

HIST392
Europeans in Africa: Explorers and Conquerors¹
Spring 2010; Wednesday 1:10-3:45

Curtis Keim
610-861-1685 (office)
610-865-3015 (home, evenings/weekends)
ckeim@moravian.edu
Office location: Reeves Library 323 (top floor near the elevator)
Office hours: M 3:00-4:30; W 4:00-5:00; TH 1:00-2:20

Topics

Beginning with the Scottish explorer Mungo Park in the late eighteenth century, Europeans began to explore the interior of tropical Africa. By the late nineteenth century, Europeans had "discovered" most of this part of the world, and by the early twentieth century, they had conquered the continent and were exploiting its resources. What ideas and attitudes did these Europeans have toward Africa and Africans? How did ideas and attitudes change across this period? How did Europeans justify their conquest? Students in the course will write a substantial research paper analyzing the life of an individual explorer or conqueror.

Goals

By the end of this course, you should have improved your abilities to:

- approach writing as a process that involves considerable ongoing reflection and revision
- employ a multidisciplinary approach to thinking about and writing history
- locate and use primary sources
- respond to secondary sources and engage in historiographic debates
- use writing conventions appropriate to the discipline of history
- give and receive constructive criticism
- deliver effective oral presentations

Texts

Stanley, Henry Morton, *How I Found Livingstone* (Dover Publications, 2002)
Pettitt, Clare. *Dr. Livingstone, I presume?: Missionaries, Journalists, Explorers, and Empire* (Harvard, 2007)
Keim, Curtis, *Mistaking Africa. Curiosities and Inventions of the American Mind*. (Westview; 2nd ed., 2009)

Additional readings will be assigned.

¹I thank my colleagues in the History Department for their contributions to this syllabus and course. Drs. Sandy Bardsley, Heikki Lempa, and Jamie Paxton have offered versions of the course and I have profited from their syllabi and experiences. As a departmental effort, many words, phrases, and ideas of the syllabus have been shared freely.

Class

Reading assigned for a class is to be completed before that class. Reading the material before the class is essential for understanding and for useful discussions. I recommend taking notes and outlining (rather than highlighting or underlining). I also recommend spending time at every study session quickly reviewing lecture and reading notes.

Students are encouraged to speak to me about academic or other subjects. Office hours will be announced and they are posted on my office door. You may also make an appointment. If you try to call me in my office and there is no answer during weekdays, let my phone ring for voice mail. Or, call me evenings or weekends at home. I am also on the network during most weekdays.

While I intend to follow the syllabus closely, it is sometimes helpful or necessary to change schedules, assignments, or evaluation procedures. Thus I reserve the right to do so.

Evaluation

Participation	15%
Peer editing	10%
Reading questions	15%
Paper construction (persistence in writing; quality of note cards, outline, and drafts)	20%
Bibliography	8%
Final Paper	22%
Presentation	10%

Late assignments will be penalized, but you still ought to complete them.

The participation grade reflects the quality and quantity of your contributions to the class and your writing group.

Attendance does not receive a grade, but after one unexcused absence each absence will result in three points being subtracted from your final grade. Consistently late arrivals may result in points being subtracted from your final grade.

Students who wish to request accommodations in this class for a disability should contact Mr. Joe Kempfer, Assistant Director of Learning Services for Disability Support, 1307 Main Street (extension 1510). Accommodations cannot be provided until authorization is received from the office of Learning Services.

Plagiarism will normally result in failure in the course. As with all courses, you are expected to keep all notes, drafts, and returned work until the final grade is assigned. Our plagiarism policy can be found in the *Student Handbook* and on Amos (search for Academic Honesty Policy). Here is the most important part of the Academic Honesty Policy for this class:

PLAGIARISM: A major form of academic dishonesty is plagiarism, which we define as the use, whether deliberate or not, of any outside source without proper acknowledgment; an "outside source" is defined as any work (published or unpublished), composed, written, or created by any person other than the student who submitted the work. (adapted from Napolitano vs. Princeton). All work that you submit or present as part of course assignments or requirements must be your original work unless otherwise expressly permitted by the instructor. This includes any work presented, be it in written, oral, or electronic form or in any other technical or artistic medium. When you use the specific thoughts, ideas, writings, or expressions of another person, you must accompany each instance of use with some form of attribution to the source. Direct quotes from any source (including the Internet) must be placed in quotation marks (or otherwise marked appropriately) and accompanied by proper citation, following the preferred bibliographic conventions of your department or instructor. It is the instructor's responsibility to make clear to all students in his or her class what is the preferred or required citation style for student work. Student ignorance of bibliographic convention and citation procedures is not a valid excuse for having committed plagiarism.

Grading criteria on written assignments are as follows:

TREATMENT OF SUBJECT: The best papers show a full completion of the assignment, careful study and consideration of the topic, accurate information and citation, full development, originality, and ability to analyze and relate ideas. Weak papers tend to be incomplete, inaccurate, thin, and vague.

HISTORIOGRAPHY: (for the project) The best papers use many quality sources, identify the arguments in the sources, show how the arguments relate to the topic of the paper, and demonstrate an understanding of the development of the arguments over time.

ORGANIZATION: In the best papers the logic of organization is always transparent so that the reader always knows what the task is and how the writer intends to accomplish it. A controlling thesis, stated at the outset, is systematically treated with arguments and support that always make sense. A weak paper tends to wander and get off the subject; it lacks a clear beginning, middle, and end.

PARAGRAPHS: Strong paragraphs are unified, coherent, and well developed. They have one controlling idea and give sufficient support to the idea to satisfy the reader that the subject has been adequately dealt with in an orderly fashion. Weak paragraphs lack a single controlling idea, tight structure, and full development.

SENTENCES: Strong sentences are clear in meaning, easy to read, varied in style, and linked to neighboring sentences to maintain continuity. Weak sentences tend to be uniformly flat, awkward or in primer style, unclear, and unconnected to neighboring sentences.

WORDS: The best words convey the exact meaning and unique voice of the author. Weak words are imprecise, inappropriate, and flat in style. A dictionary and thesaurus are essential tools of an author.

GRAMMAR: including spelling and punctuation: You can study or check accepted usage in grammar books and dictionaries.

PROOFREADING AND PRESENTATION: A velvet cushion or gold-embossed folder is unnecessary, and neither is a title page. But pride in your work will be evident in how you take care of the mechanics of presentation.

Research Paper

The final paper must be at least 20 pages long, written in formal academic prose with footnotes and bibliography for an audience of other historians. At the end of the term you will present your papers to each other and, in addition, each of you should be able to present your work in a formal academic setting, such as an undergraduate conference or Moravian College's scholarship day.

The paper will be an analysis of a primary source written by a European or an American (e.g., Stanley) explorer, missionary, or conqueror/administrator between 1798 and 1922 (Park to Lugard). In order to analyze your source, you will need to discuss

- The non-African historical background to your European's service. What do we know about who your European was before going to Africa? Why did he/she go?
- The African historical background including both European and African activities.
- The historiography related to exploration, missionary activity, and/or conquest by your European.
- A discussion of the "filter" through which this person sees Africa and how this filter relates to the filters of others we discuss in this class.

Peer Editing

We will have five writing workshops in which you will help others with their writing. Each time a major chunk of the paper is due, you will write up comments to help other members of your assigned writing group. Thus each student should bring four copies of each chunk to class to share with other students and with me. Your main audience will be that of your peers, although I will also collect a copy of your comments in order to assess and help you with the important skill of offering useful feedback and constructive criticism.

Paper presentation

Near the end of the term, each student will present for ten minutes and answer questions for five. Presentations will be evaluated using the following categories:

Delivery

- Prepared
- Delivers well
- Keeps time limit

Treatment of topic

- What is topic / Thesis
- Background information necessary
- Organization / Logical order
- Historiography
- Supporting materials appropriate
- Conclusion / Thesis

Answers questions appropriately

Language

Moravian College strongly encourages the use of inclusive, non-discriminatory language in all academic writing and communication. For example: “man” or “mankind” becomes “humankind”; “he” referring to an abstract person becomes “they” or “he/she.”

Likewise, it is important to avoid stereotyping language regarding Africa. For example, words such as “native” and “tribe” have pejorative and imprecise meanings. If you have questions about using a word, ask for an informed opinion about the word.

Reading

Discussion questions: We will have assigned readings for five weeks. Each of these weeks prepare and print a minimum of five substantial questions about the readings. At least one question should deal with each reading. We will often read questions in class to begin discussions.

Stanley: What to look for while reading H.M. Stanley’s *How I Found Livingstone:*

- How does Stanley talk about Africans? Europeans? Arabs? Swahili? Indians?
- How does Stanley act toward them?
- How does Stanley talk about himself? What motivates him?
- What does Stanley take on his trip besides cloth and beads?
- How does Stanley talk about nature?
- What does Stanley value or deprecate about European and American culture?
- What does Stanley value or deprecate about African and Arab culture?

Schedule

Week 1 – Jan. 20

Introduction

Activity	Syllabus Map of Africa Papers (bibliography, note cards, thesis, historiography, primary sources, chunks, format, topics) “Mountains of the Moon” (excerpts)
Reminder	Locate a copy of your primary source – make sure you can begin to read it Begin to find bibliography items

Week 2 – Jan. 25

Exploration and Conquest of Africa, c 1800 – c1920

Due	Reading questions Be able to talk about your explorer/missionary/conqueror in the context of the Shillington chapters (Who? When? Where? Why?)
Reading	Shillington, Kevin. <i>History of Africa</i> (2005) “Prelude to empire...” 288-300 “The European Scramble...” 301-316 Iliffe, John. <i>Tanganyika Under German Rule</i> (1969) 1-29 Stanley, H.M., <i>How I Found Livingstone</i> [1895] (2001) 1-137
Activity	Lecture Discussion of readings and of your European Historiography (how is it done?)
Reminder	Find bibliography items Begin to read your primary source-- make note cards as you go along

Week 3 – Feb. 3**Modernist Tropes in Africa 1 (“Traditional and modern”; Dark Continent)**

Due	Reading questions Bibliography – draft 1 (submit in paper and electronically)
Reading	Keim, Curtis, <i>Mistaking Africa</i> (2009) 1-62 Bennett, Norman, <i>Mirambo of Tanzania. 1840?-1884</i> (1971) 5-32, 173-175 Stanley, 138-235
Activities	Note cards Work on class list of tropes and where to find a discussion of them
Reminder	Read your primary source

Week 4 – Feb. 10**Modernist Tropes in Africa 2 (Stanley and Livingstone)**

Due	Reading questions Bibliography – draft 2 (submit in paper and electronically) Bring three or four relevant historiographic sources to class
Reading	Pettit, Clare, <i>Dr Livingstone, I Presume?</i> (2007) 1-70 Stanley, 284-338, 386-388
Activity	Historiography – types of arguments Work on class list of tropes and where to find a discussion of them
Reminder	Finish reading your primary source

Week 5 – Feb. 17**Modernist Tropes in Africa 3 (Stanley and Livingstone)**

Due	Reading questions Outline for paper
Reading	Pettit, 71-123, 179-210 Turgovnick, Marianna, <i>Gone Primitive</i> (1990) 11-34 Stanley, 478-500
Activity	Work on class list of tropes and where to find a discussion of them
Reminder	Read secondary sources on your person

Week 6 – Feb. 24**Modernist Tropes in Africa 4**

Due	Reading questions
Reading	Keim, 105-145, 179-187 Adas, Michael, <i>Machines as the Measure of Men</i> (1989) 1-16 Pratt, Mary Louise, <i>Imperial Eyes</i> (1992) 201-208
Activity	Work on class list of tropes and where to find a discussion of them
Reminder	Read secondary sources and work on secondary source debates

Week 7 – March 3

Due	Historiographic debates—bring your thesis and a list of debates for your topic
Reading	Historiography for your topic
Activity	Talk about your historiography

Week 8 – March 17

Due	Chunk 1 – Historical background in Europe and Africa
Activity	Workshop 1
Reminder	Wash your hands

Week 9 – March 24

Due	Chunk 2 – Historiography – identify debates, show how they relate to your topic and thesis, show development of debates over time
Activity	Workshop 2

Week 10 – March 31

Due	Chunk 3 – Primary source – What was your person’s experience in Africa like? What did they do? How did they see Africa? (Organize chronologically or by theme. Keep pointing toward your thesis.)
Activity	Workshop 3

Week 11 – April 7

Due	Chunk 4 – Primary source Add to Chunk 3 (Organize chronologically or by theme. Keep pointing toward your thesis.)
Activity	Workshop 4

Week 12 – April 14

Due	Chunk 5 – Introduction – What is your thesis? What did your person do? Conclusion – Wrap up. Restate your thesis and conclusion
Activity	Workshop 5

Week 13 – April 21

Due	Complete paper draft Outline of presentation
Activity	Practice presentations
Reminder	Be sure to prepare appropriate visuals such as maps

Week 14 – April 28

Due	Revisions
Activity	Presentations – Questions by audience

Week 15 – May 7 at 8:30am

Due	Final draft
Activity	Presentations – Questions by audience

Selected Travelers, Missionaries, and Conquerors

Barth, Heinrich

*Heinrich Barth. *Travels and Discoveries in North and Central Africa: being a Journal of an Expedition undertaken under the Auspices of H.B.M.'s Government, in the Years 1849 – 1855 ...* 5 volumes. London: Longmans, Green & Co 1857 – 1858 [LVAIC; Amazon \$37]

Burton, Sir Richard Francis

*Richard Burton. *The Lake Regions of Central Africa* 1860 1863 [Reeves electronic resource, vol. 2] [Amazon about \$20]

* Richard Burton. *Wanderings in West Africa* 1863 [Reeves holding and Reeves electronic resource]

* Richard Burton. *From Zanzibar to Lake Tanganyika* [Reeves electronic resource]

Casati, Gaetano; Schweinfurth, Georg; Junker, Wilhelm

Gaetano Casati. *Ten years in Eutoria and the return with Emin Pasha.* [Reeves holding; 2 vols.]

*Georg Schweinfurth, *The Heart of Africa* [Reeves holding]

*Wilhelm Junker. *Travels in Africa during the years 1875[-1886]* [Google Books vol. 2; LVAIC] [3 vols. Amazon about \$30 each]

Churchill, Winston

*Winston Churchill. *The River War. An Account of the Reconquest of the Sudan* [Project Gutenberg] [Amazon \$12]

Grenfell, George

*Harry Johnston and George Grenfell. *George Grenfell and the Congo* [Google Books]

Crawford, Dan

*Dan Crawford. *Thinking Black* [Google Books]

Hinde, Sidney Langford

*Sidney Hinde. *The Fall of the Congo Arabs* [Google Books] (Amazon \$31)

Mounteney-Jephson, A.J.

A. J. Mounteney-Jephson. *Emin Pasha and the Rebellion at the Equator* [Google Books; LVAIC; Reeves has *The Diary*] [Amazon \$34]

Johnston, Harry

*Harry Johnston. *The River Congo* [Google Books]

*Harry Johnston. *The Kilema-Njaro Expedition* [Google Books]

Kingsley, M.H.

Mary Kingsley. *Travels in West Africa* [Google Books; Reeves holding]

Mary Kingsley. *West African Studies* [Google Books]

Livingstone, David

* David Livingstone. *Missionary Travels and Researches in South Africa.* [Reeves holding]

Lugard, Frederick

*Frederick D Lugard. *The Dual Mandate in British Tropical Africa.* [Reeves holding]

Moffat, Robert

- *Robert Moffat. *Missionary Labours and Scenes in South Africa* [Google Books; LVAIC] [some inexpensive used copies available through Amazon]
- Park, Mungo
*Mungo Park. *Travels into the Interior of Africa* (Reeves holdings; Project Gutenberg)
- Peters, Karl
*Karl Peters, Henry William Dulcken. *New Light on Dark Africa*. [Google Books] [Amazon \$40]
- Selous, Frederick
*Frederick Selous. *Travel and Adventure in South-East Africa: Being the Narrative of the Last Eleven Years Spent By the Author on the Zambesi and Its Tributaries; With an Account of the Colonisation of Mashunaland and the Progress of the Gold Industry in That Country* [Google Books] [Amazon \$21]
- Speke, John
*John Hanning Speke. *Journal of the Discovery of the Source of the Nile* [Reeves holdings] Also *The Discovery Of The Source Of The Nile* [Project Gutenberg] [Amazon \$25]
- Stanley, Henry M.
*Henry M. Stanley. *Through the Dark Continent* [Reeves holdings]
* Henry M. Stanley. *In Darkest Africa* (vol 1 and 2; Project Gutenberg and Internet Archive) [vol 1. Amazon \$13; can't find vol. 2 in new edition]
- Ward, H.
Herbert Ward. *Five Years with the Congo Cannibals*. [Google Books] [Amazon \$24]
Herbert Ward. *My Life with Stanley's Rear-Guard* [Google Books] [Amazon \$30]