**HIS210: Africa Welcomes China**

Fall 2021

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Class Meets 1400-1515 on Tuesday and Thursday, in Lachase 103

DESCRIPTION

Africa’s engagement with China is to be read as a two-sided story. China has found in Africa a reliable supplier of natural resources while Africans look to China for aid and investments in agriculture, industry, infrastructure, and education. And, in a significant departure from the colonial model of economic interactions, Chinese companies do not only ship finished products to Africa; they also build factories in Africa to manufacture goods for internal use and for export. Africans’ relations with the Chinese have become so interlocking that questions are now being raised about their potential impact on Africa. This course explores those questions on the understanding that the outcome will not only be decided in Beijing; it will also reflect African agency and history.

REQUIREMENTS

(1) Regular classattendance, active participation in class discussion. To that end, you must complete all assigned readings *before* each class meeting. (2) You will also lead one or more seminar discussions, depending on the number of people in the class; (3) submit: (a) **4** reviews of between 3 and 5 double-spaced pages; (b) research **essay** of between 10 and 12 double-spaced pages on a topic of one’s own choice, dealing with any aspect of Africa’s encounters with China.

**Research Essay** should be based on books, articles, and other sources *beyond* the required readings. The paper should demonstrate you have consulted at least ten (10) peer-reviewed or scholarly works. Articles downloaded from online journals and electronic books are treated as “scholarly,” but those from the Worldwide Web are not, and are not therefore permitted to form part of your bibliography.

**Review 1** (3-5 pages)**:** The first Review pulls together your understanding of Freund, Mandala, Nugent and Wolf to (a) identify commodities that left Africa for the West (USA and Western Europe); (b) their transition from resources to wealth in the West; (c) significance of the above stories in the rise of the First Industrial Revolution (late 18th century), and (d) how the SAPs of the 1980s reinforced this process of impoverishing Africa.

**Reviews 2-5** (3-5 pages each) will focus on one specific study or work, and you are expected to (1) summarize the main ideas and arguments; (2) and state the relevance of the work to the debate being discussed at that point in the course.

**HIS210W**: In addition to the above general obligations, those students taking the course to fulfill the upper-level writing requirement (or as HIS210W) will revise and resubmit the first (Freund, Mandala, Nugent, Wolf) and third (Zeleza) reviews on **September 28** and **November 2**, respectively.

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| --- | --- | --- | --- |
| **Discussion Date** | **Text (Reading)** | **Due Date** | **210W: Revisions** |
| 9/14 | Texts by Freund, Mandala, Nugent, Wolf | 9/14 | 9/28 |
|  |  |  |  |
| 10/7, 14 | Clegg, *China’s Global Strategy*, 1-56 | 10/7 |  |
|  |  |  |  |
| 10/21 | Zeleza, “The Africa-China Relationship…” | 10/21 | 11/2 |
|  |  |  |  |
| 11/16 | Brautigam, *Dragon’s Gift*, 189-231 | 11/11 |  |
|  |  |  |  |
|  | Essay | 11/30 |  |

GRADING

Essay is **40**%, Reviews **35**% (14, 7,7,7), Attendance, Participation, and Leading Discussion(s) **25**% of the Total.

**Classroom Etiquette**:

**1)** Please turn off cell phones or set them to a silent alert, and  in the rare event you must enter late or leave class early, please let us know in advance

**2)** .No eating during class.

3) Email Policy:Please, limit email correspondence to personal issues, emergencies, and other matters that cannot be publicly discussed in class. The instructor will not respond to other emails.

REQUIRED TEXTBOOKS

D. Brautigam, *The Dragon’s Gift: The Real Story of China in Africa* (Oxford University Press, 2011).

J. Clegg, *China’s Global Strategy: Toward a Multipolar World* (Pluto Press, 2009).

COURSE OUTLINE

Aug 26 **Scope and Objectives**

*PART I: AFRICA AND CHINA UNDER WESTERN DOMINATION, 1830s-WWII*

Aug 31 **Africa and the West, 1448-Present: An Overview**

Sept 2, 7 **The Depopulation and Looting of a Continent**

E. Mandala, Notes on The Atlantic Slave Trade, African Peasantries.

 E.R. Wolf, *Europe and the People Without History* (University of California Press, 1982), 354-63.

 Video: “Gold Widows” (52 minutes)

Sept 9, 14 **Decolonization and Structural Adjustment Programs**

**** B. Freund, *The Making of Contemporary Africa* (Bloomington, IN: Indiana University Press, 1984): 191-233.

Nugent, *Africa Since Independence*: *A Comparative History* (Imprint, 2nd Edition,

Basingstoke, Hampshire ; New York : Palgrave Macmillan, 2012), 326-47.

Sept 16, 21 **China Enters the Global South**

L.S. Stavrianos, *Global Rift: The Third World Comes of* Age (New York: William Morrow and Co., 1981), 309-332.

Sept 23: **How the West “Lost” China**

L.Stavrianos, *Global* Rift, 589-622

Sept 28: **Chinese Revolutions, 1911-1949**

Video: “China: A Century of Revolution, Part I: China in Revolution, Chapter 9 (1911-1949).”

*PART II: CHINA’S DRIVE TOWARD A MULTIPOLAR WORLD*

Sept 30, Oct 5 **Multipolar and Unipolar World Systems**

Clegg, *China’s Global Strategy,*1-56

*Oct 7, 14* **Chinese and Western Perspectives on Globalization**

Clegg, *China’s Global Strategy,*76-102

*PART III: DANCING WITH THE DRAGON*

Oct 19, 21 **Afro-Chinese Relations: Overview and Perspectives**

****Paul Zeleza, “The Africa-China Relationship: Challenges and Opportunities,” *Canadian Journal of African Studies* 48, 1 (2014): 145-169.

Oct 26 **Trade Relations**

Shinn and Eisenman, *China and Africa*, 99-127.

Oct 28, Nov 2 **Aid**

Deborah Brautigam, *The Dragon’s Gift: The Real Story of China in Africa* (OUP, 2011), 131-188.

Nov 4, 9**Industrialization**

Brautigam, *Dragon’s Gift*, 189-231.

Nov 11, 16 **Agriculture**

Brautigam, *Dragon’s Gift*, 232-272.

Nov 18 **Cultural and Educational Exchanges**

H. Ferdjani, “African Students in China: An Exploration of Increasing Numbers and their Motivations in Beijing,” Center for Chinese Studies, Stellenbosch University, September 2012 (35 pages).

*Nov 23, 25 Thanksgiving Break*

Nov 30, **Afro-Chinese Relations: Myths and Realities**

Brautigam, *Dragon’s Gift*, 273-312.

Dec, 2, 7: **Oral Presentations**

College Policies

* **The College’s Credit Hour Policy** on undergraduate courses is to award 4 credit hours for courses that meet for the equivalent of 3 periods of 50 minutes each week. Students enrolled in HIS 383W are expected to devote at least one hour each week to identifying the main lines of argument in course readings, working alone or in groups, and to researching in depth their topics for the final seminar paper.
* **Students with Disabilities:** The University of Rochester respects and welcomes students of all backgrounds and abilities. In the event you encounter any barrier(s) to full participation in this course due to the impact of disability, please contact the Office of Disability Resources. The access coordinators in the Office of Disability Resources can meet with you to discuss the barriers you are experiencing and explain the eligibility process for establishing academic accommodations. You can reach the Office of Disability Resources at: [disability@rochester.edu](mailto:disability@rochester.edu); (585) 276-5075; Taylor Hall. If you have any questions or concerns, please feel free to contact me as well.
* **Academic Honesty Statement**: All assignments and activities associated with this course must be performed in accordance with the University of Rochester's Academic Honesty Policy. Cheating and plagiarism are serious offenses and will be treated as such. Anyone who engages in such activities will be turned over to the College Board on Academic Honesty for disciplinary action, as outlined at http://www.rochester.edu/College/honesty/. For a helpful discussion of plagiarism (including subtle instances), see the American Historical Association’s ‘Defining Plagiarism,’ <https://www.historians.org/teaching-and-learning/teaching-resources-for-historians/plagiarism-curricular-materials-for-history-instructors/defining-plagiarism>.”

Grading scale:

|  |  |
| --- | --- |
| A | 100-93% |
| A- | 92.9-90% |
| B+ | 89.9-87% |
| B | 86.9-83% |
| B- | 82.9-80% |
| C+ | 79.9-77% |
| C | 76.9-73% |
| C- | 72.9-70% |
| D+ | 69.9-67% |
| D | 66.9-63% |
| D- | 62.9-60% |
| F | Below 60% |

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* **Disclaimer:** The instructor reserves the right to change topics and assignments on the syllabus at any point in the semester. Any changes will be announced in class and posted on Blackboard.