Objectives:

This course, West Africa since 1880, examines the broad outlines of historical developments in the sub-region through the late-nineteenth and twentieth centuries. Throughout the quarter, we will explore the religious, political, social and economic changes that occurred in colonial and postcolonial West Africa. By focusing on this region, students will gain knowledge of West Africans’ roles in recent history, including colonialism, the World Wars, decolonization, Christian and Islam revivallist movements, and their intellectual contributions to West Africa and beyond. Students will be able to challenge popular misunderstandings about Africa, explore the links between Africa and the African Diaspora during this time period, and understand how historical knowledge of marginalized nations can change their viewpoints and actions as U.S. and/or global citizens.

Requirements:

This quarter, we will focus heavily on themes drawn from the readings. Therefore, each lecture, you are expected to have done the reading and to bring course materials to class. All of these reading materials will be uploaded as links in the course syllabus, located on the course webpage. You will also be required to complete a one-page primary document assignment, a take-home midterm, and a take-home final. Both the midterm and the final will consist of essay questions. Your responses to these questions must be analyses drawn from the lectures and readings. The midterm will be due at the beginning of class on Friday, February 10th. The final must be submitted by 12:00 PM on Thursday, March 23rd to the bin marked “HIAF 112” on the fifth floor of HSS. No finals will be accepted by email. All assignments are subject to change at my discretion.

Due to the fact that the reading involves many case studies and excerpts, attendance in lecture is important in order to grasp the “bigger picture” for the course. If you are unable to attend a lecture, please come to my office hours for assistance, or arrange for another student’s notes. Further, some days there will be more reading than others; use the days that you have less reading to get ahead for the few days that there is additional reading.

ASSIGNMENT: You will read a few primary sources over the course of the quarter. You will be required to write a one-page (approx. 500 words), single-spaced analysis of one of these sources.
documents. You may decide which one you would like to analyze. The response should not be a summary of the document; rather, it should be a reflection on the themes, ideas, and importance of the document to our area of study. What did the document convey as a historical text? How did it shed light on the themes we discussed in the course? What were the document’s faults? How did the document illuminate (or not illuminate) African voices? Each response is due at the beginning of class, one week from the day we read the document. No assignments will be accepted by email.

Grading:
Your grade will be comprised of your one-page primary document assignment, the midterm, and the final. The grade breakdown is as follows:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Primary Document Analysis Assignment</td>
<td>25%</td>
</tr>
<tr>
<td>Midterm Exam</td>
<td>35%</td>
</tr>
<tr>
<td>Final Exam</td>
<td>40%</td>
</tr>
</tbody>
</table>

Academic Integrity:
It is your responsibility to know and observe all of the UCSD rules concerning academic integrity and plagiarism. You should familiarize yourself with your responsibilities and rights under the UCSD Policy on Integrity of Scholarship [http://senate.ucsd.edu/Operating-Procedures/Senate-Manual/Appendices/2](http://senate.ucsd.edu/Operating-Procedures/Senate-Manual/Appendices/2). Any student found to have committed a substantial violation of the university rules concerning academic integrity will fail the entire course and the professor will initiate a charge of academic misconduct that may be noted on your academic record. A second offense will generally result in suspension or permanent expulsion from the university. If you have any questions about what constitutes plagiarism, how to credit the work of others properly, or how to evaluate sources for quality and reliability and how to avoid it, please see me.

Schedule of Class Meetings:

**WEEK 1**
January 9—Introduction

January 11—African History and the World: How (Not) to Write about Africa

**READING:**


January 13—The Power and Limits of the Archive in African History

**READING:**
WEEK 2
January 16—Martin Luther King, Jr. Holiday
NO CLASS

January 18—Background to West Africa: West African Social and Political Dynamics in the Nineteenth Century
READING:


January 20—Precursors to Colonial Rule: The Slave Trade and Abolition in West Africa
READING:

*In addition, choose one primary source to read:*


WEEK 3
January 23—Social and Economic Change in West Africa: The Impact of Abolition and the Introduction of “Legitimate Trade”
READING:

January 25—The Scramble for Africa
READING:


January 27—Colonial Rule and Colonial Economy in West Africa

**READING:**

**WEEK 4**

January 30—Colonial Rule and Colonial Economy: The Variability of Conquest in West Africa

**READING:**


February 1—African Responses to Colonial Rule

**READING:**
Susan Rosenfeld, excerpt from dissertation chapter, “Murder at the Margins: African Interpretations of Nascent Colonialism in Late-Nineteenth-Century Lagos, Nigeria.”

**PRIMARY SOURCE:** Associated primary newspaper articles and case file. *Not to be quoted or referenced without permission.*

February 3—African Responses to Colonial Rule

**READING:**

**WEEK 5**

February 6—The “Practice” of Colonial Administration

**READING:**

February 8—Colonial Transformations

**READING:**
Excerpt from A.I. Asiwaju, *West African Transformations: Comparative Impact of French and*

February 10—Spiritual Battlegrounds: Religion’s Role in Identity Transformation and Resistance in the Colonial Era

MIDTERM PAPER DUE

READING:

WEEK 6

February 13—Spiritual Battlegrounds: Religion’s Role in Identity Transformation and Resistance in the Colonial Era

READING:

February 15—Women and Power in West Africa during the Colonial Era

READING:


February 17—Colonialism and Resistance: Protest, Hardship, and Identity in West Africa during the First Half of the Twentieth-Century

READING:

WEEK 7

February 20—Presidents’ Day Holiday

February 22—West African Involvement in World War I

READING:

February 24—The Interwar Period and World War II: Pan-Africanism and Negritude in West Africa

READING:

**WEEK 8**
February 27—African Paths to Independence
**READING:**

PRIMARY SOURCE: Kwame Nkrumah’s [speech](#) to the All-African People’s Conference, 8 December 1858.

March 1—Nationalist Movements and Decolonization
**READING:**

March 3—Independence in West Africa: An Overview
**READING:**

**WEEK 9**
March 6—The Postcolonial Era in West Africa
**READING:**

March 8—Legacies of Colonialism: Underdevelopment, Debt, and International Aid
**READING:**

March 10—The Political Economy of Contemporary West Africa
**READING:**

**WEEK 10**
March 13—Defining the Nation: Ethnicity and Conflict in West Africa
**READING:**
March 15—Religious Movements in Contemporary West Africa
READING:

READING:


FINAL MUST BE SUBMITTED TO THE BIN ON THE FIFTH FLOOR OF HSS, MARKED “HIAF 112” BY MARCH 23 AT 12:00 PM.