

Term Information

Effective Term Autumn 2013

General Information

Course Bulletin Listing/Subject Area History
Fiscal Unit/Academic Org History - D0557
College/Academic Group Arts and Sciences
Level/Career Undergraduate
Course Number/Catalog 3311
Course Title Globalization and Development in Africa
Transcript Abbreviation Glob Dev Africa
Course Description The history of globalization and economic development in Africa, with particular focus on the post-independence period.. Sometimes this course is offered in a distance-only format.
Semester Credit Hours/Units Fixed: 3

Offering Information

Length Of Course 14 Week, 7 Week, 4 Week (May Session), 12 Week (May + Summer)
Flexibly Scheduled Course Never
Does any section of this course have a distance education component? Yes
Is any section of the course offered Greater or equal to 50% at a distance
Grading Basis Letter Grade
Repeatable No
Course Components Lecture
Grade Roster Component Lecture
Credit Available by Exam No
Admission Condition Course No
Off Campus Never
Campus of Offering Columbus, Lima, Mansfield, Marion, Newark

Prerequisites and Exclusions

Prerequisites/Corequisites Prereq: English 1110.xx and any History 2000-level course, or permission of instructor.
Exclusions Not open to students with credit for AAAS 3311

Cross-Listings

Cross-Listings Cross listed in AAAS

Subject/CIP Code

Subject/CIP Code 54.0101
Subsidy Level Baccalaureate Course
Intended Rank Sophomore, Junior, Senior

Quarters to Semesters

Quarters to Semesters

New course

Give a rationale statement explaining the purpose of the new course

Adds a new and important course on the recent history of Africa in a global political and economic context. New ways to examine and understand the history of globalization and the global economy.

Sought concurrence from the following Fiscal Units or College

Requirement/Elective Designation

Required for this unit's degrees, majors, and/or minors

General Education course:

Historical Study; Global Studies (International Issues successors)

The course is an elective (for this or other units) or is a service course for other units

Course Details

Course goals or learning objectives/outcomes

Content Topic List

- Economic engagement
- IMF
- World Bank
- Liberal democracy
- Cold War
- Agricultural development
- Trade
- Oil
- Technology transfer
- Africa-China relations
- Post-Cold War U.S.-Africa relations
- Democratization

Attachments

- 3311.docx: history 3311--draft syllabus
(Syllabus. Owner: Breyfogle, Nicholas)
- History Assessment Plan.doc: GE assessment plan--history
(GEC Course Assessment Plan. Owner: Breyfogle, Nicholas)
- 3311 syllabus.docx: Review this syllabus
(Syllabus. Owner: Heysel, Garrett Robert)

Comments

COURSE REQUEST
3311 - Status: PENDING

Last Updated: Vankeerbergen, Bernadette
Chantal
09/13/2012

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Breyfogle, Nicholas	09/02/2012 12:34 PM	Submitted for Approval
Approved	Breyfogle, Nicholas	09/02/2012 12:36 PM	Unit Approval
Approved	Heysel, Garrett Robert	09/09/2012 04:56 PM	College Approval
Pending Approval	Nolen, Dawn Jenkins, Mary Ellen Bigler Vankeerbergen, Bernadette Chantal Hogle, Danielle Nicole Hanlin, Deborah Kay	09/09/2012 04:56 PM	ASCCAO Approval

The Ohio State University
History 3311: Globalization and Development in Africa
Autumn Semester 2012
Call Number - tba

Instructor: Dr. James Genova
Office: MR112
Phone: 740-725-6215
E-mail: genova.2@osu.edu
Office hours: MW 3:30-4:30

Class meets MW 1-3 pm, MR 160

Brief course description:

This course examines the processes of globalization and development as they have impacted Africa during the past half century. One of the dreams and top priorities of African states as they emerged from under colonial rule in the 1960s was to foster economic development. Their aspirations tended toward modernization of their societies through the construction of local manufacturing and agricultural improvement. After a period of initial success, global economic forces began to undermine Africa's development projects beginning in the 1970s. By the 1980s Western governments headed by neo-liberal ideologues had gained control over international lending agencies such as the IMF and World Bank. They used the leverage of debt and their control over the world's money supply to impose Structural Adjustment Programs on those countries that were most desperately in need of assistance. The result was the complete destruction of all progress toward economic development attained during the early post-independence years. In the bargain, Africa's debt crisis only worsened. By the 1990s and 2000s many societies had literally "broken," descending into "failed state" status. Today, Africans are fighting to recover the initiative toward development in a globalized world. This class seeks to understand these historical processes. This course fulfills General Education goals.

General Education Requirements:

This course fulfills the following GE requirements: 1) "Historical Study," 2) "Culture & Ideas or Historical Study," 3) Open Option, and 4) "Global Studies".

Historical Study GE Requirements:

Goals:

Students develop knowledge of how past events influence today's society and help them understand how humans view themselves.

Expected Learning Outcomes:

1. Students acquire a perspective on history and an understanding of the factors that shape human activity.
2. Students display knowledge about the origins and nature of contemporary issues and develop a foundation for future comparative understanding.
3. Students think, speak, and write critically about primary and secondary historical sources by examining diverse interpretations of past events and ideas in their historical contexts.

Rationale for fulfilling the GE Learning Outcomes for Historical Study:

Goals of the course that fulfill the GE Learning Outcomes in Historical Study:

History courses develop students' knowledge of how past events influence today's society and help them understand how humans view themselves through the following ways:

1. Critically examine theories of history, and historical methodologies
2. Engage with contemporary and historical debates on specific regions, time periods and themes of the human past
3. Through reading in primary and secondary sources and in-depth class discussion, students will access and critically examine social, political, economic, military, gender, religious, ecological, and ethnic/racial/national movements in a wider socio-cultural context
4. Students will carry out in-depth analysis in a final paper comparing distinct historical Moments, social movements and their effects

Global Studies GE

Goals: Students understand the pluralistic nature of institutions, society, and culture in the United States and across the world in order to become educated, productive, and principled citizens.

Expected Learning Outcomes:

1. Students understand some of the political, economic, cultural, physical, social, and philosophical aspects of one or more of the world's nations, peoples and cultures outside the U.S.
2. Students recognize the role of national and international diversity in shaping their own attitudes and values as global citizens.

Rationale for fulfilling the GE Learning Outcomes for Global Studies:

History courses develop students' knowledge of how past events influence today's society and help them understand how humans view themselves through the following ways:

1. Through reading in primary and secondary sources and in-depth class discussion, students critically examine the political, economic, social, cultural and philosophical development in Africa.
2. Engage with contemporary and historical debates on the differences and similarities between cultures and peoples.
3. Access and critically examine ethnically, nationally or religiously framed movements in a wider socio-cultural and global context.
4. Carry out in-depth analysis in a final paper comparing distinct moments in human history and how they shaped the world in the past and today.
5. Completing readings, attending lectures, and participating in class discussions and in-class assignments that will help students understand the complexity of debates over international issues. They will describe theories of international issues on exams and written assignments.
6. Students will understand the roots and structures of today's globalized world.

Enrollment Requirement

All students must be officially enrolled in the course by the end of the second full week of the semester. No requests to add the course will be approved by the department chair after that time. Enrolling officially and on time is solely the responsibility of the student.

Learning Outcomes:

History courses develop students' knowledge of how past events influence today's society and help them understand how human beings view themselves.

- (1) Students acquire a perspective on history and an understanding of the factors that shape human activity.
- (2) Students display knowledge about the origins and nature of contemporary issues and develop a foundation for future comparative understanding.
- (3) Students think, speak, and write critically about primary and secondary historical sources by examining diverse interpretations of past events and ideas in their historical contexts.

Pre-requisites

English 1110.xx Pre- or co-requisite & any History 2000-level course (or permission of instructor)

Required texts and other course materials, and where they are available: Books are available for purchase from SBX, B&N, and other area bookstores.

Bessie House-Soremekun and Toyin Falola, *Globalization and Sustainable Development in Africa*

(Rochester: Rochester University Press, 2011).

Joseph Mensah, ed., *Neoliberalism and Globalization in Africa: Contestations on the Embattled Continent* (New York: Palgrave-Macmillan, 2008).

Felix Moses Edoho, ed., *Globalization and the New World Order: Promises, Problems, and Prospects for Africa in the Twenty-First Century* (New York: Praeger, 1997).

Laura Wallace, *Africa: Adjusting to the Challenges of Globalization* (New York: International Monetary Fund, 2000).

David Sahn, Paul Dorosh, and Stephen Younger, eds., *Structural Adjustment Reconsidered: Economic Policy and Poverty in Africa* (Cambridge: Cambridge University Press, 1999).

Written assignments

Students will be responsible for writing two short papers (5-7 pages) in response to prompts handed out in class. The first will be due during the 5th week of class and the second during the 10th week. Each will cover a particular aspect of the course based on the material for that five-week period.

The final paper will be a comprehensive response to a prompt distributed two weeks before the end of class. That paper will be 10 pages in length. The final paper is meant to provide a general overview of the major issues discussed/covered in class and will assess the student's mastery of the course material as a whole.

The film responses (three in total) will be short (2-3 pages) assessments of the effectiveness of the films in conveying their subject matter, the strengths and weaknesses of the films in portraying

particular themes discussed in class, and the overall usefulness of the films for this course.

All work is due on the assigned dates listed in the syllabus. Any late work will be docked a half letter grade per day late. Any work more than three days late will not be accepted. There are no make ups in this class.

Attendance is required for this class. More than five unexcused absences will result in automatic failure of the course.

Grading:

Attendance/Participation:	10%
Film Response Papers (3):	15% (each worth 5%)
Short Papers (2):	40% (each worth 20%)
Final Paper:	35%

Final grade distribution:

A: 92.6 and above	B-: 79.6-82.5	D+: 67.6-69.5
A-: 89.6-92.5	C+: 77.6-79.5	D: 62-67.5
B+: 87.6-89.5	C: 72.6-77.5	E: below 62
B: 82.6-87.5	C-: 69.6-72.5	

Course Outline:

Week 1	Introduction
	Readings: Mensah, ed., <i>Neoliberalism and Globalization in Africa</i> , Introduction House-Soremekun and Falola, eds., <i>Globalization and Sustainable Development</i> , Introduction
	Assignments: None
Week 2	Historical Background: Slavery and Colonialism and Globalizing Processes
	Readings: Edoho, ed., <i>Globalization and the New World Order</i> , Overview (1) Mensah, ed., <i>Neoliberalism and Globalization in Africa</i> , Ch. 1
	Assignments: None
Week 3	Decolonization: Development Programs of the Late Colonial Era
	Readings: Mensah, ed., <i>Neoliberalism and Globalization in Africa</i> , Ch. 2
	Assignments: None
Week 4	Visions of the Future: African Nationalism and Development in the 1950s

- Readings: Edoho, ed., *Globalization and the New World Order*, Ch. 2
Mensah, ed., *Neoliberalism and Globalization in Africa*, Chs. 3-4
Assignments: None
- Week 5 Development Experiments: Arab and African Socialism in the 1960s
- Readings: Mensah, *Neoliberalism and Globalization in Africa*, Chs. 5-6
Assignments: Short Paper #1 due last class meeting of the week
- Week 6 Import-Substitution: Development through Protected Capitalism
- Readings: Mensah, *Neoliberalism and Globalization in Africa*, Ch. 7
Assignments: None
- Week 7 Revolution: Soviet Communism and African Development
- Readings: None
Assignments: None
- Week 8 African Radicalism: Self-Help African Socialist Development Experiments
- Readings: House-Soremekun and Falola, eds., *Globalization and Sustainable Development*, Chs. 1-5
Film: Sankara
Assignments: Film Response #1 due the last class meeting of the week
- Week 9 Neo-Colonialism: Cronyism and Proxyism as Development Inhibitors
- Readings: None
Film: Afrique, Je te plumerai (Africa, I Will Fleece You)
Assignments: Film Response #2 due the last class meeting of the week
- Week 10 As the World Turns: Oil Shocks, Inflation, and Debt from the 1970s to 1980s
- Readings: Wallace, *Africa*, Overview, Ch. 1
House-Soremekun and Falola, eds., *Globalization and Sustainable Development*, Chs. 6-9
Assignments: Short Paper #2 due the last class meeting of the week
- Week 11 The Neo-Liberal Offensive: Structural Adjustment Programs of the 1980s
- Readings: Wallace, *Africa*, Chs. 2-3 and Comments, General Discussion
Edoho, ed., *Globalization and the New World Order*, Chs. 3-5
Assignments: None
- Week 12 The New World Order: The End of the Cold War and Africa's Descent, 1990s

Readings: Sahn, Dorosh, and Younger, *Structural Adjustment Reconsidered*, Chs. 1-3
Wallace, *Africa*, Chs. 4-5, Comment and General Discussion, Ch. 6
Comments and General Discussion
Edoho, ed., *Globalization and the New World Order*, Chs. 6-8
House-Soremekun and Falola, eds., *Globalization and Sustainable Development*, Chs. 10-14
Assignments: None

Week 13 Failed States: Social Disarticulation and the Plunder of Africa to the 2000s

Readings: Sahn, Dorosh, and Younger, *Structural Adjustment Reconsidered*, Chs. 4-6
Wallace, *Africa*, Ch. 7, Comments and General Discussion, Ch. 8, Comments and General Discussion
Edoho, ed., *Globalization and the New World Order*, Chs. 9-10
House-Soremekun and Falola, eds., *Globalization and Sustainable Development*, Chs. 15-18
Assignments: None

Week 14 Local Responses: The Informal Economy and Sustainable Development

Readings: Wallace, *Africa*, Ch. 9, General Discussion, Ch. 10
Mensah, ed., *Neoliberalism and Globalization in Africa*, Chs. 8-12
Film: Bamako
Assignments: Film Response #3 due the last class meeting of the week

Week 15 Africa in the 21st Century: Is Development Compatible with Globalization?

Readings: Edoho, ed., *Globalization and the New World Order*, Chs. 11-12
Mensah, ed., *Neoliberalism and Globalization in Africa*,

Conclusion

Assignments: None

Final Papers Due Monday, 10 December, by 1 pm

Academic misconduct:

It is the responsibility of the Committee on 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 examinations. Instructors

shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct (<http://sja.osu.edu/page.asp?id=1>).

Disability services:

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

MEMORANDUM

TO: Arts and Sciences Committee on Curriculum and Instruction

**FROM: Nicholas Breyfogle, Associate Professor and Calendar Conversion
Coordinator, Department of History**

**RE: Assessment Plan for proposed GE courses: Historical Study Category, Social
Diversity in the U.S., and Diversity: International Issues**

Assessment Goals and Objectives

1) Both the GE and course-specific learning objectives for all History courses might be summarized as follows:

Historical Study GE Requirements:

Goals:

Students develop knowledge of how past events influence today's society and help them understand how humans view themselves.

Expected Learning Outcomes:

1. Students acquire a perspective on history and an understanding of the factors that shape human activity.
2. Students display knowledge about the origins and nature of contemporary issues and develop a foundation for future comparative understanding.
3. Students think, speak, and write critically about primary and secondary historical sources by examining diverse interpretations of past events and ideas in their historical contexts.

Rationale for fulfilling the GE Learning Outcomes for Historical Study:

Goals of the course that fulfill the GE Learning Outcomes in Historical Study:

History courses develop students' knowledge of how past events influence today's society and help them understand how humans view themselves through the following ways:

1. Critically examine theories of history, and historical methodologies
2. Engage with contemporary and historical debates on specific regions, time periods and themes of the human past
3. Through reading in primary and secondary sources and in-depth class discussion, students will access and critically examine social, political, economic, military, gender, religious, ecological, and ethnic/racial/national movements in a wider socio-cultural context
4. Students will carry out in-depth analysis in a final paper comparing distinct historical Moments, social movements and their effects

- 2) Both the GE and course-specific learning objectives for History courses requesting Social Diversity in the U.S. might be summarized as follows:

Social Diversity GE Requirements:

Goals:

Courses in **social diversity** will foster students' understanding of the pluralistic nature of institutions, society, and culture in the United States.

Expected Learning Outcomes:

1. Students describe the roles of such categories as race, gender, class, ethnicity and religion in the pluralistic institutions and cultures of the United States.
2. Students recognize the role of social diversity in shaping their own attitudes and values regarding appreciation, tolerance, and equality of others.

Rationale for fulfilling the GE Learning Outcomes for Social Diversity in the United States:

Goals of the course that fulfill the GE Learning Outcomes: Students will achieve the social diversity goals and learning outcomes by:

1. completing readings, attending lectures, and participating in class discussions and in-class assignments that will help students understand how the categories of race, gender, class, ethnicity, religion, and nation have shaped peoples' identities and the distribution of power and resources in the U.S. and elsewhere
2. describe theories of racial, ethnic, class, national, gender, and religious formation on exams and written assignments.
3. Critically examine theories of race, gender, class, ethnicity, religion, and nation
4. Engage with contemporary and historical debates on race, gender, class, ethnicity, religion, and nation
5. Access and critically examine movements framed by race, gender, class, ethnicity, religion, and/or nation in a wider socio-cultural context
6. Carry out in-depth analysis in a final paper comparing distinct moments of ethnic, racial, nationalist, gender, class, and/or religious mobilization or social movements and their effects

- 3) Both the GE and course-specific learning objectives for History courses requesting Diversity in International Issues might be summarized as follows:

International Issues GE Requirements:

Goals:

International Issues coursework help students become educated, productive, and principled citizens of their nation in an increasingly globalized world.

Expected Learning Outcomes:

1. Students exhibit an understanding of some combination of political, economic, cultural, physical, social, and philosophical differences in or among the world's nations, peoples and cultures outside the U.S.
2. Students are able to describe, analyze and critically evaluate the roles of categories such as race, gender, class, ethnicity, national origin and religion as they relate to international/global institutions, issues, cultures and citizenship.
3. Students recognize the role of national and international diversity in shaping their own attitudes and values as global citizens.

Rationale for fulfilling the GE Learning Outcomes for International Issues:

History courses develop students' knowledge of how past events influence today's society and help them understand how humans view themselves through the following ways:

1. Through reading in primary and secondary sources and in-depth class discussion, students critically examine the political, economic, social, cultural and philosophical development in places outside the United States.
2. Engage with contemporary and historical debates on the differences and similarities between cultures and peoples.
3. Access and critically examine ethnically, nationally or religiously framed movements in a wider socio-cultural and global context.
4. Carry out in-depth analysis in a final paper comparing distinct moments in human history and how they shaped the world in the past and today.
5. Completing readings, attending lectures, and participating in class discussions and in-class assignments that will help students understand the complexity of debates over international issues. They will describe theories of international issues on exams and written assignments.
6. Students will understand the roots and structures of today's globalized world.

II. Methods

An assessment of whether these objectives are met is effectively carried out by an examination of the work students are actually required to do for the course. Contributions in class discussions will be considered, but weighted more lightly, given the tendency for more confident students to contribute more to such discussions. Paper and exams will provide an understanding of students' abilities to think historically and to engage in analysis. This can be gauged by their responses to specific exam questions—asking students to provide a perspective on history and relate that perspective to an understanding of the factors that shape human activity. Thus, exams for Historical Study courses will have at least one question that requires students to provide a perspective on the factors that shaped an event or theory. Similarly, for courses that include Diversity in the U.S. GE requirements, we will have at least one question that requires students to provide a description of the roles of categories such as race, gender, class, ethnicity and religion and how those roles have helped shape either their perspective or the country's perspective on diversity. For courses that include Diversity of International Issues, we will ask one question that requires students to provide an understanding of some combination of political, economic, cultural, physical, social, and philosophical

differences in or among the world's nations, peoples and cultures outside the U.S. In this way, we hope to measure the courses (and the students') progress toward the multiple objectives of the GE. In this way we should be able to ascertain whether they are acquiring the desired skills and not simply learning (and regurgitating) specific information.

Summary of Data:

An advanced graduate student, supervised by the UTC Chair, will be asked to evaluate the sampled questions and papers, and to gauge how well the goals of the course seem reflected in them. Assessment of Historical Study, Social Diversity, and Diversity International Issues from the GE goals will be carried out primarily through the evaluation of formal graded assignments and ungraded in-class assignments, including class discussions. Students will complete an informal feedback survey halfway through the semester to assess their own performance, the pace of the class, and the instructor's effectiveness. Students will also be surveyed to assess their mastery of the General Education objectives through a survey instrument at the end of the semester. We will compare these data with the exams and papers mentioned above. We will be interested to assess improvement over time, so that we will compare each of the selected student's answers from the surveys, papers, and exams to those on the finals to see if any has in fact occurred. A brief summary report will be written by the grad student and UTC Chair, and that, as well as the sampled questions themselves, will be made available to the instructor and to the Chair of the department. We intend to insure that the proposed courses adequately articulate these goals, teach toward them, test for them, and help students realize their individual potential to meet them. Assessments will be summarized and used to alter the course for the next teaching.