**HIS210: Africa Welcomes China**

Spring 2023

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Class Meets 1230-1345 on Tuesday and Thursday, in Frederick Douglas 404

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.

**Reviews** (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. Clegg, *China’s Global Strategy*, pp. 1-56 due on **January 26**; Freund, on **Feb 16;** Zeleza, “The Africa-China Relationship,” **March 2**; Brautigan, *Dragon’s Gift*, 189-231 on **March 23**.

GRADING

Essay is **35**%, Reviews **30**%; Attendance, Participation, and Leading Discussion(s) **35**% of the Total.

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

Jan 12 **Scope and Objectives**

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

Jan 17-19 : **The Depopulation and Looting of Africa: An Overview**

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)

Jan 24-26: **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.

Jan 31-Feb 7: **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.

Feb 9: **How the West “Lost” China**

L.Stavrianos, *Global* Rift, 589-622

 Feb 14, 16: **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*

Feb 21, 23: **Multipolar and Unipolar World Systems**

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

Feb *28,* March 2: **Chinese and Western Perspectives on Globalization**

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

*PART III: DANCING WITH THE DRAGON*

March 14, 16: **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.

March 21: **Trade Relations**

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

March 23: **Aid**

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

March 28, March 30:**Industrialization**

Brautigam, *Dragon’s Gift*, 189-231.

April 4, 6 **Agriculture**

Brautigam, *Dragon’s Gift*, 232-272.

April 11, 13: **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).

April 18, 20: **Afro-Chinese Relations: Myths and Realities**

Brautigam, *Dragon’s Gift*, 273-312.

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; (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:

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| --- | --- |
| 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.