

Tufts University - History 152 - Spring Semester 2007
From Liberation to Humanitarian Crises : Angola and Mozambique

PLEASE NOTE THIS WAS THE SYLLABUS FOR 2007
I WILL MAKE CHANGES FOR SPRING 2010

Instructor:

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Tuesday 1:00 – 2:30 Wednesday 9:00 – 10:30

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Introduction:

Southern African settler colonies moved slowly to self-determination. The transition in Portugal's large mainland colonies, Angola and Mozambique, was especially difficult since Portugal's centralized New State leadership had staked its legitimacy on holding the colonies as part of a global Portuguese polity. Angola and Mozambique experienced a generation of fighting for independence, and subsequently fractured into intractable insurgencies. The Rome Peace Accord of 1992 held for Mozambique, but peace has been much more elusive in Angola. This course grounds a broader study of decolonization, sovereignty, social authority, international relations and governance in case studies of Angola and Mozambique from the 1890s to the early twenty first century. We focus on the half-century from the emergence of an armed insurgency against Portuguese Colonialism in the 1960s to the present. Students will elect to specialize on questions of environment, health, gender, culture, youth, foreign relations and natural resources for research presentations later in the course.

Required Texts:

Patrick Chabal et al. *A History of Postcolonial Lusophone Africa*
(Bloomington: Indiana Univ. Press, 2002)

Harry G. West. *Kupilikula; Governance and the Invisible Realm in Mozambique* (Chicago: University of Chicago Press, 2005)

Tony Hodges, *Angola: Anatomy of an Oil State* (Bloomington: Indiana Univ. Press, 2004)

Alcinda Honwana, *Child Soldiers in Africa* (Philadelphia: University of Pennsylvania Press, 2006).

Reading Packet:

Available at History Department Main Office, East Hall, The Green. Cost \$10.00

Weblinks:

Contemporary historians can take advantage of a vast reservoir of information posted on the web. H-Net anchored at Michigan State University (<http://www.h-net.org/>) hosts a specific discussion group on Lusophone Africa. It has a searchable database of all past postings. The below urls are only a small sampling of the many very useful websites available to you. Tisch Library has guidelines for evaluating web-based resources. Remember, like all sources of information, web resources should be approached with both curiosity and a critical eye.

<http://www.h-net.org/~lusofri/>

<http://countrystudies.us/angola/>

<http://www.africafocus.org>

<http://www.stop.co.mz/>

<http://www.hrw.org/>

Evaluation Formula:

Map Exam – 5%

First Hour Exam – 25 %

Class Discussion – 25 %

Paper 25%

Final Exam 20%

Course Format / Choices / Criteria

This course is designed to accommodate different learning styles and to vary evaluation modes. Class discussion is weighted to reflect the importance of critical analysis and student responsibility for wrestling with diverse sources and perspectives. We will work individually and in groups, online and in class. We will emphasize writing and presentation skills as appropriate. Your evaluation is cumulative, and allows for some flexibility.

Map Exam:

You should know be able to place the provinces, cities and physical features listed on the Map Exam Preparation Sheet on blank maps or state lined maps. Blank practice maps are also attached. The map exam counts for 5% of your grade and will take place on the 30th. You will be given an exam sheet with 20 names, and you must place those on the blank maps.

First and Final Exams:

The in-class hour exams are designed to evaluate both how well students grasp the significance of concepts, players, relationships and processes conveyed in lecture and readings and the extent to which students can bring evidence from required readings to bear on broader questions. In-class exams will provide choice and all of the terms for identification will all be drawn from transparencies that accompany lecture. Essay question answers must draw predominantly from required readings, not lecture. The exam format is posted on blackboard and a copy is attached to the syllabus.

Paper:

Students will select a topic in consultation with the instructor and / or the TA. Students are encouraged to work in small groups around related topics, but all students must hand in their own original papers. **For example**, students with an interest in global health might decide to look

at malaria prevention strategies, changing rates of HIV AIDS, strategies for amputation recovery, with some students focusing on Angola, some on Mozambique and some on the region or the larger question in global perspective. ALL paper topics must be turned in on Feb. 20th so that the instructor can confirm them by Feb. 27th. ALL papers are DUE April 3rd. We will take the class period on April to discuss the papers. Please review Tufts University's standards for citing material and for what constitutes plagiarism.

Discussion Classes and Discussion Essays

Class discussions are scheduled for all of the major readings. Students are expected to attend and participate in vigorous class discussion so that we all have the benefit of each other's insights. **Discussion classes are indicated on the syllabus** and discussion memos are posted on Blackboard and included with the syllabus. Students are expected to have completed all required reading and be prepared to engage the material in discussion classes.

Discussion Antes:

All students **must** prepare a discussion "**ante**" for every discussion class. A "discussion ante" has two parts. The first is a "text" and the second is a few paragraphs indicating why the student chose that particular "text" to highlight for discussion, and perhaps what questions the "text" raises for the student or the class. Students may select a short quote, a photograph, a name, a character, etc. as their "text" for discussion. The "text" must be cited with page number or appropriate reference.

Discussion Process:

Students gather into groups of no more than five. Each group select a "reporter," who will take notes and report back to the class at the close of discussion. Each student reads her or his text and paragraph. This "read around" is intended to break the ice and set the tone for the broader discussion. Students should NOT elaborate on their antes during the "read around." Once every student's voice has been heard open discussion begins and continues for about 15 to 20 minutes. The group then decides which point (maximum 2 points) the group wants the reporter to share with the class.

Discussion Evaluation:

The "discussion antes" will be turned in at the end of each discussion class. They will be read by the instructor/ TA, and ranked from 4 = exceptional / excellent, 3= good 2= satisfactory 1= weak and 0 = missing. They should be no more than two or three paragraphs. If a student does not hand in an ante at the end of discussion class it will be evaluated as 0.

Absences for Class Discussion:

If a student must miss a discussion class, she or he can submit a discussion essay in lieu of class participation, but unless the absence is unanticipated the essay **must** be submitted **prior to class discussion**. If a student has an unanticipated absence for discussion class she or he must submit the essay, in the next class the student attends. Discussion essays will be evaluated on the above formula and returned. Discussion essays are designed to accommodate a missed class. They are not a satisfactory substitute for class attendance and discussion.

Uniform Standards & Plagiarism

In order to be fair to all students, **no student will be allowed to submit extra work for extra credit**. The course requirements and student options are clearly stated. Except for extraordinary circumstances, confirmed through the Deans' offices, **all students will be evaluated according to the above guidelines and formula**.

Plagiarism is a serious breach of intellectual integrity and personal trust. Students who are apprehended taking credit for work that is not theirs will be reported through channels for plagiarism and will FAIL the course regardless of their grade to that point.

Weekly Schedule

Week One From Liberation to Humanitarian Crisis: Angola and Mozambique

18 January People & Places / Conceptual Basics / Language Matters
Goals for the semester

Reading for Week Two [PACKET]

Van Walraven, Klaas and Jon Abbink. "Rethinking Resistance in African History: An Introduction." in *Rethinking Resistance; Revolt and Violence in African History*. Edited by Jon Abbink, Mirjam de Bruijn and Klaas vanWalraven (Boston: Brill, 2003): 1-40 [packet]

Penvenne, Jeanne Marie, "Settling against the Tide: The Layered Contradictions of Twentieth Century Portuguese Settlement in Mozambique," in *Settler Colonialism in the Twentieth Century: Projects, Practices and Legacies* Edited by Caroline Elkins and Susan Pederson. (New York: Routledge, 2005).

Messiant, Christine. "Angola: the Challenge of Statehood." in David Birmingham & Phyllis M. Martin, Eds. *History of Central Africa: The Contemporary Years, since 1960*. (New York: Longman, 1998): 131-166.

Week Two From Conquest to Liberation in Lusophone Africa

23 January From Conquest to Liberation in Lusophone Africa

25 January Gender, Leadership, Social Authority and Claims on Resources

Reading for Week Three: [PACKET]

Penvenne, Jeanne Marie. "Mozambique: A Tapestry of Conflict." in David Birmingham & Phyllis M. Martin, Eds. *History of Central Africa: The Contemporary Years, since 1960*. (New York: Longman, 1998): 231-266.

Penvenne, Jeanne Marie & Bento Siteo. "Power, Poets and the People: Mozambican Voices Interpreting History." *Social Dynamics* 26:2 (2000): 55-86.

Chabal, Patrick, "End of Empire," in Patrick Chabal et al. *A History of Postcolonial Lusophone Africa* pp. 3-28.

Week Three

30 January **Politicians, Journalists, Régulos, Sorcers and Spirit Mediums**

Map Exam / Leadership, Social Authority and Claims on Resources I
Journalism, Politics and The Nationalist Narratives

1 February Leadership, Social Authority and Claims on Resources II

Praise Poetry, Spirit Possession Liturgy and Sorcery Discourse

Reading for Week Four: PACKET & Texts

Macqueen, Norrie. *The Decolonization of Portuguese Africa: Metropolitan Revolution and the Dissolution of Empire* (London: Longman, 1997): Ch. 1-3 pp. 1-97.

Echoes of the sunbird: An Anthology of Contemporary African Poetry (Athens: Ohio University, 1993).

Xiconhoca : O Inimigo (Maputo: Edição do Departamento de Trabalho Ideológico, Frelimo, 1979): Assorted cartoons

David Birmingham, "Angola" in Patrick Chabal et al. *A History of Postcolonial Lusophone Africa* pp.137-184

Malyn Newitt, "Mozambique," Patrick Chabal et al. *A History of Postcolonial Lusophone Africa* pp. 185-235.

José Craveirinha and António Jacinto, Selected Poems from Don Burness, compiler,

Week Four Decolonization

6 February Decolonization – The Portuguese Metanarrative

Today's office hours changed to Thursday the 8th 1:00 – 2:30.

8 February. **Class Discussion** Chabal et al Patrick Chabal et al. *A History of Postcolonial Lusophone Africa* and ANY packet reading (you choose)

Reading for Week Five:

Tony Hodges, *Angola: Anatomy of an Oil State*, Chapters 1-4, pp. 1-99

Week Five Southern Africa in the World Economy: Angola

13 February **Hour Exam**

15 February Angola's Oil & Diamonds

Reading for Week Six:

Tony Hodges, *Angola: Anatomy of an Oil State*, Chapters 5-8 pp. 100 -200.

A Family of the Musseque "a do-it-yourself neighborhood" pp. 71-99 [PACKET]

Week Six Southern Africa in the World Economy: Mozambique

20 February Mozambique's Corridors and Crops

22 February – NO CLASS – Tufts MONDAY

Reading for Week Seven:

Harry G. West. *Kupilikula; Governance and the Invisible Realm in Mozambique*. Part One.

Week Seven Socialism / Marxism- Leninism & Capitalism

27 February **Paper Topic DUE** Socialism / Marxism- Leninism & Capitalism

1 March **Class Discussion** Angola: Anatomy of an Oil State

Reading for Week Eight:

Harry G. West. *Kupilikula; Governance and the Invisible Realm in Mozambique*. Part Two

Week Eight Confronting Leviathan

6 March Paper Topics Confirmed or Re-negotiated

Confronting Leviathan – Challenges of Governance in the 21st c

8 March Film: Chain of Tears

Reading for Week Nine:

Harry G. West. *Kupilikula; Governance and the Invisible Realm in Mozambique. Part Three.*

Stephen C. Lubkemann, "Rebuilding Local Capacities in Mozambique: The National Health System and Civil Society," in Ian Smillie, ed. *Patronage or Partnership: Local Capacity Building in Humanitarian Crises* (Bloomfield, Ct, Kumarian Press, 2001):77-107. [HANDOUT]

"Control of the Population" & "Famine and Food as Tools of War" chapters in Africa Watch Report. *Conspicuous Destruction; War, Famine and the Reform Process in Mozambique* (New York: Human Rights Watch, 1992):66-84 and 102-136.[HANDOUT]

Week Nine Bush Lions or Lions made by Men

13 March "What does sorcery have to do with development?" Guest lecture Ari Fogelman

15 March **Class Discussion** of Kupilikula

SPRING BREAK FROM 17 TO 26 MARCH

Week Ten Humanitarian Crises

27 March The Practice & Politics of Humanitarian Assistance – VIEW Heart of the Congo

29 March Gendered Perspectives, I

Reading for Week Eleven

Alcinda Honwana, *Child Soldiers in Africa*. Introduction and Ch 1 & 2, pp. 1-48

Seiber, Gerhard. "The Vagaries of Violence and power in Post-colonial Mozambique." in *Rethinking Resistance; Revolt and Violence in African History*. Edited by Jon Abbink, Mirjam de Bruijn and Klaas van Walraven (Boston: Brill, 2003): 253-276. [PACKET]

Week Eleven Twenty First Century Challenges

3 April **Paper Due** Health and Healing in War Zones Health and Healing in War Zones

5 April Angola within Southern Africa – Urban Challenges

Reading for Week Twelve:

Alcinda Honwana, *Child Soldiers in Africa* Ch. 3 & 4, pp. 49-103.

Stephen C. Lubkemann, "Rebuilding Local Capacities in Mozambique: The National Health System and Civil Society," in Ian Smillie, ed. *Patronage or Partnership: Local Capacity Building in Humanitarian Crises* (Bloomfield, Ct, Kumarian Press, 2001):77-107. [HANDOUT]

Week Twelve The Past in the Present

10 April Health and Healing in War Zones

12 April **Class Discussion** -Your Papers

Reading for Week Thirteen:

Alcinda Honwana, *Child Soldiers in Africa* Ch. 5 & 6, pp. 104-164.

"Introduction, Gender, Conflict and Peacekeeping." in *Gender, Conflict and Peacekeeping* Edited by Dyan Mazurana, Angela Raven-Roberts and Jane Parpart. (New York: Rowman & Littlefield Publishers, 2005): 1-26.

Ruth Jacobsen, "Gender, War and Peace in Mozambique and Angola: Advances and Absences." in *Gender, Conflict and Peacekeeping* Edited by Dyan Mazurana, Angela Raven-Roberts and Jane Parpart. (New York: Rowman & Littlefield Publishers, 2005):134-149.

J. Zoë Wilson. "State Making, Peacemaking and the Inscription of Gendered Politics into Peace: Lessons from Angola." in *Gender, Conflict and Peacekeeping* Edited by Dyan Mazurana, Angela Raven-Roberts and Jane Parpart. (New York: Rowman & Littlefield Publishers, 2005):242-264.

Week Thirteen Women & Youth

17 April Gendered Perspectives, II

19 April **Class Discussion** *Child Soldiers in Africa*

Review for Final Exam

Week Fourteen "Today & Tomorrow"

24 April Contemporary Southern Africa

26 April **Final Hour Exam**