in the greater scope of international relations in politics with an emphasis on how political currents in the U.S. reach the African continent in a variety of ways. While this course will focus predominately on American history from approximately 1935 onward, it is important to note that we will give considerable attention to the interactions between the United States and Africa on multiple levels. Through the use of digital media sources (film, photographs, and digital archives), this course seeks to push students beyond traditional primary sources to understand the complexities of issues such as globalization, internationalism, and transnationalism in the context of the (often inter-weaving) histories of the United States and Africa. Each digital media source will serve as a way of engaging with representations (and misrepresentations) of the United States and Africa in political and cultural spheres. These weekly sources will also be supplemented by a variety of readings including memoirs, political texts, and cultural histories. The goal of this course is to create a unique dialogue about the past and present interactions between the United States and Africa through the use of traditional and non-traditional sources.

**COURSE OBJECTIVES:**

1. To gain a greater understanding of the intersections of African and American history.
2. To use a variety of primary and secondary sources to build dialogues on issues such as transnationalism, internationalism, and globalization in African and American history.
3. To identify and emphasize key themes in African and American history (i.e. think outside of the constructs of national borders).
4. To understand the larger implications of major currents in African and American history.
5. To understand perceptions of Africa and the United States in larger international relations discourses.
6. To examine the cultural implications of internationalism, transnationalism, and globalization in African and American history.

**Required Texts**

Wamba, *Kinship: A Family's Journey in Africa and America*.

N. Oluwafemi Mimiko, *Globalization: The Politics of Global Economic Relations and International Business* (Durham, NC: Carolina Academic Press, 2012) ISBN 978-1-61163-129-6

Manfred B. Steger, *Globalization: A Very Short Introduction* (New York: Oxford University Press, 2003). ISBN 0-19-280359X

Course Packet with weekly readings available at the Dobie Copy Center.

Students may purchase their books from the University Co-op, Amazon.com, or any other book vendor. However, you will be responsible for all readings on the syllabus in order to facilitate an effective and enriching class discussion. Please purchase or locate texts well in advance to ensure that you will be prepared for every class.

If any problems arise, please contact:  
University Co-op, Textbook Dept.  
2244 Guadalupe St., Austin, TX 78705  
Phone: (512) 476-7211 x8108

### ASSIGNMENTS:

Assignment	Due Date	Grade Percentage (100%)
<b>2 Reading/Media Response Papers</b>	<b>1<sup>st</sup> paper is due by Week 6, 2<sup>nd</sup> paper is due by Week 16</b>	<b>200 points total</b>
<b>Conference report</b>	<b>Week 13</b>	<b>150 points</b>
<b><i>Kinship</i> review</b>	<b>Week 15</b>	<b>150 points</b>
<b>Wikipedia Project</b>	<b>By Week 16</b>	<b>100 points</b>
<b>Class Discussions /Attendance</b>	<b>Weekly</b>	<b>100 points</b>
<b>Final Paper/Essay</b>	<b>Posted final exam day</b>	<b>300 points</b>

### Calculating Your Grade:

To calculate your grade divide the amount of points scored for an assignment by the total number of point scored up to that point. For example, if you score 80 points on your first reading/media response paper, the score would be 80%. If you scored 80 points on the first response paper, 90 on the response paper, and 135 on the conference report, add the total points scored (305) and divide by the total number of points available to that point (350) which gives a grade of 87.14%. Grades will be tracked on Blackboard and made available a week after the assignments are returned.

### Grading Scale:

Letter Grade:	Point Equivalent:	Grade Assessment:
93-100: A	930+	A = Excellent
90-92: A-	900-929	B = Above Average
87-89: B+	870-899	C = Average
83-86: B	830-869	D = Below Average
80-82: B-	800-829	F = Little evidence of
77-79: C+	770-799	learning course material
73-76: C	730-769	
70-72: C-	700-729	

67-69: D+	670-699
63-66: D	630-669
60-62: D-	600-629
0-59: F	0-599

### **Special TA Office Hours:**

In the event that students miss class or wish to review a film, the TA will hold additional office hours by appointment only on Fridays at the Fine Arts Library. Students must schedule an appointment 48 hours in advance. If a student fails to meet an appointment without at least a 24 hour notice, the TA reserves the right to refuse scheduling additional meetings with the student outside regular office hours. The only exception to this policy is a documented emergency.

### **Attendance Guidelines:**

Students must be present to view each film; therefore, attendance is mandatory. Late attendance will disturb the class. You must arrive on time. Make-ups will be granted only in the case of medical illness or a university-related conflict. Such conflicts will require signed documentation from the Dean's Office explaining the reason for your absence and the student to view the missed film at the Fine Arts Library. Cell phones must be off and there should be no talking in class during film viewing. If you would like to hold a conversation you should step out of the lecture hall. To get full points for attendance (100 points) you may only miss 2 classes without a documented absence AND actively participate in class discussions.

### **Media/Reading Reviews:**

You will be responsible for two media/reading reviews in the course of the semester. You may choose any two weeks; however, you must abide by the schedule on the syllabus. Each review should be two full pages and discuss the readings, lecture, and film/media presentation for one week in particular. These reviews should include a summary of the readings and film/media presented in class, and your opinion of the media and film. Your opinions must account for approximately fifty percent of the length of the essay (i.e. one full page discussion of your opinions). These reviews will be due at the beginning of class one week after the discussion/lecture for the class you are reviewing. For example, if you choose to review the readings and film for week two, you must submit your paper in class when we meet on week three.

*You may submit both reviews as early as you would like (i.e. you can turn in your two reviews on weeks two and three and be completely done with the assignment for the semester). Note: At least one review must be submitted by week six. No exceptions.*

### **Conference Review Guidelines:**

All students must attend TWO panels and the keynote lecture during the Africa Conference in March. Students may select any two panels based on their own individual interests. Students must write a five page paper discussing each of the panelist's papers, the discussion following the panel presentations, and the keynote lecture. For example, if you choose to attend two panels that have four members speaking each, you must discuss all eight of the presenters, their papers, the discussion following the presentations, AND the keynote lecture. Successful papers will

include summaries of each of the presentations and your opinion of each paper (strengths, weaknesses, etc.). Your paper must be stapled. The review will be due in class the week after the conference.

### ***Kinship* Review Guidelines:**

You must write a five page review of Wamba's *Kinship*. Successful papers will focus on the themes we have discussed in the course and how they relate to Wamba's *Kinship*. While some summary is necessary in a review, you must primarily focus on analytical and historical issues in the text. Limit summary to no more than one page and devote the rest of the paper to an analytical discussion of Wamba's work, how it relates to the course, its relevance to internationalism/transnationalism and world politics, and your opinions of the text.

### **Wikipedia Project**

All students will be responsible for editing two Wikipedia entries on subjects relevant to this course. You may select any topic; however, it must relate to internationalism, transnationalism, Africa, and world politics. You will be responsible for either editing or adding onto an existing Wikipedia entry, expanding an existing stub, or creating a new entry. You will be graded based upon the merit of your additions and the citations that you provide. To secure points for this project, you must complete the following:

1. Print a copy of the original Wikipedia entry (before you edit it).
2. Edit the Wikipedia entry/stub (and include citations).
3. Print a copy of the newly edited Wikipedia page.

*This project will be due by week 16; however, you may submit your edits/expansions as early as you would like.*

### **Final Paper**

Students must write an original 10-15 page research paper for the course. It will be due on the University posted date of the final exam. **HOWEVER**, you must have a draft ready for discussion on week fifteen. Research papers must include primary and secondary sources. Students may select a paper topic based on their own research interests; however, **they must be related to the course topic and approved by the TA/instructor by March 15<sup>th</sup>.**

### **Extra Credit Policy:**

There will be no extra credit for this class. The discussion board assignments and attendance are free points. All they require is for you to participate and follow instructions.

### **Format Guidelines:**

All assignments must be stapled, typed, double spaced, have 1" margins and size 12 Times New Roman font. Assignments that do not follow these guidelines will receive a five point deduction.

Part of writing history includes clearly communicating your ideas. As such, written assignments must conform to standard rules of written English including the organization of essays and

grammar. Students who require assistance can use the undergraduate writing center in the FAC free of charge. There will also be additional materials posted on blackboard for your assistance.

### **Plagiarism:**

How do you avoid committing plagiarism? Here are some basic tips:

1. Historians use a variety of citation formats, including footnotes, endnotes, and indicating their source directly in their text within parentheses. Within those formats, they use a variety of styles. For this class, you will be using the Chicago Manual Style for the response paper. A guide will be posted on blackboard.
2. Take notes carefully. Whenever you copy a direct quotation, protect yourself by putting quotation marks around it. Attach a full, accurate citation to any borrowed passage, whether quoted or paraphrased, and keep it attached as you write.
3. Although borrowed ideas must be fully acknowledged in a citation, you do not need to provide a citation for information that your reader can reasonably be expected to know. When in doubt, include a citation.
4. Plagiarism includes taking direct quotes or ideas from a source without giving the original author credit through a citation. It is easier to avoid plagiarism that involves verbatim copying or handing in the same paper twice than it is to avoid plagiarism that involves paraphrase, probably the trickiest area of all. Certainly it is the area where most instances of plagiarism occur.

### **Class Policies:**

- **Policy on Late or Missed Assignments/Examinations:** Make-ups will be granted only in the case of medical illness or university-related conflict. Make-ups will only be given when a request is made prior to the date of the exam or assignment except for documented medical emergencies. Even with prior notice, an alternative exam date will only be given in extreme documented cases.
- **Assignments:** All assignments must be submitted on due dates. Assignments turned in late will incur a penalty of 5 points per calendar day late. Assignments more than three calendar days late will not be graded and will receive a zero for the assignment.
- **University of Texas Honor Code:** The core values of The University of Texas at Austin are learning, discovery, freedom, leadership, individual opportunity, and responsibility. Each member of the university is expected to uphold these values through integrity, honesty, trust, fairness, and respect toward peers and community. Any student found guilty of scholastic dishonesty may receive an “F” in the course and be remanded to the appropriate University of Texas authorities for disciplinary action. For more information, view Student Judicial Services at <http://deanofstudents.utexas.edu/sjs>.
- **Use of Class Materials:** No material presented in lecture may be directly or indirectly published, posted to the Internet, or rewritten for publication or distribution in any medium. Neither these materials nor any portion thereof may be stored in a computer

except for personal and non-commercial use. All information derived from the internet must be adequately cited.

- **Student Privacy:** The Family Educational Rights and Privacy Act (FERPA) require that student privacy be preserved. Thus the posting of grades, even by the last four digits of the social security number, is forbidden. All communication will remain between the instructor and the student, and the instructor will not be able to share details of the student's performance with parents, spouses, or any others.
- **Documented Disability Statement:** The University of Texas at Austin provides upon request appropriate academic accommodations for qualified students with disabilities. For more information, contact Services for Students with Disabilities at 471-6259 (voice) or 232-2937 (video phone). Students who require special accommodations need to get a letter from the Service for Students with Disabilities. This letter should be presented to the Professor at the beginning of the semester and the specific accommodations discussed at this time. Five days prior to an exam, it is the student's responsibility to remind the professor of the accommodations needed. If the student fails to produce the letter and speak with the Professor five days before the exam, then the student may not get the accommodations he/she requires.

### **Course Schedule**

#### **Week 1- 1/17- Introduction, overview of syllabus, use of films/photography/digital media as primary sources**

**Readings:** Trouillot, *Silencing The Past: Power And The Production Of History*, chapters 1, 5.

#### **Week 2- 1/24- Examining America and Africa through an International/Transnational Approach**

- Introduction to American Politics and International History
- Locating Africa: Africa and the West, early encounters

**Film:** *The Africans: A Triple Heritage, Part 9: Global Africa*

**Readings:** Northrup, *Africa's Discovery of Europe, 1450-1850*, chapters 1-3  
King, Mae C. "Race and US Foreign Policy: Reflections on West Africa." *Black Scholar* 40, 3 (Fall 2010): 2-12.

#### **Week 3- 1/31- The Era of Colonial Conquest in Africa, the United States, and International Diplomacy**

**Film:** *Berlin 1885: The Division of Africa*

**Readings:** Schraeder, Peter J. "From Berlin 1884 to 1989: Foreign Assistance and French, American, and Japanese Competition in Francophone Africa." *The Journal of Modern African*

*Studies* 33 (4) (2005): 539-567.  
Hochschild, Adam. *King Leopold's Ghost*, 1-65.

#### **Week 4- 2/7- The United States, World War I, Colonial Powers**

**Film:** *Black and White in Color*

**Readings:** Munene, G. Macharia. "The United States, Pressure Groups and Africa: 1885-1918." *Transafrican Journal of History* 23 (1994):1-8.  
Lepkowski, Tadeusz. "World Wars as Experienced by Extra-European Societies." *Hemispheres: Studies on Cultures & Societies* 3 (1986): 213-220.  
Rich, Jeremy. "Hunger and Consumer Protest in Colonial Africa during the First World War." *Food, Culture & Society* 10, 2 (2007): 239-259.

#### **Week 5- 2/14-Post-World War I International Politics, the United States, and the League of Nations**

**Digital Media:** In-Class Online Archival Research Group Project (break into groups of four and use online archives to find documents and photographs relevant to the discussion of the United States and Africa in the post-World War period. Use these texts as a way of engaging with the readings. We will re-convene for the last forty-five minutes of class to discuss findings. Each student must present one archival document to the class).

**Readings:** Callihan, Michael D. *Sacred Trust: The League of Nations and Africa, 1929-1946*. Selected chapters.  
Lefebvre, Camille. "We Have Tailored Africa: French Colonialism and Africa's Borders in the Interwar Period." *Journal of Historical Geography* 37, 2 (2011): 191-202.  
Wertheim, Stephen. "The League that Wasn't: American Designs for a Legalist-Sanctionist League of Nations and the Intellectual Origins of International Organization, 1914-1920." *Diplomatic History* 35, 5 (2011): 797-836.

#### **Week 6- 2/21-World War II**

**Film:** *Camp de Thiaroye*

**Readings:** Venkataramani, M.S. "The United States, the Colonial Issue, and the Atlantic Charter Hoax." *International Studies* 13, 1 (1974): 1-28.  
Oyebade, Adebayo. "Feeding America's War Machine: The United States and Economic Expansion in West Africa during World War II." *African Economic History* 26 (1998): 119-140.  
Akingbade, Harrison. "U.S. Liberian Relations during World War

II." *Phylon* 46, 1 (1985): 25-36.

**\*\*First reading/media response is due by the beginning of class\*\***

### **Week 7- 2/28-Post-War Rebuilding and the Future of Colonialism**

**Film:** *Battle of Algiers*

**Readings:** Thomas, Martin. "Innocent Abroad? Decolonisation and US Engagement with French West Africa, 1945-56." *Journal of Imperial and Commonwealth History* 36, 1 (March 2008): 47-73.

Gibbs, David. "Political Parties and International Relations: The United States and the Decolonization of Sub-Saharan Africa." *International History Review* 17, 2 (1995): 306-327.

Wamba, *Kinship: A Family's Journey in Africa and America*, pps. 1-50.

### **Week 8- 3/7- Decolonization and the Cold War**

**Film:** *Lumumba*

**Readings:** Gleijeses, Piero. "Flee! The white giants are coming!': The United States, the mercenaries, and the Congo, 1964-65." *Diplomatic History* 18, 2 (Spring 1994).

Gibbs, David. "The United Nations, International Peacekeeping and the Question of 'Impartiality': Revisiting the Congo Operation of 1960." *Journal of Modern African Studies* 38, 3 (September 2000).

Wamba, *Kinship: A Family's Journey in Africa and America*, pps. 51-100.

### **Week 9- 3/14- Spring Break**

### **Week 10- 3/21- The Cold War, continued**

**Film:** *When We Were Kings*

**Digital Media Source:** LBJ Online Photographic Archive, *Life* Digital Photographic Archive

**Readings:** Lerner, Mitch. "Climbing off the Back Burner: Lyndon Johnson's Soft Power Approach to Africa." *Diplomacy & Statecraft* 22, 4 (December 2011): 578-607.

Meriwether, James. "Endangering the Security of the Free World: Africa, the United States, and the Cold War." *New England*

*Journal of History* 64, 1 (Fall 2007): 90-101.  
Wamba, *Kinship: A Family's Journey in Africa and America*, pps.  
101-150.

\*\*\*\*Reminder- Bring 5 sources from LBJ Library to discuss in class\*\*\*\*

**Week 11- 3/28- The Struggle for Equality: Civil Rights, Black Power, and African American Mobilization in an International Context**

**Film:** *Have You Heard from Johannesburg: From Selma to Soweto*

**Readings:** Wamba, *Kinship: A Family's Journey in Africa and America*, pps.  
151-200.

Gaines, Kevin. "A World to Win: The International Dimension of the Black Freedom Movement." *OAH Magazine of History* 20, 5 (October 2006): 14-18.

Review this website:

<http://exhibitions.nypl.org/africanaage/essay-black-power.html>

Thorn, Hakan. "The Meaning(s) of Solidarity: Narratives of Anti-Apartheid Activism." *Journal of Southern African Studies* 35, 2 (June 2009): 417-436.

**Week 12- 4/4- Africa and the US: Late Twentieth Century Economics and Development**

**Film:** *Zan Boko*

**Readings:** Wamba, *Kinship: A Family's Journey in Africa and America*, pps.  
201-250.

Ramchandani, R.R. "Structural Adjustment vs. Structural Transformation: The Case of Sub-Saharan Africa's Development Dilemma." *Africa Quarterly* 31 (1991): 13-44.

\*\*\*\*2013 AFRICA CONFERENCE\*\*\*\*

**Week 13- 4/11- Globalization, the U.S., and Africa**

**Film:** *Afro@Digital*

**Digital Sources:** Globalization and African voices in user-submitted films on multimedia sites

**Readings:** Wamba, *Kinship: A Family's Journey in Africa and America*, pps.  
251-300.

Ntarangwi, Mwenda. "African Hip Hop and Politics of Change in an Era of Rapid Globalization." *History Compass* 8, 12 (December 2012): 1316-1327.

Dedering, Tilman. "Globalization, Global History, and Africa." *Journal of Asian & African Studies* 37 (2002).

**\*\*\*\* Conference Report Due at the Beginning of Class\*\*\*\***

**Week 14- 4/18- Current issues in African/American Transnational History**

**Film:** *Arugba*

**Readings:** Zuberi, Tukufu. "A Perspective on Africa and the World." *Annals of the American Academy of Political & Social Science* 632, 1 (2010): 5-11.

Chidester, David. "Atlantic Community, Atlantic World: Anti-Americanism Between Europe and Africa." *Journal of American History* 93, 2 (2006): 432-436.

Wamba, *Kinship: A Family's Journey in Africa and America*, pps. 301-350.

**Week 15- 4/25- Contemporary Images of Africa from the United States: Power, and Representation**

**Film:** *Machine Gun Preacher*

**Readings:** Ukadike, N. Frank. "Western Film Images of Africa: Genealogy of an Ideological Formation." *Black Scholar* 21, 2 (1990): 30-48.

**\*\*\*\*Kinship review is due at the beginning of class\*\*\*\***

**Week 16- 5/2- Presentation of Research Projects and Final Reflections**

**Readings:** Peer-review drafts of other student's papers by assigned groups

**\*\*\*\*Wikipedia projects are due by the beginning of class\*\*\*\***

**\*\*\*\*Second reading/media response is due by the beginning of class\*\*\*\***

**NOTE: Final Papers will be due on the day of the final exam, as listed by the Registrar's Office. You are responsible for knowing this deadline.**