INST 4192: Directed Reading/Independent Study in International Studies–Colonialism in Africa

Spring 2017
Tiller 202
Biweekly Course Meeting Time: TBA

Instructor: Dr. Yao-Yuan Yeh
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Office Hours: Mon 5-7 pm; Tue 10 am-2 pm; Wed 10 am-12 pm (or by appointment)
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Course Description and Goals:

This is course of a directed reading/independent study in International Studies on colonialism in Africa. The course will focus on the general scholastic understanding of colonialism and post-colonial reconstruction and apply them to understand the contemporary political, societal, economic, and cultural development in Africa.

Course Objectives:

Course Learning Outcomes:

By the end of this course, students can expect to learn how to:

1. Define, understand, and use concepts and terms relevant to the study of colonialism in Africa.

2. Apply a body of factual knowledge directly relevant to understanding political and economic institutions across African countries.

3. Analyze empirical evidence relevant to evaluating different points of view on historical and contemporary problems in Africa.

4. Understand theories in the field of international studies and be able to apply them to understand contemporary political, economic, societal and cultural phenomena in Africa.

Required Texts

There is no required textbook for this class and all readings will be posted to Blackboard.

Course Requirements and Grading Policy

• Attendance and Discussion (20%)
  Participation in discussion is extremely important in the context of learning. Students are expected to come to each of the biweekly meeting and provide insights from the readings.
• Annotated Bibliographies (80%)

In this assignment, you need to provide:

- An annotation of each work from the readings of each topic, including:
  1. A summary of the theory/hypothesis and the findings of this research
  2. A reflection

- Each entry in your annotated bibliography should address the following items
  1. Thesis/research question
  2. Basic theory underlying the work
  3. Method used to reach conclusions (supporting material, literature reviewed, method)
  4. Primary conclusions (stick to about three if many)
  5. Your intellectual reflection.

- Incorrect Annotated Bibliography—Too general, little detail, no findings:


  This book explores the Hunger Strikes that took place in the Northern Irish Prisons from October 1980 to October 1981, which resulted in the death of 10 Irish prisoners. O’Malley discusses the hunger strikes, the reaction to them, the consequences of them and finally the legacy of them in the northern Irish conflict. The author investigates the hunger strikes through interviews with the priests who visited the striking prisoners, their families and neighbours, prison and government officials, and local politicians as well as by analyses of the media during this period.

- Correct Annotated Bibliography—Thesis, elaborates on theory, findings (but weak on method):


  This article discusses the aftermath of a conflict and its effect on the next generation, their collective memory. It also focuses on the need to make use of the collective memory of the post-conflict generation in order that history won’t repeat itself and conflict arises again. Hoffman uses the South Truth and Reconciliation Committee as an example to prove that the “world of violence cannot be righted but it can be rectified.”

  The author explains that systematic violence which is meant to humiliate such as torture is the worst kind that affects collective memory and the way it is interpreted could affect the resurgence or reduction of conflict. As the post-generation is the hinge between the past and future and much depends on how it turns from one to another. Therefore the method of transmission of these memories is important in order to “remember without hating”. When
the author talks about post generation she defines it as the children of both the victims and the perpetrators, who through collective memory and guilt could re-start the conflict in a reverse manner where the children of the victim would turn on the children of the perpetrator.

The author concludes that the only way that remembering without hurting could occur is if there is dialogue between the children of the victim and perpetrator so that memory would be truly collective in the sense that each would hear the others memories as well would understand and identify with the other.

– Other templates of a good annotated bibliography can be found here: [https://owl.english.purdue.edu/owl/resource/614/03/](https://owl.english.purdue.edu/owl/resource/614/03/)

– You are encouraged to follow the format of the *American Political Science Review* and the *Chicago Manual of Style* for your citations and reference. The Center for International Studies does not require a unified citation style, and the only requirement is that you need to be consistent in the format you choose.

– Technical details:

  * All the assignments need to be typed and uploaded to Blackboard under “Assignments.”
  * All submissions needs to be double-spaced, with Times New Roman 12 pt. font and 1 inch margins.
  * Sloppy writing should be avoided.
  * Proof-reading is strongly recommended before submission.

– Due Dates:

  * Topic 1: February 10
  * Topic 2: March 2
  * Topic 3: March 24
  * Topic 4: April 7
  * Topic 5: April 21
  * Topic 6: May 5

**Policy on Missed Exams and Late Papers**

- If you have an “acceptable excuse” that causes you to miss an exam/quiz (e.g., illness with a note from a doctor), contact your professor (me) within two business days of the test (preferably contact me before the test) and a make-up exam will be scheduled. Note that the format of the make-up exam/quiz may be different from the format of the regular exam.

- If you miss a test/quiz and do not have an “acceptable excuse,” you will receive a 0 on the test/quiz.
• Late papers and exams lose a letter grade per day late (including both business and non-business days). However, if you have an “acceptable excuse,” you will have extra time to finish your assignments.

• If you are late for over three days (> 3, including both business and non-business days) without an “acceptable excuse,” you will receive a 0 on the test/assignment.

Grading Policy:

The grade will be rounding to one decimal place. No additional rounding will be executed.

A = ≥ 93  
A- = 90-92.9  
B+ = 87-89.9  
B = 83-86.9  
B- = 80-82.9  
C+ = 77-79.9  
C = 73-76.9  
C- = 70-72.9  
D+ = 67-69.9  
D = 60-66.9  
F = Below 60

Academic Honesty: Cheating will not be tolerated. You must write your own quizzes and exams. Plagiarism is a representation of another person’s work as your own (for example, directly quoting from another source without using quotation marks). See the University of St. Thomas regulations, “Scholastic Dishonesty.” If you plagiarize, or otherwise cheat, on any exam or assignment, you will be punished to the maximum extent possible. While some cross-pollination of ideas may occur, student papers must not be written in collaboration. Student papers of similar flow, structure, word-choice, and content will be treated in the same manner as if they were plagiarized.
Course Outline and Readings

Readings are expected to be done by the end of the lecture date of the topic.

1. January 19-25
   Topic: Course overview

2. January 26-February 8
   Topic 1: Africa: An Overview

3. February 9-March 1
   Topic 2: What is colonialism?
   Required readings:
   - Albert Memmi, *The Colonizer and the Colonized*.

4. March 2-22
   Topic 3: Colonialism in Africa: Political Changes
   Required readings:

5. March 23-April 5
   Topic 4: Colonialism in Africa: Economic Changes
   Required readings:

6. April 6-19
   Topic 5: Colonial Legacies in Africa
   Required readings:


7. April 20-May 3

**Topic 6: Moving Beyond Colonialism**

**Required readings:**

