

**Boston University**  
**Department of History/African American Studies**  
**AA395/HI352/IR394<sup>1</sup>**  
**Spring 2014**  
**Room CAS B27**  
**Governance, Leadership and Power in Africa and the Caribbean**

**Prof. Linda Heywood**

**African American Studies**

**Second Semester 2014**

**Office Hours:**

**Mondays: 11:00-12:00**

**TR: 11:30-12:30**

**138 Mountfort St.**

**Room 202**

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**Course Description:** The course focuses on the themes of power, leadership, and governance in the Caribbean and Africa from the end of slavery (Caribbean) and European conquest (Africa) to the post independence period. This long durée and comparative approach will allow students the opportunity to evaluate the legacies of slavery and colonialism in two different regions of the world where Africans and peoples of African descent eventually took over states where citizens, institutions and cultures were shaped by enslavement, slavery and the colonial experience. The course will examine the extent to which institutions inherited at independence diverged from those that had emerged after the end of slavery and colonial conquest. The course will also evaluate how and in what ways approaches to power, leadership and governance differed between the two regions.

The course has three major goals. The first is to provide students the opportunity to explore concepts of power, leadership and governance as they functioned in Africa in the period immediately preceding European conquest and in the Caribbean in the period following the end of slavery to the 1880s. The second goal of the course is to explore the ways in which these notions were altered from the 1880s to 1960. The third major goal is to evaluate the extent to which leaders in Africa and the Caribbean retained, transformed or adopted local and imported ideas of power, leadership and governance after

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independence. The focus here is to examine the conceptual models that post revolutionary and independence states in the two regions explored as they attempted to transform colonial institutions to reflect African and Caribbean political, social and cultural realities.

The course adopts the comparative approach, in that readings will concentrate on four African countries (Gold Coast/Ghana, Angola, Congo Free State/Democratic Republic of Congo and Sokoto Caliphate/Nigeria) and four Caribbean countries (Haiti, Cuba, Jamaica, Trinidad). During the semester discussions will explore the ways in which power, leadership and governance evolved in the two regions during the post-slavery/pre-colonial and colonial periods and how these developments the institutions leaders inherited at independence. Students will have the opportunity to read biographies of leaders, view documentaries that focus on leadership and governance in the various countries, and explore historical debates that seek to problematize how power, leadership, and governance functioned and transformed over time. These several strategies will allow students to engage in critical discussions students and gain a sound understanding of how notions of leadership, institutions of governance (state and civil society) and the exercise of power evolved from the post emancipation/post conquest period to the present in Africa and the Caribbean.

**Course Format:-**The course is a combination of formal power point lectures by the professor, presentations by students and class debates and discussions. When possible, the class will view short video clips that focus on leadership, power and governance in the Caribbean and Africa. Visiting officials from African and the Caribbean might also be invited to do a guest lecture and to reflect on their own experience with power, leadership and governance in the respective regions.

**Course Requirements:**

Mid-Term Exam	20%	(March 6)
Final Exam	30%	(To be announced)
Term Paper	30%	(Due: Friday 25 April)
Attendance and Participation	10%	
Oral Presentation	10%	

Grading will be based on the following:-Each student will be expected to prepare a presentation on one week's readings (selected from weeks 3-6 and weeks 8-13). After the presentation the student should email me a written version of the presentation. These will be placed on **BL** so that other students would be able to access them. The presentation will account for 10% of the final grade. Attendance and participation in class discussions will be worth 10% of the final grade. Each student must also take in-class midterm and final examinations. Finally, each student is expected to research and write a comparative paper on some aspect of power, leadership and governance in the Caribbean and Africa. Each students must discuss the paper topic with me before the midterm and hand in to me a one page thesis statement and short bibliography on Thursday March 6. These statements will be returned to students on March 18 with comments. The marked-up proposals must be attached to the completed typed term paper and must be submitted to

me by Friday April 26. Term papers from students who have not turned in a proposal will not be accepted. Term papers must be 2,500-3,000 words in length excluding a one page bibliography). Type font should be Times New Roman 12 point.

### **Required Books:**

Colin Palmer, *Eric Williams and the Making of the Modern Caribbean* (North Carolina, 2006)

Crawford Young, *The African Colonial State in Comparative Perspective* (Yale, 1994)

Alejandro de La Fuente, *A Nation for All: Race, Inequality, and Politics in Twentieth Century Cuba* (North Carolina, 2001).

Michela Wrong, *In the Footsteps of Mr. Kurtz: Living on the Brink of Disaster in Mobutu's Kongo* (Harper Reprint, 2002)

### **Weekly Sessions**

**Week One (1/16-1/21):-** Governance (the State), Leadership and Power: Post Emancipation Caribbean and Precolonial Africa Part 1

Readings:

Young, *African Colonial State*, pp. 1-42

Herbst, "Power and Space in Pre-Colonial Africa." **BL**

Sheller, "Sword-Bearing Citizens." **BL**.

### **Lecture, Discussion of Readings 1/21**

**Week Two (1/23-1/28)** Governance (the State), Leadership and Power: Post-Emancipation Caribbean and Precolonial Africa Part 2

Readings: John E. Philips, "Slavery...Kano and Sokoto." **BL**

La Fuente, *A Nation For All*, pp. 1-53

Sheller, "Quasheba, Mother Queen: Black Women's Public Leadership... Jamaica." **BL**

### **Lecture, Discussion of Readings**

### **Discussion of Readings 1/28**

**Week Three (1/30-2/4)** African Leadership and the Construction of the Colonial State: West Africa

Readings:- Young, *African Colonial State*, 77-117.

Kwame Arhin, "The Missinary Role...Gold Coast...Ashanti." **BL**

Arhin Oyebodi, "Treaties and the Colonial Enterprise...Nigeria." **BL**

### **Lecture, Presentation and Discussion of Readings 2/4**

**Week Four (2/6-2/11)** African Leadership and the Construction of the Colonial State: Angola and the Congo Free State/Belgian Congo

Readings: Young, *African Colonial State*, 117-154.  
Wrong, *In the Footsteps*, Chpts 1-3

**Lecture, Presentation and Discussion of Readings 2/11**

**Week Five (2/13-2/18)** Governance, Leadership and Power: Cuba and Haiti

Readings: DuBois, *Haiti*, Chpt 5. **BL**  
La Fuente, *A Nation For All*, pp. 55-137.

**Lecture, Presentation, and Discussion of Readings 2/18**

**Week Six 2/20-2/25)** Governance, Leadership and Power: British Caribbean

Readings: Palmer, *Eric Williams*, pp. 25-94.  
Knight, *The Caribbean*, Chpt. 10. **BL**

**Lecture, Presentation and Discussion of Readings 2/25**

**Week Seven (2/27-3/4):** Royalists, Jihadists and Indirect Rule: Gold Coast and Nigeria

Readings: Lamont King, "From Caliphate to Protectorate..." **BL**.  
Crawford Young, *African Colonial State*, 117-163.  
Austen, "Ashanti: 'Developmental' Divergences..." **BL**

**Lecture**

**Midterm 3/6**

**Spring Break 3/8-3/16**

**Week Eight (3/18-3/20)** Missionaries, Conquerors, and Dictators: Angola and Belgian Congo

Readings:- Young, *African Colonial State*, 163-200.  
Heywood, "Towards an Understanding of Political Ideology." **BL**  
Wrong, *In the Footsteps*, Chpts. 4-6  
Gervase-Clarence Smith, "Business Empires...Angola 1930-1961." **BL**

**Lecture and Discussion of Readings 3/20**

**Week Nine (3/25-3/27)** Haitian Renaissance/Decline and Capitalism Cuban Style

Readings: La Fuente, *A Nation for All*, pp. 139-209.  
DuBois, *Haiti*, Chpt 6. **BL**  
Sylvain, "The Macoutization of Haitian Politics." **BL**

**Lecture and Discussion of Readings 3/27**

**Week Ten (4/1-4/3)** Race and the Road to Decolonization: English Speaking Caribbean

Readings: Palmer, *Eric Williams*, pp. 94-178.  
Manley, *A Voice* I and 2. **BL**

**Lecture, Presentation and Discussion of Readings 4/3**

**Week Eleven (4/8-4/10) Ghana and Nigeria: Dictatorship and Separatists**

Readings:- Young, *African Colonial State*, 201-243.

Milne, *Nkrumah*, Chpts 10-12 **BL**

Adjaye and Misawa, "Chieftaincy...Ghana and Nigeria." **BL**

**Lecture, Presentation and Discussion of Readings 4/10**

**Week Twelve (4/15-4/17) Angola and Zaire: Search for African Authenticity/The Challenges of Ethnicity**

Readings: Wrong, *In the Footsteps*, Chpts 7-10

Heywood, "Ethnic Nationalism in Angola." **BL**

Pereira, "Angola: The Neglected Tragedy."

**Lecture, Presentation and Discussion of Readings 4/17**

**Week Thirteen (4/22-3/29) Governance, Leadership and Power: The Post Independence Africa and the Caribbean: Part One**

Readings: Palmer, *Eric Williams*, pp. 179-234.

Young, *Colonial State*, pp. 244-292.

La Fuente, *A Nation For All*, 210-255.

Wrong, *In the Footsteps*, Chpts. 11-12

**Presentation, Lecture and Discussion of Readings 4/29**

**Week Fourteen (5/1) Governance, Leadership, and Power: The Post Independence Africa and the Caribbean: Part Two**

Readings: La Fuente, *A Nation For All*, pp. 259-339.

Palmer, *Eric Williams*, pp. 234-308.

Okoha Ukiwo, "Politics, Ethno-religious Conflicts...in Nigeria." **BL**

Wrong, *In the Footsteps*, 13-Epilogue

**Lecture and Discussion of Readings 5/1**