

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 3303
Course Title War and Genocide in 20 and 21st Cent. Africa
Transcript Abbreviation Africa War/Genocid
Course Description Intensive reading seminar on war and genocide in contemporary Africa. Root causes and nature of wars and genocide from 1960s to the present. 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 none

Cross-Listings

Cross-Listings

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

Expands our offerings in African history, military history, and the history genocide, ethnic cleansing, and human rights in a globalized content. Our African history program is expanding, and there is significant student demand. IS will use course

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

- Conflict between African states
- Regional wars
- civil and revolutionary wars
- genocide and massacres
- international roles and responses to African conflicts
- Refugee crises
- Rwanda
- Congo

Attachments

- 3303.docx: history 3303--draft syllabus
(Syllabus. Owner: Breyfogle,Nicholas)
- History Assessment Plan.doc: GE assessment plan--history
(GEC Course Assessment Plan. Owner: Breyfogle,Nicholas)

Comments

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Breyfogle,Nicholas	09/02/2012 12:52 PM	Submitted for Approval
Approved	Breyfogle,Nicholas	09/26/2012 04:17 PM	Unit Approval
Approved	Heysel,Garett Robert	10/11/2012 08:53 PM	College Approval
Pending Approval	Nolen,Dawn Jenkins,Mary Ellen Bigler Vankeerbergen,Bernadette Chantal Hogle,Danielle Nicole Hanlin,Deborah Kay	10/11/2012 08:53 PM	ASCCAO Approval

The Ohio State University
History 3303: War and Genocide in African History
Autumn Semester 2012
Call Number - 3 Credit hours

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 often inter-twined issues of war and genocide in Africa. Beginning with a look at the precedents established during the period of European colonial rule, the class will investigate the root causes of conflict in Africa, the nature of war on the continent, and the patterns that give rise to genocidal events. We will approach the subject thematically as well as by delving deeper into case studies of particular wars, civil wars, and genocides. The course will also explore the techniques developed to stave off impending conflict as well as the processes for post-war social reconstruction. Examples of the events covered in the class include the genocidal campaign by German colonists in present-day Namibia at the beginning of the 20th century as well as the atrocities committed in the Belgian Congo during the same period. We will study post-war conflict such as the Biafra War in 1960s Nigeria, Sudan's numerous civil wars, conflict in the Horn of Africa, and the brutal civil wars in Liberia and Sierra Leone during the 1990s and early 2000s. Finally, the class will examine the linkage between the Rwandan Genocide of 1994 and what is called Africa's First World War, the Congo War of 1998-2002 that continues to produce endemic conflict in the today.

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

By the end of this course, students will:

1. Develop knowledge of how past events influence today's society; acquire a perspective on history and an understanding of the factors that shape human activity.
2. Display knowledge about the origins and nature of contemporary issues and develop a foundation for future comparative understanding.
3. Acquire the skills for thinking, speaking and writing 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:

- Gerard Prunier, *Africa's World War: Congo, the Rwandan Genocide, and the Making of a Continental Catastrophe* (Oxford: Oxford University Press, 2011).
- Adam Hochschild, *King Leopold's Ghost: A Story of Greed, Terror, and Heroism in Colonial Africa* (New York: Mariner Books, 1999).
- Paul Williams, *War and Conflict in Africa* (New York: Polity, 2011).
Taisier Ali and Robert Matthews, *Civil Wars in Africa: Roots and Resolution* (Ottawa: Mc-Gill Queen's University Press, 1999).
- Toyin Falola and Raphael Chijioke Njoku, eds., *War and Peace in Africa* (Columbia: Carol Academic Press, 2010).

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:

93.5-100 = A, 89.5-93.4 = A-,
86.5-89.4 = B+, 83.5-86.4 = B, 79.5-83.4 = B-,
76.5-79.4 = C+, 73.5-76.4 = C, 69.5-73.4 = C-,
66.5-69.4 = D+, 63.5-66.4 = D, 63.4-0 = E.

Course Outline:

Week 1	Introduction
	Readings: Falola and Njoku, eds., <i>War and Peace in Africa</i> , Chs. 1-2 Williams, <i>War and Conflict in Africa</i> , Introduction and Part I
	Assignments: None
Week 2	Colonial Precedents to War/Genocide in Africa: German SWA and Belgian Congo
	Readings: Falola and Njoku, eds., <i>War and Peace in Africa</i> , Ch. 8 Hochschild, <i>King Leopold's Ghost</i> , All
	Assignments: None
Week 3	Colonial Policies during the World Wars and in the Interwar Period
	Readings: Falola and Njoku, eds., <i>War and Peace in Africa</i> , Chs. 9, 11-12
	Assignments: None
Week 4	Wars of Liberation and Colonial Repression in the 1950s to 1970s
	Readings: Williams, <i>War and Conflict in Africa</i> , Part II
	Assignments: None
Week 5	The Biafra War: Nigeria's Civil War 1967-1970
	Readings: None
	Assignments: Short Paper #1 due last class meeting of the week
Week 6	Sudan's Civil Wars
	Readings: Falola and Njoku, eds., <i>War and Peace in Africa</i> , Chs. 15-16 Ali and Matthews, eds., <i>Civil Wars in Africa</i> , Ch. 7
	Assignments: None
Week 7	War in the Horn of Africa: Ethiopia, Eritrea, and Somalia
	Readings: Falola and Njoku, eds., <i>War and Peace in Africa</i> , Ch. 17

Ali and Matthews, eds., *Civil Wars in Africa*, Introduction and Chs. 2, 6

Assignments: None

Week 8 Apartheid South Africa and War in Southern Africa

Readings: Falola and Njoku, eds., *War and Peace in Africa*, Chs. 23-25
Ali and Matthews, eds., *Civil Wars in Africa*, Ch. 5

Film: Cuba, An African Odyssey

Assignments: Film Response #1 due last class meeting of the week

Week 9 Libya and Chad in the 1980s: An Internal African Imperialism?

Readings: None

Assignments: None

Week 10 War over Spanish Sahara: Liberation and Land Grab

Readings: None

Assignments: Short Paper #2 due the last class meeting of the week

Week 11 War to End Oppression: Tanzania's War on Uganda to Topple Idi Amin

Readings: Ali and Matthews, eds., *Civil Wars in Africa*, Chs. 1, 8

Assignments: None

Week 12 Genocide in Rwanda: Colonialism, Ethnic Politics, and War

Readings: Ali and Matthews, eds., *Civil Wars in Africa*, Ch. 3

Film: *Sometimes in April*

Assignments: Film Response #2 due the last class meeting of the week

Week 13 Africa's First World War: Congo 1998-2002

Readings: Falola and Njoku, eds., *War and Peace in Africa*, Chs. 20-21
Prunier, *Africa's World War*, All

Assignments: None

Week 14 West Africa in Crisis: Sierra Leone, Liberia, and Côte d'Ivoire

Readings: Ali and Matthews, eds., *Civil Wars in Africa*, Ch. 4

Film: Liberia: An Uncivil War

Assignments: Film Response #3 due the last class meeting of the week

Week 15 Post-Conflict Resolution: Limits of the Possible?

Readings: Williams, *War and Conflict in Africa*, Part III and Conclusion
Ali and Matthews, eds., *Civil Wars in Africa*, Chs. 9-10

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.