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Electronic Course Authorization System

HIST 3443 - VIEW COURSE PROPOSAL

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Approvals Received:

Department on 23/03/20 by Sarah Corzine (stock194@umn.edu)	>	College/Dean on 29/04/20 by Teresa Grimlund (griml020@umn.edu)
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Approvals Pending:

Provost > LE > Catalog

[Effective Status:](#)

Active

[Effective Term:](#)

1199 - Fall 2019

Course:

HIST 3443

Institution:

UMNTC - Twin Cities/Rochester

Campus:

UMNTC - Twin Cities

[Career:](#)

UGRD

[College:](#)

TCLA -

[Department:](#)

10968 -

General

[Course Title Short:](#)

Violence in Africa

[Course Title Long:](#)

Violence in Africa: the Decolonization of Kenya and Algeria in Comparative Perspective

[Max-Min Credits for Course:](#)

3.0 to 3.0 credit(s)

[Catalog Description:](#)

Decolonization in Africa took many forms; some were more peacefully resolved than others. Among the more violent episodes were the wars of decolonization in Kenya (1952-1960) and Algeria (1954-1962). Through a series of lectures and weekly discussions of relevant readings, documentaries or film clips, the proposed course will examine the decolonization process in these two countries in comparative perspective.

[Print in Catalog?:](#)

Yes

[CCE Catalog Description:](#)

false

[Grading Basis:](#)

OPT

[Topics Course:](#)

No

[Honors Course:](#)

No

[Online Course:](#)

No

[Freshman Seminar:](#)

No

Is any portion of this course taught outside of the United States?:

No

[Community Engaged Learning \(CEL\):](#)
New: None
Old:
[Instructor Contact Hours:](#)

3.0 hours per week

Course Typically Offered:

Periodic Fall

Component 1:

LEC

Component 2:

<No text provided>

Auto Enroll Course:

No

Graded Component:

LEC

Academic Progress Units:

3.0 credit(s) (Not allowed to bypass limits.)

Financial Aid Progress Units:

3.0 credit(s) (Not allowed to bypass limits.)

Repetition of Course:

Repetition not allowed.

Course Prerequisites for Catalog:

<No Text Provided>

Course Equivalency:

<No text provided>

Cross-listings:

No cross-listings

Add Consent Requirement:

No required consent

Drop Consent Requirement:

No required consent

Enforced Prerequisites: (course-based or non-course-based):

No prerequisites

Editor Comments:New Course: 2/11/19 SAC
Uploaded Revised Syllabus 1/8/20 SAC**Proposal Changes:**

<No text provided>

History Information:New Course: 2/11/19 SAC
Provisionally approved by CRC April 2019. TG
Uploaded Revised Syllabus 1/8/20 SAC
Approved by CRC 4/27/20. TG**Faculty Sponsor Name:**

Patricia Lorcin

Faculty Sponsor E-mail Address:

plorcin@umn.edu

Student Learning Outcomes**Student Learning Outcomes**

* Students in this course:

- Can locate and critically evaluate informationHow will you assess the students' learning related to this outcome? Give brief [examples](#) of how class work related to the outcome will be evaluated.

Lectures focus on the interpretation of historical evidence pertaining to the history of Algeria and Kenya. Readings for the class comprise both primary and secondary sources, which demonstrate how to locate and use different types of historical evidence and how to assess different interpretations and perspectives on contested issues. Student will submit short written discussions on questions raised in the readings, in which they critically analyze the information in their readings of primary and secondary sources. Students will write a research paper on an autobiographical novel and a memoir, drawing from information in their assigned texts and lectures.

Please explain briefly how this outcome will be addressed in the course. Give brief [examples](#) of class work related to the outcome.

Students assessments will be based on their ability to use and critically evaluate historical evidence based on the following class work: (1) short essays that critically analyze the readings; feedback will be given on their progress; (2) a paper based on the reading of an autobiographical novel and memoir; students will receive written comments and grades based in part on their ability to evaluate historical evidence. (3) A midterm and a final examination, consisting of short and long essays, will be graded, based in part on students' ability to locate and critically evaluate information drawn from their readings, lectures, presentations, and discussions.

Liberal Education**Requirement this course fulfills:**

HIS Historical Perspectives

Other requirement this course fulfills:**Criteria for
Core Courses:**

Describe how the course meets the specific bullet points for the proposed core requirement. Give concrete and detailed examples for the course syllabus, detailed outline, laboratory material, student projects, or other instructional materials or method.

Core courses must meet the following requirements:

- **They explicitly help students understand what liberal education is, how the content and the substance of this course enhance a liberal education, and what this means for them as students and as citizens.**
- **They employ teaching and learning strategies that engage students with doing the work of the field, not just reading about it.**
- **They include small group experiences (such as discussion sections or labs) and use writing as appropriate to the discipline to help students learn and reflect on their learning.**
- **They do not (except in rare and clearly justified cases) have prerequisites beyond the University's entrance requirements.**
- **They are offered on a regular schedule.**
- **They are taught by regular faculty or under exceptional circumstances by instructors on continuing appointments. Departments proposing instructors other than regular faculty must provide documentation of how such instructors will be trained and supervised to ensure consistency and continuity in courses.**

To fulfill Historical Perspectives, this course will prepare students to assess critically historical methods and concepts. Weekly lectures will introduce students to the historiography and events of the topic/concepts to be covered. The readings and assignments are designed to train students to use, analyze and critique historical sources and to write a well-structured history paper. Readings include a range of genres to familiarize students with the different types of material that can be used as historical sources

and their significance to the production of historical knowledge. A PowerPoint presentation of slides of maps, cartoons, illustrations or paintings relevant to the topic under discussion accompanies relevant lectures. Students will be expected to analyze these images and discuss them in relation to the week's topic. We will also view films and documentaries (extracts or complete) at different junctures to demonstrate their significance to the topic of the course. Discussions will focus on the directors' agendas, the significance of the period in which the film was made, and the ways a film can or cannot be used as a historical source. The written assignments include the analysis of primary source material (e.g. documents on use of torture in Algeria or Mau Mau detention accounts in Kenya) as well as critiques of secondary sources (e.g. comparing two articles one on Algeria; one on Kenya). The course will encourage students to think about political, ideological and social significance of violence in different situations and the way in which that violence informs and shapes ideas about the present.

**Criteria for
Theme Courses:**

Describe how the course meets the specific bullet points for the proposed theme requirement. Give concrete and detailed examples for the course syllabus, detailed outline, laboratory material, student projects, or other instructional materials or methods.

Theme courses have the common goal of cultivating in students a number of habits of mind:

- **thinking ethically about important challenges facing our society and world;**
- **reflecting on the shared sense of responsibility required to build and maintain community;**
- **connecting knowledge and practice;**
- **fostering a stronger sense of our roles as historical agents.**

To fulfill Global Perspectives requirements, this course
 (1) Focuses on France and Britain and their respective expansion into Algeria and Kenya, focusing mainly on the decolonization processes and the national and international impact.
 (2) Addresses the issue of violence of decolonization in Algeria and Kenya

in comparative perspective, highlighting the difference in French and British attitudes to and practices used in their efforts to stem the violence.
 (3) Examines the international implications and repercussions during this Cold War period to these events.
 (4) Evaluates the legacy of the decolonization process on France, Britain, Algeria and Kenya in terms of political and social memory and nostalgia.
 (5) Emphasizes a number of disparate yet compelling themes, such as politics, violence, gender, race, and memory, thus enabling students to reflect on their ethical and contemporary relevance so as to formulate their own opinions and engage in the class discussions on the subject.

LE Recertification-Reflection Statement (for LE courses being re-certified only):

<No text provided>

Statement of Certification:

This course is certified for a Core (blank) as of
 This course is certified for a Theme (blank) as of

Writing Intensive

Propose this course as Writing Intensive curriculum: No

Question 1 (see CWB Requirement 1):

What types of writing (e.g., reading essay, formal lab reports, journaling) are likely to be assigned? Include the page total for each writing assignment. Indicate which assignment(s) students will be required to revise and resubmit after feedback by the instructor or the graduate TA.

<No text provided>

Question 2 (see CWB Requirement 2):

What types of writing (e.g., research papers, problem sets, presentations, technical documents, lab reports, essays, journaling etc.) will be assigned? Explain how these assignments meet the requirement that writing be a significant part of the course work, including details about multi-authored assignments, if any. Include the required length for each writing assignment and demonstrate how the 2,500 minimum word count (or its equivalent) for finished writing will be met.

<No text provided>

Question 3 (see CWB Requirement 3):

How will students' final course grade depend on their writing performance? What percentage of the course grade will depend on the quality and level of the student's writing compared to the percentage of the grade that depends on the course content? Note that this information must also be on the syllabus.

<No text provided>

Question 4 (see CWB Requirement 4):

Write up a sample assignment handout here for a paper that students will revise and resubmit after receiving feedback on the initial draft.

<No text provided>

Question 5 (see CWB Requirement 5):

What types of instruction will students receive on the writing aspect of the assignments?

<No text provided>

Question 6 (see CWB Requirement 6):**How will the assistants be trained and supervised?**

<No text provided>

Statement of Certification:

This course is certified for a Theme (blank) as of

Course Syllabus**Course Syllabus:**

Professor Patricia Lorcin
Office: Heller Hall 1020
Email: plorcin@umn.edu
Office Hours:

Classroom:

Fall 2019
Mon/Wed 11.15-12.30

Canvas site:

HIST 3437 ? POLITICS OF VIOLENCE IN AFRICA: THE DECOLONIZATION OF KENYA AND ALGERIA IN COMPARATIVE PERSPECTIVE

This course was created thanks to ASI Faculty Curriculum Development Grant in the context of the topic Reframing Mass Violence in Africa

Decolonization in Africa took many forms; some were more peacefully resolved than others. Among the more violent episodes were the wars of decolonization in Kenya (1952-1960) and Algeria (1954-1962). Through a series of lectures and weekly discussions of relevant readings, documentaries or film clips, the proposed course will examine the decolonization process in these two countries in comparative perspective.

The course is divided into three sections: The first will deal briefly with the varieties of decolonization before focusing on the historical background of each colony. Two lectures will situate the colony in the larger imperial picture of the colonial powers in question, Britain and France. Short readings will supplement the lectures.

The second and largest section will focus on the trajectory of the wars of decolonization in each country, from their early beginnings of clashes with the colonial state in the 1940s through the actual wars until independence (1962 for Algeria and full independence for Kenya in 1963, three years after the end of the ?Emergency?). This section will include readings on the violence perpetrated by both sides in the conflict and their respective responses to this violence. We will also consider the use of torture and the reaction ? or not - of the metropolises to this and other violence perpetrated. We will consider the reasons the two wars of decolonization were not accepted as such but labelled ?the Emergency? in Kenya and ? Opérations de Maintien de l'Ordre? (Operation for the Maintenance of Order) in Algeria. Decolonization in both countries took place during the Cold War. Among the issues discussed will be the diplomatic initiatives taken by both the independence seekers and the governments of the two colonial states to try and resolve the conflict to their respective benefits, as well as the wider significance of each to the Cold War. Full independence for both countries occurred within a year of each other and yet the outcome in each case for both the former colonized and the settlers was very different. The second section will end with a discussion of the significance of the reason why violence was perpetrated by the colonial state in Algeria and Kenya in the way that it was and the response of the newly independent state to the varying outcomes of decolonization.

The third section will deal with the legacy of the colonial period. On the one hand it will examine the way in which decolonization shaped the economic and political priorities of the two newly independent countries; on the other it will look at the way in which the decolonization of these two colonies resonated in their respective metropolises.

Required texts:

Anderson, David. Histories of the Hanged. Britain's Dirty War in Kenya and the End of Empire, London, Weidenfeld & Nicolson, 2005
McDougall, James. A History of Algeria. Cambridge: Cambridge University Press, 2017.
Blixen, Karen, Shadows on the Grass, New York, Random, House, 1961
Alleg, Henri, La Question (English translation), Lincoln, University of Nebraska Press, 2006 (first published in 1958)

Extracts from the following books will be on the Canvas site. The books will be on reserve:
Bennett, Huw C. Fighting the Mau Mau : The British Army and Counter-Insurgency in the Kenya Emergency. New York, Cambridge University Press, 2013.

Bogaerts, Els & Remco Raben, Beyond Empire & Nation, Brill, 2012

Burke, Roland. Decolonization and the Evolution of International Human Rights. University of Pennsylvania Press, 2013.

Feraoun, Mouloud, Journal 1955-62, (English translation) Lincoln, University of Nebraska Press, 2000

James, Leslie , and Elisabeth Leake, eds. Decolonization and the Cold War: Negotiating Independence Bloomsbury Academic, 2015.

Judge, Edward, & Langdon, John, The Struggle Against Imperialism. Anticolonialism and the

Cold War, Lanham, Rowman & Littlefield, 2018
 Kenyatta, Jomo. Harambee! The Prime Minister of Kenya's Speeches, 1963 - 1964. Nairobi, Oxford Univ Press, 1964.
 Lazreg, Marnia The Eloquence of Silence, Chapter 7, 118-142
 Odhiambo, Atieno, Stephen Elisha, and John Lonsdale. Mau Mau & Nationhood Arms, Authority & Narration Oxford/Nairobi: James Currey, 2003.
 Smith, Andrea, Colonial Memory and Postcolonial Europe
 Thomas, Martin, and Gareth Curless, eds. Decolonization and Conflict: Colonial Comparisons and Legacies: Bloomsbury Academic, 2017.

Films of interest. Extracts or the complete film may be watched during a class

Algeria

The Battle of Algiers (1966)

Le Petit Soldat (The little soldier) (1963)

Chronique des Années de Braie (Chronicle of the Years of Fire) (1975)

Outremer (Overseas) (1990)

Kenya

Mau Mau (1954)

Something of Value (1957)

The Kitchen Toto (1987)

Assignments

Attendance is mandatory (15%). Please inform me beforehand by e-mail if you are going to be absent. More than two absences will reduce your final grade. If you are absent because of illness a doctor's note is required.

Class participation (25%) is essential and will count towards your final grade. This is a reading intensive course and you will be expected to keep up with each week's reading. You will be required to participate in the class discussions, which will take place, during the second session of each week. Discussion will take place first in groups and then in general class discussion.

Written work (60%): (1) 3 papers of 6-7 pages, double-spaced with 1" margins. These will include an analysis and comparison of two sources (5 pages; 15%), an analysis of one of the films or documentaries, a list of which will be provided (5 pages; 15%) and a paper on a topic, which will be provided (8 pages; 30%). Prompts will be provided for all of the assignments and you are expected to adhere to them. They will also be on the Canvas site. The comparison and analysis of sources is due on ??; the film analysis is due on ??; the final essay is due on ??. There will be no incompletes given for this class. If you do not complete all the written assignments you will fail the course.

In class films or extracts of films are part of your learning experience; you are expected to pay attention, take notes and think about them in relation to the themes of the course.

In class computer use: If it comes to my attention that you are using your computer to shop, play games or indulge in any other non-class related activity, you will be counted as absent for that day.

Plagiarism, or the act of passing off as one's own another author's writing or ideas, is a serious offence and will result in a grade of F. If you quote directly from another person's work put the passage in quotation marks and use a footnote indicating the author, the work and the page number where you obtained it. If you use or elaborate on another person's ideas, you need only use a footnote. All essays must be footnoted and contain a bibliography. If you are unsure about plagiarism refer to the university guidelines at: <http://writing.umn.edu>

Students with Disabilities

The University of Minnesota is committed to providing all students equal access to learn opportunities. The University Disability Services works with students who have disabilities to provide and/or arrange reasonable accommodations. Students who have, or think they may have, a disability (e.g., psychiatric, attention, learning, vision, hearing, physical or systemic) are invited to contact Disability Services for a confidential discussion at 612-626-1333 (V/TTY) or at ds@umn.edu. Additional information is available at the DS website <http://ds.umn.edu>. Any student who, because of a disabling condition, may require some special arrangements in order to meet course requirements should contact me as soon as possible so that the necessary accommodations can be made.

WEEK ONE: SEPTEMBER 5: INTRODUCTION TO THE COURSE

Wednesday: A brief introduction on the expectations of the course followed by a lecture on the definition and significance of concepts: imperialism/colonialism/decolonization/post-colonialism
 Reading: Bogaerts & Raben, "Prologue" to Beyond Empire and Nation, Brill 2012

WEEK TWO; SEPT. 9-11 ? ALGERIA: MEDITERRANEAN DEPARTMENTS OF FRANCE

Monday: Lecture: The colonization of Algeria and its significance to France

Wednesday: Discussion of reading

Reading: McDougall, A History of Algeria, Chapter 3, 86-130

WEEK THREE; SEPT. R 16-18 - KENYA: BRITAIN'S ARISTOCRATIC EDEN

Monday: Lecture: The colonization of Kenya

Wednesday: Discussion of reading

Reading: Karen Blixen: Shadows on the Grass and extracts from her Letters from Africa

WEEK FOUR: SEPT. 23-25 - ALGERIA: VIOLENT ANTICEDENTS

Monday: Lecture

Wednesday: Discussion

Reading: James McDougall, A History of Algeria, Chapter 2, 49-86

WEEK FIVE; SEPT. 30 ? OCT. 2; KENYA: HARBINGERS OF TROUBLE

Monday: Lecture

Wednesday: Discussion

Reading: David Anderson, The History of the Hanged, Chapter 1 9-53

First assignment due

WEEK SIX: OCT. 7-9 ? ALGERIA: ?OPERATIONS TO MAINTAIN ORDER?

Monday: Lecture

Wednesday: Discussion

Reading: McDougall, A History of Algeria, Chapter 5, 179-235

Extracts from Mouloud Feraoun's Journal (to be read and discussed in Class)

WEEK SEVEN: OCT. 14-16 ? KENYA: ?THE EMERGENCY?

Monday: Lecture

Wednesday: Discussion

Reading: Anderson, The History of the Hanged, Chapters 3&4, 77-183

WEEK EIGHT: OCT. 21-23 ? ALGERIA: ?LA QUESTION?

Monday: Lecture

Wednesday: Discussion

Reading: Henri Alleg, La Question

WEEK NINE: OCT. 28-30- KENYA: ?THE GULAG?

Monday: Lecture

Wednesday: Discussion

Reading: Anderson, The History of the Hanged, Chapter 7, 289-328

WEEK TEN: NOV. 4-6: ALGERIA & KENYA: THE USES AND ABUSES OF GENDER

Monday: Lecture

Wednesday: Discussion

Reading:

?Nationalism, Decolonization and Gender? in Marnia Lazreg, The Eloquence of Silence, Chapter 7, 118-142 (on canvas site)

John Lonsdale: ?Authority, Gender & Violence? in Mau Mau and Nationhood: Arms, Authority, and Narration (eds, Odhiambo, Elisha, and Lonsdale) 46-76 (on canvas site)

Katherine Bruce-Lockhart, ?Reconsidering Women's roles in the Mau-Mau in Kenya? in eds

Martin Thomas & Gareth Curless, Decolonization and Conflict. Colonial Comparisons and

Legacies, (2017) 159-176 (on canvas site)

Second Assignment due

WEEK ELEVEN: NOV. 11-13 ALGERIA & KENYA: COLD WAR IMPLICATIONS

Monday: Lecture

Wednesday: Discussion

Reading: Judge, Edward, & Langdon, John, The Struggle Against Imperialism. Anticolonialism and the Cold War, Lanham, Rowman & Littlefield, 2018 pp. 1-36

Matthew Connelly, ?Taking of the Cold War Lens: Visions of North-South Conflict during the Algerian War for Independence? in American Historical Review, June 2000, 739-768

Poppy Cullen, ?Playing Cold War politics: the Cold War in Anglo-Kenya relations? in Cold War History, 18/1, 2018, 37-54 (all on canvas site)

WEEK TWELVE: NOV.18-20 ? ALGERIA & KENYA: PEACE AND ITS AFTERMATH

Monday: Lecture

Wednesday: Discussion

Reading:

McDougall, A History of Algeria, Chapter 6, 235-290

E.S. Atieno Odhiambo, ?Matunda ya Uhuru, Fruits of Independence? Seven theses on nationalism in Kenya? in Mau Mau and Nationhood: Arms, Authority, and Narration (eds, Odhiambo, Elisha, and Lonsdale) 37-46

Extract from; Kenyatta, Jomo. Harambee! The Prime Minister of Kenya's Speeches, 1963 - 1964. Nairobi, Oxford Univ Press, 1964. (to be read in Class)

WEEK THIRTEEN: NOV. 25-27 ? ALGERIA & KENYA: POLITICAL LEGACY

Monday: Lecture

Wednesday: Discussion

Reading:

Marshall Clough ?Mau Mau and the Contest for Memory? in Mau Mau and Nationhood: Arms, Authority, and Narration (eds, Odhiambo, Elisha, and Lonsdale) 251-268 (on canvas site)

McDougall, A History of Algeria, Chapter 7 290-237

WEEK FOURTEEN: DEC. 1-4 ? ALGERIA KENYA: MEMORY AND NOSTALGIA

Monday: Lecture

Wednesday: Discussion

Reading: James Ogude, "The Nation and Narration: The truths of the nation & the changing image of Mau Mau in Kenyan literature" in *Mau Mau and Nationhood: Arms, Authority, and Narration* (eds, Odhiambo, Elisha, and Lonsdale) 268-284 (on canvas site)
 Andrea Smith, "Place, Replaced: Malta as Algeria in the Pied-Noir Imagination" Chapter 9 in *Colonial Memory and Postcolonial Europe* 210-233 (on canvas site)

WEEK FIFTEEN: DEC. 9-11: SUMMING UP

Monday: Lecture

Wednesday: Discussion

Reading: To be decided

Third Assignment due

End of classes: December 13, 2019

HISTORICAL PERSPECTIVES

To fulfill Historical Perspectives, this course will prepare students to assess critically historical methods and concepts. Weekly lectures will introduce students to the historiography and events of the topic/concepts to be covered. The readings and assignments are designed to train students to use, analyze and critique historical sources and to write a well-structured history paper. Readings include a range of genres to familiarize students with the different types of material that can be used as historical sources and their significance to the production of historical knowledge. A PowerPoint presentation of slides of maps, cartoons, illustrations or paintings relevant to the topic under discussion accompanies relevant lectures. Students will be expected to analyze these images and discuss them in relation to the week's topic. We will also view films and documentaries (extracts or complete) at different junctures to demonstrate their significance to the topic of the course. Discussions will focus on the directors' agendas, the significance of the period in which the film was made, and the ways a film can or cannot be used as a historical source. The written assignments include the analysis of primary source material (e.g. documents on use of torture in Algeria or Mau Mau detention accounts in Kenya) as well as critiques of secondary sources (e.g. comparing two articles one on Algeria; one on Kenya).

The course will encourage students to think about political, ideological and social significance of violence in different situations and the way in which that violence informs and shapes ideas about the present.

GLOBAL PERSPECTIVES

To fulfill Global Perspectives' requirements, this course

- (1) Focuses on France and Britain and their respective expansion into Algeria and Kenya, focusing mainly on the decolonization processes and the national and international impact.
- (2) Addresses the issue of violence of decolonization in Algeria and Kenya in comparative perspective, highlighting the difference in French and British attitudes to and practices used in their efforts to stem the violence.
- (3) Examines the international implications and repercussions during this Cold War period to these events.
- (4) Evaluates the legacy of the decolonization process on France, Britain, Algeria and Kenya in terms of political and social memory and nostalgia.
- (5) Emphasizes a number of disparate yet compelling themes, such as politics, violence, gender, race, and memory, thus enabling students to reflect on their ethical and contemporary relevance so as to formulate their own opinions and engage in the class discussions on the subject.

The value of a Liberal Education:

The History department is committed to ensuring that its courses meet the objectives of a Liberal Education. We feel that it is important for students to understand how and why past events have shaped the present. Not only does examining the past help us to understand the world we live in today, but it also provides us with the necessary analytical tools to evaluate present-day politics, society and culture of the area covered by the course, in this case the violence of decolonization.

This course, which will be taught at regular intervals, it will instruct students in the significance of abstract concepts related to ideologies, identities and events that shaped the politics, societies and cultures of the colonies of Algeria and Kenya as a result of the violence of decolonization. Students will be exposed to different methodologies and interpretative issues as a way to understanding the past.

Among the requirements of history department courses is the exposure of students to primary sources (archival documents, novels, memoirs, letters, documentaries, films, etc.). At the 3000 level, students are required both to analyze primary sources and to write about them in a cogent, structured and historical way. Writing well is a vital facet of the discipline of history and students in this course will be provided with the opportunity to hone their writing skills in a historical manner.

SUGGESTIONS FOR FURTHER READING

- Alba, Richard. "Decolonization Immigrations and the Social Origins of the Second Generation: The Case of North Africans in France." *International Migration Review* 36, no. 4 (2002): 1169-93.
- Anderson, David. *Histories of the Hanged. Britain's Dirty War in Kenya and the End of Empire*. 1st ed. London: Weidenfeld & Nicolson, 2005.
- Anderson, David, and David Killingray. *Policing the Empire : Government, Authority, and Control, 1830-1940*. Manchester, UK: New York, 1991.
- Odhiambo, Atieno, Stephen Elisha, and John Lonsdale. *Mau Mau & Nationhood Arms, Authority & Narration*. Oxford/Nairobi: James Currey, 2003.
- Barnett, Don Njama Karari. *Mau Mau from Within : Autobiography and Analysis of Kenya's Peasant Revolt [in English]*. New York: Modern Reader Paperbacks, 1966. Biography (bio).
- Ben-Ze'ev, Efrat , Ruth Ginio, and J. M. Winter, eds. *Shadows of War : A Social History of Silence in the Twentieth Century*. Cambridge/New York: Cambridge University Press, 2010.
- Bennett, Huw C. *Fighting the Mau Mau : The British Army and Counter-Insurgency in the Kenya Emergency*. New York, 2013.
- ???. *Fighting the Mau Mau : The British Army and Counter-Insurgency in the Kenya Emergency*. Cambridge Military Histories; Variation: Cambridge Military Histories. Cambridge: New York, 2012.
- Betts, Raymond F. *France and Decolonisation, 1900-1960 The Making of the 20th Century;*. New York: St. Martin's Press, 1991.
- Blixen, Tania Blixen Karen, Isak Dinesen, and Pseud. *Shadows on the Grass*. New York, N.Y.: Random House, 1961.
- Branch, Daniel. *Defeating Mau Mau, Creating Kenya : Counterinsurgency, Civil War, and Decolonization*. Cambridge/New York: Cambridge University Press, 2009.
- Burke, Roland. *Decolonization and the Evolution of International Human Rights (Pennsylvania Studies in Human Rights)*. University of Pennsylvania Press, 2013.
- Camus, Albert. *Algerian Chronicles [in English]*. Cambridge, Mass.: Harvard University Press, 2013.
- Clayton, Anthony. *The Wars of French Decolonization. Modern Wars in Perspective;*. London, New York: Routledge, 1994.
- Connelly, Matthew James. *A Diplomatic Revolution : Algeria's Fight for Independence and the Origins of the Post-Cold War Era*. Oxford: New York, 2002.
- Djebar, Assia , Dorothy S. Blair, and (translator). *Fantasia, an Algerian Cavalcade [in English]*. Portsmouth, N.H.: Heinemann, 1993. Fiction
- Edgerton, Robert B. *Mau Mau : An African Crucible*. New York: Ballantine Books, 1991.
- Elkins, Caroline. *Imperial Reckoning. The Untold Story of Britain's Gulag in Kenya*. New York: Henry Holt & Co. Ltd., 2005.
- Fanon, Frantz. "Algeria Unveiled." In *Veil: Veiling, Representation, and Contemporary Art*, edited by David A. Bailey, 50803367. Cambridge, MA: MIT Press, 2003.
- ???. *A Dying Colonialism [in English]*. 1st Evergreen ed. New York: Grove Press, 1967.
- ???. *The Wretched on the Earth / Uniform Title: Damnès de la Terre.*. New York: Grove Press, 1968.
- Fazan, S.H. *Colonial Kenya Observed: British Rule, Mau Mau and the Wind of Change*. I. B. Tauris, 2015.
- Feraoun, Mouloud , and James D. Le Sueur (introduction). *Journal, 1955-1962 : Reflections on the French-Algerian War*. Lincoln: University of Nebraska Press, 2000.
- Fry, Michael G. *Decolonization : Britain, France, and the Cold War. Russian Littoral Project ; No. 107*. College Park, MD : University of Maryland at College Park: Washington, D.C., 1996.
- Hélie-Lucas, Marie-Aimée. "The Role of Women During the Algerian Struggle and After: Nationalism as a Concept and a Practice Towards Both the Power of the Army and the Militarization of the People." In *Women and the Military System*, edited by Eva Isaksson. N.Y.: St. Martins Press, 1988.
- Horne, Alistair. *A Savage War of Peace : Algeria, 1954-1962 [in English]*. New York: New York Review Books, 2006.
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Strategic Objectives & Consultation

Name of Department Chair Approver:

Elaine May

Strategic Objectives - Curricular Objectives:

How does adding this course improve the overall curricular objectives of the unit?

This course will compliment the Africa courses that are already a part of the the departmental curriculum. Other courses in this area deal with Africa as a survey while this course add a comparative, smaller perspective.

Strategic Objectives - Core Curriculum:

Does the unit consider this course to be part of its core curriculum?

While not part of the core curriculum of the department, it will be offered on a regular rotation by a full member of the department.

Strategic Objectives - Consultation with Other Units:

Before submitting a new course proposal in ECAS, circulate the proposed syllabus to department chairs in relevant units and copy affiliated associate dean(s). Consultation prevents course overlap and informs other departments of new course offerings. If you determine that consultation with units in external college(s) is unnecessary, include a description of the steps taken to reach that conclusion (e.g., catalog key word search, conversation with collegiate curriculum committee, knowledge of current curriculum in related units, etc.). Include documentation of all consultation here, to be referenced during CCC review. If email correspondence is too long to fit in the space provided, paraphrase it here and send the full transcript to the CCC staff person. Please also send a Word or PDF version of the proposed syllabus to the CCC staff person.

The Department did a thorough catalog search across the University and did not find any potentially overlapping undergraduate units external to the College.
Sent to the CRC staff person is comments from AFRO, CSCL and ANTH from CLA. Added to CCC submission.

Notes from UMN UGRD Associate Deans:
CBS has no concerns.
CCAPS has no concerns.
CEHD has no concerns.
CDES has no concerns.
CSOM has no concerns.
SON has no concerns.

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