MC377:001 Postcolonialism (Profiling Africa)  
Revised September 29, 2010  
Professor Rita Kiki Edozie, Associate Professor and Chair of International Relations and Director of African American and African Studies  

Fall 2010: T, Th 5:00 pm – 6:20 pm, Room 331 Case Hall

COURSE DESCRIPTION AND SUMMARY

An emerging sub-genre of new constructivist/post-structural methodologies employed for examining comparative political studies and international relations, as a theory and practice, Postcolonialism can be described as an intellectual tool for interpreting colonial influences on independent ‘post-colonial’ countries. The Postcolonial lens provides a way to analyze the impact of colonial structures on the newly sovereign states and societies that emerged from colonialism. Considered sometimes as an intellectual paradigm, methodology or merely theoretical construct, Postcolonialism critically interrogates the manner that these state-societies continuously respond contemporaneously to in diverse ways to the historical experience of this colonial contact. In this regard, Postcolonialism has come to be defined as a medium for the voice, representation and agency of formerly colonized peoples who through this vehicle now themselves self-determinedly interrogate the impact that Western modernity through colonialism has had on their development since 1492.

The current version of MC377 (Postcolonialism: profiling Africa) will examine Postcolonial thought and practice in Africa, the region of the world that has experienced the most recent, comprehensive and perhaps devastating forms of colonialism. In this course, we will use postcolonial theory to investigate the interstitial space among state-societies in Africa arising out of the continent’s postcolonial condition. Sub themes include historical issues such as representation and the African identity; the colonial encounter in Cameroon and the Congo; development and the neo-colonial question; as well as postcolonial perspectives on structural adjustment, democracy, legacies of settler colonialism and apartheid in South Africa, gender difference in West Africa, and African-African American pan Africanism.

The course will allow its participants to engage in an understanding of the so-called ‘subjugated knowledge’s’ of postcolonial Africans. It similarly exposes the multiple and alternative interpretations, voices, and struggles of Africans in the comparative and international studies discourse. In doing so, methodologically, the course profiles Africanist theories, issues and country case-study sites of analysis drawn from an interdisciplinary study of African politics, economics and society; and uses a range of readings – textbooks and focus journal articles and book chapters, as well as movies and other multi-media resources.
TEACHING AND LEARNING METHODOLOGY

MC320 will be delivered using Madison’s unique student-focused teaching methodology. This means that rather than as a series of professor lectures, view this course as a semester long workshop in which you the student are a central facilitator-agent.

This instructional style combines instructor-led lectures with collaborative learning methods such as student-led seminar modules. There will be individualized assignments as well as group assignments; and formal classroom instruction will be conducted utilizing effective learning technologies, including instructional audio-visual props such as media, educational movies; and the reliance on Angel online mechanisms. In addition to exposing you to and delivering to you complex, deep, broad and interdisciplinary knowledge required to study developing world country issues, my course delivery method seeks to develop the skills and talents that require your success in acquiring careers and post graduate study in the social science fields. This entails the development of your multiple research skills, including analytical and critical thinking and various types of written as well as oral communication delivery.

Also, remember that this course is designated as a Tier 2 cluster writing requirement course. This means that you and I must work together on ‘developing’ your research papers. It also means that you have the opportunity to ‘consult and revise’ your papers. In your senior year, a requirement for graduation is that you will be asked to submit a portfolio of the research paper that you write in this course.

REQUIRED BOOKS AND REQUIRED REVIEW BOOKS

REQUIRED BOOKS
(ALL STUDENTS WILL PURCHASE ALL BOOKS)


Ferdinand Oyono, *Houseboy* (Heinemann, 1991)


Professor Edozie compiler, *Course Reader in Choice Readings in Postcolonial Africa* (Fall 2010)
CHOICE REVIEW BOOKS
(ONE BOOK REQUIRED READING FOR EACH STUDENT)

James Ferguson *Global Shadows Africa in the Neoliberal World Order* (Duke University Press, 2006)


GRADING SCALE
(The 100 point earning model)

1.) at least 95 - 4.0  2.) at least 90 - 3.5  3.) at least 85 – 3.0  4.) at least 80 – 2.5  5.) at least 75 – 2.0  6.) at least 70 – 1.5  7.) at least 65 – 1.0  8.) 64 and below- 0

CODE OF CONDUCT

- Refer to Student Handbook for Academic Honesty Policy

- Remember that this is a 4 credit course based on JMC’s distinctive office hours’ model (this means that office hours and other professor-student sessions are highly encouraged. My office is open and I am happy to assist you in any way that I can)

- Office hours Tuesdays and Thursdays 1:00 to 3:00 pm (Please email your intentions to visit)

- See me for Honors Credit Assignment for this course
ASSIGNMENT REQUIREMENTS

Assignment 1: Empire Writes Back Book Review Roundtable Papers (05 points)
Write a two-page paper of the book based on the guidelines and chapter assignments provided to you in Angel (use Edozie format, please). Be prepared to present your paper’s central ideas in class.

Assignment 2: Imagining the Congo Book Review Roundtable Paper (05 points)
Write a two-page paper of the book based on the guidelines and chapter assignments provided to you in Angel (use Edozie format, please). Be prepared to present your paper’s central ideas in class.

Assignment 3: Houseboy Book Review Roundtable Paper (05 points)
Write a two-page paper of the book based on the guidelines and chapter assignments provided to you in Angel (use Edozie format, please). Be prepared to present your paper’s central ideas in class.

Assignment 4: How Europe Underdeveloped Africa Book Review Roundtable Paper (05 points) Write a two-page paper of the book based on the guidelines and chapter assignments provided to you in Angel (use Edozie format, please). Be prepared to present your paper’s central ideas in class.

Assignment 5: Midterm Exam The midterm test will test your knowledge of the material completed up until the midpoint (20 points).

Assignment 6 (a –e): Book Review Response Presentations and Papers
You are responsible for a five-page group lead discussion of a selected Choice book reading response and presentation (ten points for presentation and ten points for paper – 20 total points)

Assignment 7 (a,b,c): Final Paper - This will be a fifteen page TW2 paper on a postcolonial Africa issue that we have covered in this course applied to a comparative, transnational or international African context. That is to say that you may choose to methodologically approach your central paper question from a single country comparative postcolonial African country or from a transnational or international methodological positioning by choosing a postcolonial African issue that explores to interconnections of the local, national, regional or global. 7a (2.5 points) is the paper outline, 7b (2.5 points) is presentation of the draft and 7c (20 points) is final draft of paper (total 25 points).

Assignment 8: Class participation and attendance grades are based on your extant rate of attendance and your rate and quality of participation in class discussion sessions. Quality of participation is based on your demonstration of having done the readings and your ability to be able to voluntarily question and comment on related but relevant themes in a given discussion session. Class participation is also rated by your documentary participation in the focus media discussions. You will need to submit documented commentary and responses to all Focus media and Choice book review discussion sessions. Your responses are assessed in the classroom; however submittal of your responses is required for filing purposes only – your responses will not be graded but will be credited toward class participation for up to 10 required points (15 points total).
CALENDAR OF EVENTS

9/2 – 
SESSION 1: Course Orientation

Teaching Format: Edozie Introductory Lecture

Focus Media: Chimamanda Ngozi Adiche, “The Danger of a Single Story”

Assignment: Prepare for course

MODULE 1: 
Postcolonial Theory and “Representing” Africa

9/7– 
SESSION 2: Postcolonial Theory as Comparative Studies Method

Teaching Format: Interactive Lecture and Book Discussion

Textbook Readings & Required Focus Review Reading I
Bill Ashcroft, The Empire Writes Back

Focus Media: Frantz Fanon Documentary - Black Skin, White Mask - 1/5
http://www.youtube.com/watch?v=-KNSipIY5cl

Assignment: Two page reading response contribution of Empire Writes Back (oral and written) (Assignment 1)

9/9 – 
SESSION 3: Representation and Postcolonial Studies in Africa

Teaching Format: Lecture on Readings

Textbook Readings
Soyinka and Edozie, Reframing Contemporary Africa, 2010

- Introduction Part I
- Chapter 1
- Chapter 22

Assignment: Read, reflect and participate
9/14 –  
SESSION 4: Rerepresenting Africa – Invention, Maps and Culture  

Teaching Format: Lecture on the Readings  

Textbook Readings  
Soyinka and Edozie, *Reframing Contemporary Africa* 2010  

Chapter 2  
Chapter 3  
Chapter 4  

Assignment: Read, reflect and participate  

9/16 –  
SESSION 5: Colonialism and Representation: the Congo  

Teaching Format: Interactive Lecture and Discussion of Focused Reading  

Textbook Readings & Required Focus Review Reading II  
Kevin Dunn *Imagining the Congo*  

Assignment: Two page reading response and class presentation of Imagining the Congo (Assignment 2)  

MODULE 2:  
History, Colonialism and Decolonization  

9/21-  
SESSION 6: The Euro-Africa Colonial Encounter  

Teaching Format: Lecture on Colonialism  

Textbook Readings  
Soyinka and Edozie, *Reframing Contemporary Africa* 2010  

Introduction Part II  
Chapter 5  
Chapter 7  

Assignment: Read and Participate  

9/23-  
SESSION 7: Civilizing Africa: the Cultural Imperialism and Identity
Teaching Format: Interactive Lecture and Discussion of Focused Reading

Textbook Readings & Required Focus Review Reading III
Ferdinand Oyono, Houseboy

Assignment: Two page reading response and class presentation of Houseboy (Assignment 3)

9/28-
SESSION 8: Cultural Colonial Legacies

Teaching Format: Media Viewing Discussion


Assignment: Watch and Participate

9/30-
SESSION 9: Colonization- Decolonization: Politics and Democracy

Teaching Format: Visual Presentation

Focus Media: Raoul Peck Lumumba

Assignment: Watch and Respond to Questions

10/5 –
SESSION 10: The Colonial Economy: the Last Stage of Capitalism

Teaching Format: Interactive Lecture on Underdevelopment and Colonialism

Textbook Readings & Required Focus Review Reading IV
Walter Rodney, How Europe Underdeveloped Africa

Assignment: Two page reading response and class presentation of How Europe Underdeveloped Africa (Assignment 4)

10/7 –
SESSION 11: Colonialism & Contemporary African Political Economy

Teaching Format: Discussion

Roundtable Discussion
Rodney How Europe and Peck’s Lumumba
MIDTERM

10/12
Midterm Review

10/14
Midterm Exam
(Assignment 5)

MODULE 3:
Contemporary Postcolonial Issues: Neo-Colonial Economy,
Postcolonial Democracy and Post-Apartheid South Africa

10/19—
SESSION 12: Neocolonialism and African Underdevelopment

Teaching Format: Lecture on Neocolonialism and African Underdevelopment

Textbook Readings
Soyinka and Edozie, Reframing Contemporary Africa 2010

- Introduction to Part III
- Chapter 12
- Chapter 14

Assignment: Read and Participate

10/21 –
SESSION 13: Structural Adjustment and Neocolonial Economy

Textbook Readings & Choice Focus Review Reading V (Choice A)
James Fergurson Global Shadows

Assignment: Lead Discussion and paper (Choice Group A Assignment 6A) and everyone else – read and participate

10/26-
SESSION 14: Dependent Economies

Teaching Format: Viewing and Discussion

Focus Media: Shantha Bloeman, T-Shirt Travels: The Story of Secondhand Clothes and Third World Debt in Zambia
Assignment: Watch and Participate in Movie Discussion

10/28-
SESSION 15: Postcolonial Democracy

Teaching Format: Lecture on Democratization in Africa

Textbook Readings
Soyinka and Edozie, *Reframing Contemporary Africa*, 2010

Chapter 9 and Chapter 10

Assignment: Read, Reflect and Participate in Class Discussion

11/2-
SESSION 16: Comparative African Democratic Politics

Teaching Format: Lead Discussion of Reconstructing the Third Wave

Textbook Readings & Choice Focus Review Reading VI (Choice B)
Rita Kiki Edozie, *Reconstructing the Third Wave of Democracy*

Assignment: Lead Discussion and paper (Choice Group B: Assignment 6B) and everyone else – read and participate

11/4-
SESSION 17: Postcolonial South Africa – Settler Colonialism and Apartheid

Teaching Format: Lecture on South Africa and the Legacies of Settler Colonization

Textbook Readings
Soyinka and Edozie, *Reframing Contemporary Africa*, 2010

Chapter 20

Assignment: Read, Reflect and Participate in Class Discussion

11/9-
SESSION 18: The Colonial Legacy of Apartheid

Teaching Format: Discussion of Mamdani’s *Citizen and the Subject*

Textbook Readings & Choice Focus Review Reading VII (Choice C)
Mahmood Mamdani, *Citizen and the Subject: Contemporary Africa and the Legacy of Late Colonialism*
Assignment: Lead Discussion and paper (Choice Group C: Assignment 6C) and everyone else – read and participate

11/11-
SESSION 19: Legacies of Apartheid: Human Rights and Reconciliation

Teaching Format: Visual Viewing and Discussion

Focus Media
John Boorman’s In My Country
The movie deals with the story of Afrikaner poet Anna Malan (Binoche) and an American journalist, Langston Whitfield (Jackson), sent to South Africa to report about the South African Truth and Reconciliation Commission hearings.

Assignment: Watch and Participate in Commentary

MODULE 4:
Contemporary Issues in Postcolonial Culture and Identity

11/16-
SESSION 20: Problematizing Gender in Postcolonial Africa

Teaching Format: Lecture on Reframing book’s gender chapters

Textbook Readings
Soyinka and Edozie, Reframing Contemporary Africa, 2010

    Introduction to Part IV
    Chapter 17
    Chapter 18

Assignment: Read, Reflect and Participate

11/18
CLASS CANCELLED
Prepare research outlines – Assignment 7a

11/23 –
SESSION 21: Gender Diversity in Postcolonial Nigeria

Teaching Format: Discussion of Amadiume’s Male Daughters

Textbook Readings & Choice Focus Review Reading VIII (Choice D)
Ifi Amadiume Male Daughters, Female Husbands

Assignment: Lead Discussion and paper (Choice Group D: Assignment 6D) and
everyone else – read and participate

11/30 –
SESSION 22: “Black Women (Faat Kine)” in Senegal

Teaching Format: Viewing and Discussion of Movie

Focus Media Sembene Ousmane Faat Kiine

Assignment: View and Respond to Movie Commentary
Assignment 7 a (Research Paper Outlines Due)

12/2 –
SESSION 23: Pan African Legacies in the Age of Obama

Teaching Format: Lecture on Pan Africanism and the African Diaspora

Textbook Readings
Soyinka and Edozie, Reframing Contemporary Africa, 2010

Introduction to Part V
Chapter 8

Assignment: Read, Reflect and Participate

12/7-
SESSION 24: The African Diaspora and Ghana

Teaching Format: Discussion of Gaine’s book,

Textbook Readings & Choice Focus Review Reading VIII (Choice E)
Kevin Gaines, American-Africans in Ghana

Assignment: Lead Discussion and paper (Choice Group E: Assignment 6E) and everyone else – read and participate

12/9-
SESSION 25 - Wrap-up
Two-Page Final Research Essay Outline Dissuasion/ Presentation Assignment 7b

12/16
EXAM SESSION
Final Research Paper Assignment 7c Due