

HIST390
Europeans in Africa: Explorers and Conquerors¹
Fall 2012; Thursday 1:10-3:45

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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 Africa, 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, conqueror, administrator, or missionary.

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
- read and analyze 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 an effective oral presentation

Texts

Stanley, Henry Morton, *How I Found Livingstone* (Dover Publications, 2002)
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.

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 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 check my e-mail most weekdays and usually, but not always, evenings and weekends.

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

All late work is subject to a penalty of 10% per day. If you miss a deadline, even by 5 minutes, you will be penalized. If the assignment comes in the next day, it will be penalized 20%, and so on. Computer and printing problems are not acceptable reasons for lateness. If you miss class (argh) you may submit your work before class in an e-mail attachment so as to confirm that you have met the deadline, but I also need a hard copy as soon as you are able to provide one.

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

Attendance is mandatory and three points will be subtracted from your final grade for the second and each subsequent class that you miss. Consistently late arrivals may result in points being subtracted from your final grade. In addition, you are responsible for all work missed in class. Much of what we cover will build on previous classes, and those who are absent will find it impossible to do well. Moreover, if you don't keep up you will make it more difficult for others to do their work.

Students who wish to request accommodations in this class for a disability should contact Elaine Mara, assistant director of learning services for academic and disability support at 1307 Main Street, or by calling 610-861-1510. Accommodations cannot be provided until authorization is received from the Academic Support Center.

Academic Honesty

According to the Moravian College Student Handbook, the following constitutes plagiarism: "as the use, deliberate or not, of any outside source without proper

acknowledgment.” Plagiarism and other academic dishonesty will normally result in a zero in the course. Please consult the Student Handbook for fuller details.

It is legitimate and even desirable to use the help of others on two particular occasions. First, while you must write all assignments on your own, it is useful to discuss with each other the ideas and arguments contained in our course, both within class and outside of it. For example, you might run into a friend in the library and start talking about how your paper is going. Perhaps you explain that you are puzzled about how to interpret a particular primary source. Your friend might respond with an observation or suggestion. As you write your paper, it is legitimate to explain and respond to your friend’s comment as long as you do not claim the idea as your own. You might include your friend’s name in your text: “In talking about this reading with [your friend’s name], he/she suggested that this source might reflect [your friend’s idea]. This makes sense to me because [your reasoning].” Or, you might acknowledge your friend’s contribution in a footnote. On page 1 of this syllabus there is an example of such a footnote. And by the end of the semester you will almost certainly find that your work has been strengthened by suggestions from your classmates, professors, librarians, or others. You should thank them accordingly. People often do this by adding a special footnote or endnote before their regular ones.

The second occasion on which it is legitimate to use the help of others is in writing. It is perfectly appropriate to ask others to read over your paper and look for errors of spelling, grammar, and expression. You might also ask others to look over your written work and help you with paper organization and structure. I also encourage you to use the Writing Center. Again, it is good practice to insert a footnote in your paper in which you thank anyone who has read and commented on a draft.

Writing in this Course

In this course you will undertake three different types of writing, each with a particular set of conventions and each for a different audience:

Research paper based on primary sources: The final paper must be at least 20 pages long and 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, should the occasion arise, 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.

Journal entries: Throughout the semester you will be recording frequent reflections on the process of research and writing. The *main audience for these entries will be yourself*—they will serve as a place for you to untangle ideas, think through research strategies and data, and even vent about the frustrations you encounter. The secondary audience for the entries will be me, and you will send me your journal each week attached to an e-mail. I will read these journals for content, regularity, and willingness to engage with the process and ideas. I will not, however, judge stylistic concerns such as word choice, spelling and grammar.

Feedback to others: As part of the process of writing, you will help others with their papers and they will do the same for you. During each stage of writing, you will write up comments to help other members of your writing group. I will assign you to a group once the semester is underway. The *main audience of your comments will be your peers*,

although I will also collect a copy of your comments in order to help you with the important (if often overlooked) skill of offering useful feedback and constructive criticism.

Research Paper

The final paper must be at least 20 pages long and written in formal academic prose with footnotes and bibliography. 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 (e.g., Livingstone) 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 following:

- The non-African **historical and biographical background** to your European's time in Africa. What do we know about who your European was before going to Africa? How does that shape his/her views of Africa? Why did he/she go?
- The African **historical background** including both European and African activities. What studies have been done in modern times concerning the places and peoples your European visited? What do they tell us that your reader needs to know and/or that your European might not have known?
- The **historiography** related to exploration, missionary activity, and/or conquest by your European. Note that some Europeans won't have much historiography that is explicitly about them. In this case, you should use what you find, but also refer to the broader interpretations of Europeans in Africa that we will explore in class in the early part of the course.
- The information found in your **primary source** in order to present and analyze the "filter" through which this author sees Africa and how this filter relates to the filters of others we discuss in this class.

Paper presentation

Near the end of the term, each student will present for fifteen 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.

Components of writing

You will compile *note cards* throughout the semester as you research. If you have a good note-taking program on your computer and would prefer to take your notes that way, you may. Do be sure that you can print them out, however, to show them to me in class.

Because we are approaching writing as a process (rather than as only a finished product), your *writing throughout the semester* is at least as important as the final paper. Your grade for writing throughout the semester will be assessed according to the quality of the drafts of the sections of your paper. Please note that the deadlines are on the Tuesdays prior to our Thursday classes.

Your first *complete draft* is due on November 15, a mere 12 weeks from the beginning of class. Although some polishing may occur thereafter, it should contain a clear thesis and all major sections of your paper and be well organized and written.

Participation is an extremely important part of this course. In order to help others write strong papers, you will need to give them the most helpful feedback possible. This means reading their papers carefully, thinking about their overall arguments and suggesting ways to improve or clarify these arguments, providing encouragement, and offering constructive critiques. Of your participation grade, part will be determined by the quality of your written feedback to writing group members and the rest will depend on how well you accept and use constructive criticism, your class participation, your journal, your in-class writing assignments, and your preparation for meetings with your expert consultant and me.

We will learn how to improve the comments in our *critiques*. As a starting point, critiques should provide feedback on at least five aspects of the paper you are reading. Only one of those comments can concern writing basics such as grammar, mechanics, and word choice. The rest must deal with more substantive matters including thesis statements, topic coverage, organization, clarity, evidence, and transitions.

Your *Presentation* will take place during the last two weeks of the course. It will consist of a 15-minute talk that outlines your thesis and the main conclusions that you reached in your work throughout the semester. You are required to be present for the whole of the conference presentation sessions.

The *Final Paper* should be about 20 pages long, although some topics may require somewhat more or less space. Papers must be formatted using the *Chicago Manual of Style* guidelines, which are described in Rampolla and the *Bedford Handbook*. An abbreviated web source is at

http://bcs.bedfordstmartins.com/resdoc5e/RES5e_ch05_o.html.

The paper is due in hardcopy by December 11 at 8:30 am.

Reading

Discussion questions: We will have assigned readings for five weeks. At least at the beginning, I will prepare reading questions to help you with your reading. We will also have a few in-class readings.

Schedule

Week 1 – Aug. 30

Introduction

Activity	Syllabus Map of Africa Note cards
Library work	Locate a copy of your primary source Begin to find other bibliography items

Week 2 – Sept. 6

Exploration and Conquest of Africa, c 1800 – c1920

Due	Be able to talk about your explorer/missionary/conqueror/administrator in the context of the Shillington chapters (Who? When? Where? Why?) Submit journal electronically before class
Reading	Shillington, Kevin. <i>History of Africa</i> (2005) “Prelude to empire...” 288-300 “The European Scramble...” 301-316 Keim, Curtis, <i>Mistaking Africa</i> (2009) 1-62 Begin reading your primary source
Activity	Lecture In-class reading: Biography Discussion of readings Discussion of your European traveler
Journal ideas	What kind of secondary sources have you found? What information have you found specifically about your traveler? What points of view are expressed? What ideas are developing?
Reminder	Find bibliography items Read your primary source-- make note cards as you go along

Week 3 – Sept. 13

Modernist Tropes in Africa 1 (“Traditional and modern”; Dark Continent)

Due	Due on Tuesday Sept. 11 at 4:00 pm. Bibliography – draft 1 (submit electronically) Submit journal electronically before class
Reading	Adas, Michael, <i>Machines as the Measure of Men</i> (1989) 1-16 Pratt, Mary Louise, <i>Imperial Eyes</i> (1992) 201-228 Stanley, H.M., <i>How I Found Livingstone</i> [1895] (2001) 1-104 Reading your primary and secondary sources
Activities	Traditional and modern Discussion of readings Work on class list of tropes and where to find a discussion of them Historiography (How is it done?)
Journal ideas	What do you think your paper will look like given what you have discovered so far? Are the class readings making sense in terms of your paper? Do you need help?
Reminder	Read your primary source Order secondary sources on Interlibrary Loan, if necessary

Week 4 – Sept 20**Modernist Tropes in Africa 2 (Stanley)**

Due	Bibliography – draft 2 (submit in paper and electronically) Bring three or four relevant historiographic sources to class Submit journal electronically before class
Reading	McLynn, Frank. <i>Stanley. The Making of an African Explorer</i> (1990), 18-31 Bierman, John. <i>Dark Safari. The Life Behind the Legend of Henry Morton Stanley</i> (1990), 24-29 Stanley, 105-186 Reading your primary and secondary sources
Activity	Historiography – types of arguments In-class reading: Bennett, Norman, <i>Mirambo of Tanzania. 1840?-1884</i> (1971) 5-32, 173-175 Work on class list of tropes and where to find a discussion of them
Journal ideas	How are your ideas developing now that you are engaged with your primary source? What themes do you see in it? Which look like they will be most helpful to you? Are your impressions of the historiography changing at all as you examine the primary sources scholars have used?
Reminder	Finish reading your primary source

Week 5 – Sept. 27**Modernist Tropes in Africa 3 (Stanley)**

Due	Outline for paper Bring note cards to class Submit journal electronically before class
Reading	Hopkins, Anthony. “Explorers’ Tales: Stanley Presumes – Again” (Review of Tim Jeal, <i>Stanley</i>) (2008) Jeal, Tim. <i>Stanley. The Impossible Life of Africa’s Greatest Explorer</i> (2007), 11-16, 34-41 Stanley, 187-235, 284-338 Reading your primary and secondary sources
Activity	In-class reading: Turgovnick, Marianna. <i>Gone Primitive</i> (1990) 11-41 Work on class list of tropes and where to find a discussion of them
Journal ideas	What challenges did you face in making your outline? Is it a preliminary outline or are you confident it will work? What are you learning from the secondary sources that will help you make an argument about your source?
Reminder	Read secondary sources on your traveler

Week 6 – Oct. 4**Modernist Tropes in Africa 4**

Due	Thesis and historiographic debates—bring your proposed thesis and a list of debates for your topic Submit journal electronically before class
Reading	Keim, 105-145, 179-187 Stanley, 382-388, 478-500 Reading your primary and secondary sources
Activity	Work on class list of tropes and where to find a discussion of them How to write a critique
Journal ideas	I’d like you to pose four questions related to your work that we might discuss in class.
Reminder	Read secondary sources and work on secondary source debates

Week 7 – Oct. 11

Due	On Tuesday Oct. 9 by 4:00 pm, e-mail to me and to members of writing group: Chunk 1 – <i>Historical background</i> in Europe and Africa On Thursday Oct. 11 in class: Comments on chunks from other students in your writing group. Bring note cards to class Submit journal electronically before class
Reading	Reading your primary and secondary sources
Activity	Workshop 1
Journal ideas	Now that you are writing, how have you ensured that you are giving a background for the argument you want to make and not just telling interesting stories about your author? How are you feeling about the development of a thesis?
Reminder	

Week 8 – Oct. 18

Due	On Tuesday Oct. 16 by 4:00 pm, e-mail to me and to members of writing group: Chunk 1 – Chunk 2 – <i>Historiography</i> – identify debates, show how they relate to your topic and thesis, show development of debates over time On Thursday Oct. 18 in class: Comments on chunks from other students in your writing group. Submit journal electronically before class
Reading	Reading your primary and secondary sources
Activity	Workshop 2
Journal ideas	I'd like you to pose four questions related to your work that we might discuss in class.

Week 9 – Oct. 25

Due	On Tuesday Oct. 23 by 4:00 pm, e-mail to me and to members of writing group: Chunk 3 – <i>Primary source</i> – 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.) On Thursday Oct. 25 in class: Comments on chunks from other students in your writing group. Bring note cards to class Submit journal electronically before class
Reading	Reading your primary and secondary sources
Activity	Workshop 3
Journal ideas	What decisions are you making about what to include and how to present the whole? (For example: thesis, historiography, primary source findings, smooth transitions, balance of topics, coherent whole.)

Week 10 – Nov. 1

Due	On Tuesday Oct. 30 by 4:00 pm, e-mail to me and to members of writing group: Chunk 4 – <i>Primary source</i> – Add to Chunk 3 (Organize chronologically or by theme. Keep pointing toward your thesis.) On Thursday Nov. 1 in class: Comments on chunks from other students in your writing group. Submit journal electronically before class
Reading	Reading your primary and secondary sources
Activity	Workshop 4
Journal ideas	How did you relate your primary source to your secondary sources? What challenges did you face in doing so?

Week 11 – Nov. 8

Due	<p>On Tuesday Nov. 6 by 4:00 pm, e-mail to me and to members of writing group: Chunk 5 – <i>Introduction</i> – What is your thesis? What did your person do? <i>Conclusion</i> – Wrap up. Restate your thesis and write a conclusion.</p> <p>On Thursday Nov. 8 in class: Comments on chunks from other students in your writing group. Bring note cards to class Submit journal electronically before class</p>
Activity	Workshop 5
Journal ideas	<p>Did you gain any insights as you wrote your introduction and conclusion? Sometimes this is the place where you see more clearly the overall pattern of your work and can then go back and rewrite the other sections with that pattern in mind. Is that happening?</p>

Week 12 – Nov 15

Due	<p>Complete paper draft Outline of presentation Submit journal electronically before class</p>
Activity	Practice presentations
Reminder	Be sure to prepare appropriate visuals such as maps
Journal ideas	<p>Think about your presentation:</p> <ol style="list-style-type: none"> 1. a) What background does your audience have on your topic? b) What background does your audience need to understand your topic? 2. What is the timeline for your presentation? How long will you spend on your introduction, historiography, and so forth? 3. How will you ensure that your presentation holds together as a whole? 4. What supporting materials will you use to help get your audience quickly up to speed on your topic? 5. How will you address the fact that some in your audience will have different backgrounds, knowledge, and perspectives regarding your topic?

Week 13 – Nov. 22 – Thanksgiving**Week 14 – Nov. 29**

Activity	Presentations
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Week 15 – Dec. 6

Activity	Presentations
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Week 16 – Dec. 11 at 8:30am

Due	Final draft
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Selected Travelers, Missionaries, Conquerors, and Administrators

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 ...* [Reeves holding]

Burton, Sir Richard Francis

*Richard Burton. *The Lake Regions of Central Africa 1860-1863* [Reeves holding; 2 vols.]

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

Casati, Gaetano;

*Gaetano Casati. *Ten Years in Equatoria and the Return with Emin Pasha.* [Reeves holding]

Churchill, Winston

*Winston Churchill. *The River War. An Account of the Reconquest of the Sudan* [Reeves holding]

Grenfell, George

*Harry Johnston and George Grenfell. *George Grenfell and the Congo* [on order]

Crawford, Dan

*Dan Crawford. *Thinking Black* [Reeves holding]

Hinde, Sidney Langford

*Sidney Hinde. *The Fall of the Congo Arabs* [Reeves holding]

Johnston, Harry

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

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

Junker, Wilhelm.

*Wilhelm Junker. *Travels in Africa during the Years 1875[-1886]* [Reeves holding]

Kingsley, M.H.

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

Mary Kingsley. *West African Studies* [Reeves holding? "In processing"]

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 Southern Africa* [Reeves holding]

Jephson, A.J. Mounteney-

A. J. Mounteney Jephson. *Emin Pasha and the Rebellion at the Equator* [Reeves holding]

Park, Mungo

*Mungo Park. *Travels into the Interior of Africa* [Reeves holding]

Peters, Karl

- *Karl Peters, Henry William Dulcken. *New Light on Dark Africa*. [Reeves holding]
- 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* [Reeves holding]
- Speke, John
*John Hanning Speke. *Journal of the Discovery of the Source of the Nile*. Also *The Discovery Of The Source Of The Nile* [Reeves holding]
- Schweinfurth, Georg
*Georg Schweinfurth, *The Heart of Africa* [Reeves holding]
- Stanley, Henry M.
*Henry M. Stanley. *Through the Dark Continent* (vol. 1 and 2) [Reeves holding]
* Henry M. Stanley. *In Darkest Africa* (vol. 1 and 2) [Reeves holding]
- Ward, H.
Herbert Ward. *Five Years with the Congo Cannibals*. [Reeves holding]
Herbert Ward. *My Life with Stanley's Rear-Guard* [Reeves holding]