Le 30 Juin 1960, Zaïre Indépendant, Tshibumba Kanda-Matulu (1972)

Instructor Information
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Course Meeting Time and Location
Tuesday & Friday @ 11:00-12:20
Lown Center for Judaic Studies 201
Office Hours: T/F 12:30-1:30

Course Description
This course examines the assassinations of a dynamic range of political, cultural, and activist figures during and after the era of independence in Africa. We will explore the social, political, economic, and cultural implications and legacies of the assassinations of Patrice Lumumba, Eduardo Mondlane, Amilcar Cabral, Steve Biko, Thomas Sankara, and Ken Saro-Wiwa, among others. Each case study provides us with an opportunity to learn about the local, national, transnational, regional, and international contexts within which these assassinations occurred, and where applicable we will examine the involvement and motives of Western powers in carrying out or otherwise supporting a number of these assassinations. Charting the fate of post-independence Africa through the lens of assassination will provide you with a critical and sobering introduction to the continent’s most recent history.
Course Learning Goals

- Critical comprehension of the social, political, economic, and cultural history of decolonization and ‘independence’ in Africa.
- Acquire a thorough understanding of how the assassinations of leading African figures have influenced conflict resolution, electoral politics and power-sharing models, political leadership styles, military rule, political dissent, knowledge production, and wealth distribution in Africa.
- Increase proficiency in locating and working with relevant primary source materials.
- Refine public speaking skills.

Course Materials

The following texts are **REQUIRED** and must be purchased well in advance of the time you are expected to read them. You may purchase them at the Brandeis bookstore or through Amazon or any other online or storefront book retailer of your choice:

1) John Parker & Richard Rathbone, *African History: A Very Short History* (**Required only for students who have not taken Intro to African History**)
2) Georges Nzongola-Ntalaja, *Patrice Lumumba*
3) Lindy Wilson, *Steve Biko*
4) Ernest Harsch, *Thomas Sankara: An African Revolutionary*
5) Roy Doron and Toyin Falola, *Ken Saro-Wiwa*

All other readings are either hyperlinked in this syllabus or are contained in our course reader, which you must purchase. The cost of the reader is generously subsidized by the AAAS department.

Grading Structure

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<td>Percentage</td>
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Map Quiz

A map quiz which requires you to identify each African country will take place on Tuesday, January 31st. You can prepare for the quiz by using these apps: [http://online.seterra.net/en/vgp/3034](http://online.seterra.net/en/vgp/3034) and [http://www.ilike2learn.com/ilike2learn/africa.html](http://www.ilike2learn.com/ilike2learn/africa.html). The map quiz counts for 5% of your course grade.

Africa in the News Oral Presentation

Working in pairs, you will present a current event news story that links up with the course readings for the day of your presentation. The point of these presentations is not just to stimulate discussion; it is also to help you achieve both comfort with and command over your public speaking voice. This presentation counts for 5% of your course grade. Please see assignment sheet for further details.

Short Essays and Final Paper and Panel Presentations

Over the course of the semester you will write a total of three short papers and one long research paper. The three short papers will include (1) a 500-700 word obituary for one of the figures we are studying; (2) a 1000-1500 word investigative newspaper article about one of the assassinations we are studying; (3) a 1000 word final statement written from the perspective of one of the figures we are studying on the eve of his death. Each short essay makes up 10% of your grade, for a combined total
of 30%. Your final paper will be between 10-12 pages and will focus on the assassination of a figure from Africa’s post-independence history that we have not covered extensively during the course of the semester. You will present this paper as part of panel during a student-led conference. Further details about these assignments can be found on Latte. Your final paper and panel presentation makes up 30% of your course grade.

Class Participation and Reading Presentation
Engaged learning is a key to success in this course. Your thoughtful contributions and questions about the readings and lectures are both welcomed and expected. Because one of our goals is to refine your public speaking and oral communication skills we will focus not only on the content of what you have to say, but also on your delivery.

Formal reading presentation: Each class two students will be responsible for jointly presenting a 10-15 minute presentation on the assigned reading(s). These presentations will consist of 3 parts. Part One provides a brief overview of the reading that highlights the major historical developments, themes, arguments, and ideas presented by the author. Part Two offers an analysis of the reading, telling us why it matters and identifying the strengths and weaknesses of the author's arguments/evidence. Part Three provides students with the opportunity to raise 2-3 discussion questions based on the reading, which, in part, seek to promote further contemplation of the material but do not necessarily have to derive from it. You may wish to write out your presentation but you should not read from it verbatim during your presentation. Alternatively, you may wish to create an outline or series of talking points to help guide your presentation. Your presentation should always include direct references to the readings – this may take the form, where appropriate, of judicious use of direct quotes from the readings. The point of these presentations is not just to stimulate discussion; it is also to help you achieve both comfort with and command over your public speaking voice. Your course participation grade, which counts for 25% of your final grade, will be evenly divided between your oral contributions to course discussions and your formal reading presentations.

Course Expectations
Weekly Time Commitment
This is a Four-Credit Course (with 2.5 hours of class-time per week). Success in this 4-credit hour course is based on the expectation that students will spend a minimum of 9 hours of study time per week in preparation for class (readings and preparation for quizzes, presentations, and exams, etc.).

Attendance and Tardiness
Attendance is absolutely mandatory. Attendance will be taken at the beginning of every class. The presence of every student is valued and unexcused absences risk disrupting the cohesion of the class. Repeated absences are disrespectful to me, as your professor, as well as to your fellow classmates. If you must miss a class, you must have a valid excuse (i.e. sickness or injury, family emergency) and inform me ahead of time. More than two unexcused absences will result in an automatic 1/3 reduction of your final grade. If for any reason you have more than two excused absences, you will need to make arrangements with me to be accountable to the work you’ve missed.

Being tardy is unacceptable. If you are more than 5 minutes late to class, you will be marked absent with a resultant deduction in your final grade based on the aforementioned attendance policy.
Classroom Conduct
Your classroom conduct will be a factor in your participation grade. You are expected to arrive to class on time, be attentive (no falling asleep), and focused (no cellphone use). Please use the restroom BEFORE you come to class. Students who interrupt class by leaving the classroom for water and bathroom breaks, to use the phone, or for any other reason will be asked not to return to class if the problem becomes persistent.

You are expected to maintain the highest standards of collegiality with your classmates and with me. Discussions of the course materials and content must be conducted with awareness that we all bring differing levels of knowledge, experience, and perspective to the subject matter. The sole criteria for contributions to class discussion is your engagement with the assigned readings and other course materials. If you’ve done the reading you are as prepared as anyone else to contribute to class discussions. If you have not done the reading please refrain for usurping discussion time with contributions that are not grounded in the assigned readings. Acts of disrespect will not be tolerated. Repeated disruptive behavior will result in your failure of the course.

Academic Integrity
You are expected to maintain the highest standards of academic integrity as stated in Section 4 of the Rights and Responsibilities handbook. http://www.brandeis.edu/studentlife/srscs/rr/

Plagiarism and evidence of cheating on exams will not be tolerated and will result in an automatic failing grade. You may refer to the International Center for Academic Integrity for additional information: http://www.academicintegrity.org/ica/home.php

Disability Policy
If you are a student with a documented disability on record at Brandeis University and wish to have a reasonable accommodation made for you in this class, please see me immediately. If you have questions about documenting a disability or requesting academic accommodations, you should contact Beth Rodgers-Kay in Academic Services (x63470 or brodgers@brandeis.edu.) Letters of accommodation should be presented at the start of the semester to ensure provision of accommodations. Accommodations cannot be granted retroactively.

Computer Policy
Computers and other electronic devices, including iPads and other tablets, are not allowed in class. Please ensure that you print out articles and bring them to class with you.

Late Work and Extensions
I will not accept late work under any circumstance. On a case-by-case basis I may grant extensions to students facing hardships (ie., sickness, injury, or family emergency) who request an extension BEFORE their work is late. Time management skills are critical assets and learning them now will serve you well.

Key Schedule Dates
January 31: Map Quiz
February 21: No Class
February 24: No Class
February 28: Essay #1 Due
March 24: Essay #2 Due
April 11: No Class
April 14: No Class
April 18: No Class
April 21: Essay #3 Due
May 2: Student-Led Conference
**COURSE SCHEDULE**
*(CR) designation indicates readings that are contained in our course reader

**Week #1**
**JANUARY 17:** A Sober Introduction—Assassination: A History of 20th Century Africa

**JANUARY 20:** Prelude to Independence: Colonialism, Part I
*Read for Today:
   Parker and Rathbone, *African History: A Very Short Introduction* (to be completed by January 27)
   Assenoh, “Africa’s Recent Colonial Past, 1900-1970” *(CR)*

**Week #2**
**JANUARY 24:** Prelude to Independence: Colonialism, Part II
*Read for Today:
   Parker and Rathbone, *African History: A Very Short Introduction* (to be completed by January 27)
   Assenoh, “Africa’s Recent Colonial Past, 1900-1970” *(CR)*

**JANUARY 27:** Prelude to Independence: Colonialism, Part III
*Read for Today:
   Parker and Rathbone, *African History: A Very Short Introduction* (to be completed by January 27)
   Walter Rodney, *How Europe Underdeveloped Africa*, Ch. 6 *(CR)*

**Week #3**
**JANUARY 31:** Liberation Movements
*Read for Today:
   Dennis Laumann, “Violence” and “Liberation” *(CR)*
   Assenoh, “Africa’s Armed Forces in Retrospect: The History of the Colonial and Postcolonial Forces” *(CR)*
*Map Quiz

**FEBRUARY 3:** The Aftermath of Liberation
**DEIS IMPACT COLLEGE CLASS** Meets in Shapiro Campus Center Multipurpose Room *(2nd Floor)*
*Read for Today:
   Sara Dorman, “Post-Liberation Politics in Africa: Examining the Political Legacy of Struggle” *(CR)*

**Week #4**
**FEBRUARY 7:** Why Study Assassinations?: A Methodological Conversation, Part I
*Read for Today:
   Victoria Brittain, “They Had to Die: Assassination Against Liberation” *(CR)*

**FEBRUARY 10:** Why Study Assassinations?: A Methodological Conversation, Part II
*Read for Today:
   Ali Mazrui, “Thoughts on Assassination in Africa”
Week #5  
FEBRUARY 14: Patrice Lumumba: Death at Independence  
*Read for Today:  
  Georges Nzongola-Ntalaja, *Patrice Lumumba* (Preface, Ch. 1-5)  
*In-Class Screening: Cuba: An African Odyssey*

FEBRUARY 17: The Lumumba Assassination: An International Affair  
*Read for Today:  
  Georges Nzongola-Ntalaja, *Patrice Lumumba* (Ch. 6-8)  
  Horace Campbell, “50 Years After Lumumba: The Burden of History”  
*In-Class Screening: Cuba: An African Odyssey*

Week #6 – WINTER BREAK

Week #7  
FEBRUARY 28: Eduardo Mondlane and Amilcar Cabral: Assassination in Luso-Africa  
*Read for Today:  
  Amilcar Cabral, “National Culture and Liberation” (CR)  
  Herbert Shore, “Remembering Eduardo: Reflections on the Life and Legacy of Eduardo Mondlane” (CR)  
  Eduardo de Sousa Ferreira, “Amilcar Cabral: Theory of Revolution and Background to his Assassination.” (CR)  
  “Tributes to a Fallen Comrade,” (CR)  
*Essay #1 Due*

MARCH 3: Steve Biko: Black Consciousness/Black Death  
*Read for Today:  
  Lindy Wilson, *Steve Biko* (Preface, Ch. 1-4)

Week #8  
MARCH 7: Steve Biko: Death Begets Death  
*Read for Today:  
  Lindy Wilson, *Steve Biko* (Ch. 5-9)

MARCH 10: Hendrik Verwoerd, Chris Hani and Apartheid’s Unassuming Assassins  
*Read for Today:  
  Dean Kalimniou, “Tsafendas: The Tapeworm Assassin”  
  Gavin Cooper, “Jury’s still out on whether Tsafendas was a political hero or a deranged assassin.”  
  Suzanne Daley, “Slayer Tells of Mandela Ally’s Killing”  
  Arthur Kemp, “The Death of Chris Hani: An African Misadventure”  
  Carlos Martinez, “Tribute to Chris Hani on the 20th Anniversary of his Assassination.”  
*In-Class Screening: “The Derby-Lewis Disclosure”
Week #9
MARCH 14: Assassination and the Frontline States
*Read for Today:
   Douglas Anglin, “Southern Africa Under Siege: Options for the Frontline States” (CR)
   “Voting for Apartheid at the U.N.” (CR)
*In-Class Screening: Destructive Engagement

MARCH 17: Thomas Sankara—The World’s Richest Revolutionary and Poorest President
*Read for Today:
   1) Ernest Harsch, Thomas Sankara: An African Revolutionary (pp. 1-108)
   2) Thomas Sankara, Thomas Sankara Speaks. Read 2 speeches of your own choosing from the uploaded text.

*FINAL PROJECT ASSIGNMENT HANDOUT

Week #10
MARCH 21: Sankara: Found and Lost
*Read for Today:
   1) Ernest Harsch, Thomas Sankara: An African Revolutionary (pp. 108-155)
   2) Thomas Sankara, Thomas Sankara Speaks. Read 2 speeches of your own choosing from the uploaded text.
*In-Class Screening of “Thomas Sankara”

MARCH 24: Individual Meetings to Discuss Final Project Proposals
*Essay #2 Due

Week #11
MARCH 28: Ken Saro-Wiwa: Life and Death in the Niger Delta
*Read for Today:
   Roy Doron and Toyin Falola, Ken Saro-Wiwa (Preface, Ch. 1-4)

MARCH 31: Ken Saro Wiwa: Oil Profits, Environmental Degradation, and Assassination
*Read for Today:
   Roy Doron and Toyin Falola, Ken Saro-Wiwa (Ch. 5-8)
   Center for Constitutional Rights, Wiwa et al. v. Royal Dutch Petroleum et al.
   Andy Rowell, “Secret Papers ‘show how Shell targeted Nigeria oil protests’”

Week #12
APRIL 4: Assassinations in a Diasporic Context
*Read for Today:
   Barbara Harlow, “Writers and Assassinations”

APRIL 7: Radical Politics and Assassination in the Caribbean
*Read for Today:
   Rupert Roopnaraine, “Resonances of Revolution: Grenada, Suriname, Guyana” (CR)
   Abayomi Azikiwe, “Guyana Commission Confirms Burnham Gov’t Murdered Walter Rodney”
Week #13 – SPRING BREAK

Week #14
APRIL 21: Public Speaking Workshop Part II/ Conference Planning
*Essay #3 Due

Week #15
April 25: Individual Research and Writing – Individual Consultations Available
April 28: Individual Research and Writing – Individual Consultations Available

Week #16
May 2: Student-Led Conference on Assassinations