

Study Center in Dakar, Senegal

Course name:	Topics in West African History: Colonization and Decolonization
Course number:	HIST 3001 SGSM
Programs offering course:	Language and Culture
Language of Instruction:	French
U.S. Semester Credits:	3
Contact Hours:	45
Term:	Fall 2016

Course Description:

The theme of colonization and decolonization in Africa is so vast that it can be broken down according to the different colonial powers that intruded in the continent. Also, having chosen to study West Africa, we will highlight the French colonial system used in French West Africa and in Senegambia in particular. A comparative approach allows for the study of different colonial systems and insists more importantly on understanding the French and British colonial systems, also known as *indirect rule*. Particular attention will be given to the different reactions of the African people to resist the intrusion, conquest, and colonial order, in order to progressively pave the way for independence.

Learning Objectives:

This course has one primary objective and four secondary objectives.

The primary objective for the course is to help the students to have a general understanding of the historical processes that were created in the long term, or from the time of the sailing of the Atlantic to today's African societies and states.

The first secondary objective, no less important than the others, consists in helping students to understand the links that exist between underdevelopment and colonization, acculturation and colonization, etc., but without assuming that the intrusion and domination of foreigners are the only cause of the poor state of Africans in general and of the Senegalese in particular.

The second secondary objective is to show that colonization persists into the present in other forms, like the practice of others to feed the visceral dependence, in both political and economic realms, of our country on old colonial powers. To qualify this dependence, certain researchers have created the term "neo-colonialism". General Charles de Gaulle's reference to the substitution of colonial government for a cooperative government to manage the relationships and interests of France with the old colonies speaks volumes. The notion of French entitlement also fits into this line of thinking.

The third secondary objective consists of putting the student at the heart the imagined history, to allow them to find for themselves the different layers found in the evolution of the perception of foreigners, in particular Europeans and other Westerners, while elaborating on the terminology in the national language (*tubaab, xonknopp, yeefeer, nasrân*)

The final secondary objective is to develop in each student a sociological approach, using the pedagogical field trips as aids, to allow them to detect for themselves the multifaceted and still visible traces of French colonialism in the political, economic, social, and cultural landscape of Senegal.

Course Prerequisites:

On the linguistic level, it is desirable for students to have a good or average level of French and to make progress in Wolof since we will be using some terms derived from this language (*tubaab, jom, ceddo, etc.*)

On the scientific level, it is desirable that students know some information about military history, political history, international relations, even geopolitics.

Students should also show interest, curiosity, and personal responsibility.

Methods of Instruction:

This course will be for the most part based on the personal work of students with the preparation and presentation in class with the help of the teacher, presentations, written assignments on readings, research papers, and the curiosity of personal research.

We will learn through varied teaching methods: lectures, PowerPoints, debates, discussions, film screenings and discussions, etc.

We will invite two to three guest speakers to vary and enrich the course.

We will put emphasis on educational field trips (museums, monuments, memorials, military camps, etc.) to allow students to have direct contact with army officials and police officers, to enrich their experiences of the legacies of colonization in Senegal.

Assessment and Final Grade:

The final grade will be determined by eight evaluations:

- Attendance and participation in the class through questions, responses, and contributions, etc. (10%)
- Take-home paper (10%)
- Written response on the visit to the Armed Forces Memorial (10%)
- Written response on the visit to the National Police Memorial (10%)
- Oral presentations in class consisting of describing, commenting on, and critiquing a document (book or article) assigned to the student by the professor (10%)
- Written response to Sembène Ousmane's film *Camp de Thiaroye* (10%)
- A final ten page dossier at the end of the class illustrating the underlying themes of the class proposed by the professor. Students should be given the necessary documentation to elaborate on their work. This will help their work to evolve. (30%)

Course Requirements:

- **Attendance and participation:** In addition to attendance in class and at class field trips, this will take into consideration questions, responses, debates, contributions made by the students, all of which are the backbone of the class.
- **Take-home paper:** In order to test the level of comprehension in the class, as well as the capacity of the students to understand and analyze the information, they will be expected to write a paper outside of class.
- **Written response on the visit to the Armed Forces Memorial:** What struck, impressed, or intrigued the students during the visit to the museum? In comparison with other museums, what were the strong and weak points of the museum and its exhibits? What suggestions would the student make to create a more attractive museum? This is an example of the line of questioning that the paper could focus on, though it is not the only option, only a suggestion.
- **Written response on the visit to the National Police Memorial:** The same questions as the previous paper.
- **Oral Presentations:** As indicated in the course description, we have chosen to focus on colonization and decolonization in West Africa in general, and in Senegambia in particular. The documents available for discussion offer the advantage of surveying colonization in Africa region by region. Also, it will be proposed to each student to choose a precise region in Africa based on their document, and research the conquests and resistance in that region.
- **Written response to Sembène Ousmane's film:** This response can be completed in different ways: in the form of a presentation of the film based on a freely chosen angle of criticism, in the form of a presentation of the student's feelings and emotions after having seen the film, simply in the form of a skillful blend of the two preceding suggestions. In any case, the choice is completely that of the student.
- **A final ten page dossier at the end of the class:** This dossier is the most important evaluation in the class. From the beginning of class, each student will choose a theme to research throughout the duration of the class, for example the role of men or colonial weapons. It requires that students conduct their research, with the help of the teacher who should give them the proper documents desired for research, in order to create a small dossier of research that the teacher will keep on file at the end of the class.