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**The Ohio State University
Colleges of the Arts and Sciences New Course Request**

African American and African Studies

Academic Unit

African American and African Studies

Book 3 Listing (e.g., Portuguese)

705.02 Study Abroad to Southern Africa

Number Title

Stdy Abrid to S. Afr.

Grad

08

18-Character Title Abbreviation

Level

Credit Hours

Summer

Autumn

Winter

Spring XX

Year 2006

Proposed effective date, choose one quarter and put an "X" after it; and fill in the year. See the OAA curriculum manual for deadlines.

A. Course Offerings Bulletin Information

Follow the instructions in the OAA curriculum manual. If this is a course with decimal subdivisions, then use one New Course Request form for the generic information that will apply to all subdivisions; and use separate forms for each new decimal subdivision, including on each form the information that is unique to that subdivision. If the course offered is less than a quarter or a term, please complete the Flexibly Scheduled/Off Campus/Workshop Request form.

Description (*not to exceed 25 words*): A three week study tour of selected sites of historical, cultural, economic and socio-political importance in the contemporary Southern African region.

Quarter offered: Spring

Distribution of class time/contact hours:

Quarter and contact/class time hours information should be omitted from Book 3 publication (yes or no):

Prerequisite(s): AAAS 705.01 and graduate standing

Exclusion or limiting clause: NA

Repeatable to a maximum of 10 credit hours.

Cross-listed with: None

Grade Option (Please check): Letter S/U Progress What is course is last in the series? 702.02

Honors Statement: Yes No

Off-Campus: Yes No

GEC: Yes No

EM: Yes No

Admission Condition

Course: Yes No

Other General Course Information:

(e.g. "Taught in English." "Credit does not count toward BSBA degree.")

B. General Information

Subject Code 050101

Subsidy Level (V, G, T, B, M, D, or P)

M

If you have questions, please email Jed Dickhaut at dickhaut.1@osu.edu.

1. Provide the rationale for proposing this course:

This course broadens the departments graduate course offerings on Africa and provides students the opportunity to critically study and experience the ways in which people in Southern Africa deal with their daily struggles and existence.

2. Please list Majors/Minors affected by the creation of this new course. Attach revisions of all affected programs.

This course is (check one): Required on major(s)/minor(s) A choice on major(s)/minors(s)
 An elective within major(s)/minor(s) A general elective:

3. Indicate the nature of the program adjustments, new funding, and/or withdrawals that make possible the implementation of this new course.

NA

4. Is the approval of this request contingent upon the approval of other course requests or curricular requests?

Yes No List: AAAS 705 and AAAS 705.01

5. If this course is part of a sequence, list the number of the other course(s) in the sequence: _____

6. Expected section size: 25 students Proposed number of sections per year: One (1)

7. Do you want prerequisites enforced electronically (see OAA manual for what can be enforced)? Yes No

8. This course has been discussed with and has the concurrence of the following academic units needing this course or with academic units having directly related interests (*List units and attach letters and/or forms*):

Not Applicable

9. **Attach a course syllabus that includes a topical outline of the course, student learning outcomes and/or course objectives, off-campus field experience, methods of evaluation, and other items as stated in the OAA curriculum manual and e-mail to ascurofc@osu.edu.**

Approval Process The signatures on the lines in ALL CAPS (e.g. ACADEMIC UNIT) are required.

1. Academic Unit Undergraduate Studies Committee Chair	Printed Name	Date
2. Academic Unit Graduate Studies Committee Chair	Printed Name	Date
3. ACADEMIC UNIT CHAIR/DIRECTOR	Printed Name	Date
4. After the Academic Unit Chair/Director signs the request, forward the form to the ASC Curriculum Office, 105 Brown Hall, 190 West 17 th Ave. or fax it to 688-5678. Attach the syllabus and any supporting documentation in an e-mail to ascurofc@osu.edu . The ASC Curriculum Office will forward the request to the appropriate committee.		
5. COLLEGE CURRICULUM COMMITTEE	Printed Name	Date
6. ARTS AND SCIENCES EXECUTIVE DEAN	Printed Name	Date
7. Graduate School (if appropriate)	Printed Name	Date
8. University Honors Center (if appropriate)	Printed Name	Date
9. Office of International Education (if appropriate)	Printed Name	Date
10. ACADEMIC AFFAIRS	Printed Name	Date

AFRICAN-AMERICAN & AFRICAN STUDIES

SOUTHERN AFRICAN STUDY TOUR AAAS 705.02

Lupenga Mphande, Instructor

Course Objective:

Not only is Southern Africa famous for its rich agricultural lands and minerals (copper, gold, diamonds, chrome, uranium, zinc, etc.), it is also historically linked to the Australopithecus fossils, and to the ancient civilizations of Great Zimbabwe and Thulamela (place of birth). It is the location of some of the world's most important ecological sites, such as the Victoria Falls, Kruger National Park, Cape Town nuclear power plant, and the Kariba Dam. The region offers a unique example of the patterns of human migration, European expansion and settlement in Africa, and is an interesting site for the struggle for freedom and justice. In more recent history, the region has come to the world's attention because of the innovative conflict-and-resolution methods it has employed in dealing with its past and the issue of nation building. This course explores the relationship between the events and conditions that surround the Southern African countries with those of the rest of Africa and the African Diaspora so as to make students appreciate the unique connectedness and the African historical landscape. By introducing students to a single region of the African continent, the aim of the course is to enable American students to attain an experience and appreciation of Africa's history and cultural traditions through a broad range of social, cultural, ecological, political and historical realities.

The course is an experiential component whose major focus will be a three-weeks guided field trip to a sampling of important and representative sites in one African region covered in the first part of the course and a generous historical and cultural tradition typical of the whole region. The study abroad program is designed to take students to Southern Africa at the end of the spring quarter for an exploration of the cultural and historical linkages of this African region and the United States, such as the ANC sites linked to the NAACP, or the the Mhatma Gandhi shrine in Durban and his philosophy linked the Civil Rights movement. In the sphere of global cultural understanding, students will examine the communality and differences of contemporary global culture and the quest for peace and harmony based on common culture traits. Students will also visit African villages and study the cottage industries and the African extended family system, particularly from a patriarchal Zulu aspect. Lectures, demonstrations, and group discussion will be an integral part of the trip, and through such engagements students will be expected to develop a historical-cultural consciousness and awareness of Africa's cultural aesthetics and heritage, and of its discourse and history.

The sites will be selected because of their situation within the history and politics of their time, and its reflection of the general social context of African life. Each site, therefore, will help the students to explore the eternal and dominant themes in the African experience. AAAS 705.01 is a prerequisite for this course.

Students are expected to consult the AAAS 705.01 reading list to help them with their final project.

1.0 Supplementary Course Reading List

The struggle is my life -Nelson Mandela
Learning from Roben Island -Govan Mbeki

1.1 Study Tour Outline

WEEK XI-XIII

Study Abroad Tour: (AAAS 505.02)

At the end of the AAAS 705.02 course those students who successfully apply will be taken on a guided field trip to a range of sites in Southern Africa under the International Studies Special 697. The South African and Zimbabwe sites will be selected from the following:

***Cape Town:** Khoi-San villages, site of the first Dutch settlement, Cape of Good Hope Nature Reserve, **District Six** (site of the first base of the Commercial and Industrial Workers Union (ICU), **Roben Island** (where Nelson Mandela spent most of his prison life), **Cape Malay Quarter** (site of first Asian slaves to South Africa), Constantia, the **Wine Country** and its wine-cottage industries, nuclear energy and the environment, **Khayelisha Black Township**, South African Museum, South African Government Buildings (including parliament), Cecil Rhodes monuments and legacy, etc. (duration: 2 days)

***Fort Hare:** institute where Mandela (and countless regional leaders) went to school, archives of South African liberation movements, **Lovedale:** one of the mission stations in the region

***Durban and the Natal region:** University of Natal, Sugar Cane Fields and sugar cane-based cottage industries, rural financing, Shakaland and Zulu historical sites, the Valley of a Thousand Hills, etc. (2 days)

***Johannesburg:** the Market Theatre and sites of urban culture, **Soweto Black Township** and sites of resistance to apartheid, visit to an old gold mine, **Apartheid Museum** (site documenting the liberation struggle), Southern Africa commercial center, sites of pollution and environmental racism, Pretoria Union Buildings and Colin Baker's architectural work, presidential residence, the Rose gardens, Voortrekker Monument, Human Rights Center, etc. (2 days)

***Harare:** Amon Shonge Gallery (weaving cooperative), Chipungu Village (display of Shona sculpture), Mbare Market (one of the largest urban markets in Africa), rural-urban contrast, University of Syracuse Study Abroad Center, the legacy of Rhodes, etc. (2 days)

***Mabvingo:** Great Zimbabwe (Zimbabwe Ruin, evidence of ancient African civilization and a United Nations World Heritage site), Related to other elite walled residences in Botswana, South Africa, and Mozambique, patterns of Shona settlements, rural agriculture and cottage industries (1 day)

***Thulamela:** "place of birth." An archaeological hilltop site on the Limpopo Valley on the South Africa-Zimbabwe border. Citadel structure, royal graves. Evidence of African civilization inhabited from about the 13th to the 16th centuries. An industrial base as well as intricate foreign trade and diplomatic relations: gold bracelets, smelted hoes, harpoons to hunt hippo, royal gongs from West Africa, pieces of porcelain from the Mingy dynasty in China, and beads from India

***Mapungubwe:** ruins inside South Africa, evidence of early African civilization, rural agriculture and cottage industries

***Bulawayo:** cattle ranching, cottage industries, patterns of Ndebele settlements, National University of Science and Technology, Matobo Hills and Cecil Rhodes grave, Mzilikazi Art Gallery, Bulawayo Home Industries Workshop (weaving and needlework), Hlwange National Park, Chipanga Wildlife Orphanage (sanctuary for injured, orphaned or abandoned wildlife and world renowned research and conservation of endangered species), etc. (2 days)

***Victoria Falls** - United Nations Heritage site (one of the seven wonders of the earth), tropical rainforest, cataracts, Dr. David Livingstone's statue, variety of bird and plants, Traditional Living Village (depicting traditional African life), example, of environment and conservation measures, etc. (2 days)

***Kariba:** largest man-made lake in Africa, the environment, conservation measures

Themes to guide the study tour:

1. Students will be introduced to the geographical, historical and cultural background to the South African current geographic, historical, and political condition. How did people deal with their environment and overcome constraints? What was the nature of the encounter between Africa and Europe?
2. Colonization in Southern Africa, and African response to European penetration: Portuguese explorers, the ransacking of Zimbabwe, Dutch Cape settlement, the scramble for Southern Africa, and the empire builders (German, British, Cecil Rhodes, etc.).
3. Post-colonial society in Africa: the colonial structure left behind by colonizers and its exploitative and corrosive effects on African traditions, women, and workers. Political ideologies in post-colonial Southern Africa.

Thompson: Chapter 4 - Changes in social structure in Southern Africa

4. The coming of European colonists and missionaries to Africa, and the divisions, tension and conflicts they create among the indigenous African population. The tragic confrontation: Traditionalists versus Modernists. The role of the new African elite that emerges with building of community schools as a way of bridging the gap between the two warring factions. The new African elite as a messiah. Women and African traditional practices like circumcision.

5. The situation of women in pre-colonial, colonial, and post-colonial Africa. The role of women in a changing Africa, Islam and women, women and monogamy/polygamy, divorce and the family in Africa, racism.

The Western and African views on individual, ideologies of progress and change, equality, hierarchy, etc. European impositions: hierarchies of gender and labor, women and education, agriculture labor. The mother-son, and mother-daughter relationships, motherhood and women's' collectives or sisterhoods as empowering socio-political structures in the African society.

6. Southern Africa: population mobilization for cheap slave labor for global capital: gold/diamond, copper mines, coffee plantations, farms, hydro-electric and economic projects, etc., and their consequences. Urbanization and development of slum squatter camps and the break up of rural communal existence. Agriculture development and rural underdevelopment. The political, social and cultural environment: illiteracy, lack of basic social facilities, press, human rights, etc.

Rhodes and his imperial dreams for Southern Africa - commerce and the extension of colonial rule. Gold and diamonds and the mining revolution in Southern Africa. Rhodes scholarships and the goals of empire building.

7. The Boer Wars and the introduction of racial separation in Southern Africa. The Portuguese assimilationist policy and the African reaction.

8. End of apartheid: social, cultural and political changes in Southern Africa today - what does the future hold? Democracy, conflict resolution and racial reconciliation, educational system - a comparison with the United States.

9. The post-colonial state and regional integration - Southern African Development Community (SADC) and the future of the sub-continent. The post-independence Africa: political corruption, poverty, man-woman relationships, political commitment, protest and action, etc. New cultural formulations.

10. Southern Africa today: themes of exploitation and resistance, political corruption, moral degradation, the environment, the language issue African

indigenous languages and ex-colonial in European languages? The African idiomatic expression and the question of literary expression and language choice.

Evaluation:

All students participating on the trip to Southern Africa will be required to keep a journal of their experiences, which will be part of the final grade on the course. Two weeks after the trip students will be required to submit a twenty-five-page paper based on perspectives gained from field observations, and which may be a revision and extension of their AAAS 705.01 term paper. The aim of this exercise is to enable the student to display his/her critical skills, appreciation of the particular topic and appropriate essay writing skills acquired on the course. Essay assignments should reflect a critical discussion of the topic and appraisal of the library/field sources consulted.

Evaluation:

Student's journal of their experiences	25
Group discussions and participation	25
Study Tour project (25 pages)	50
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Total	100
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Academic Misconduct:

It is the responsibility of the Committee of the Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term "academic misconduct" includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examination. Instructors shall report all instances of alleged academic misconduct to the committee. For additional information, see the Code of Student Conduct (http://studentaffairs.osu.edu/info_for_students/csc.asp)

Disability Services:

Students with disability that have been certified by the Office of Disability Services will be appropriately accommodated, and should inform the instructor as soon as possible of their needs. The Office of Disability Services is located in 150 Pomerene Hall, 1760 Neil Avenue, telephone 292-3307, TDD 292-0901; <http://www.ods.ohio-state.edu/>