

Term Information

Effective Term Autumn 2020
Previous Value Summer 2012

Course Change Information

What change is being proposed? (If more than one, what changes are being proposed?)

The Department of African American and African Studies would like to offer "AFAMAST 1122: African Civilizations, 1870 to the Present" online.

What is the rationale for the proposed change(s)?

The Department of African American and African Studies believes the course can be taught effectively online while continuing to meet the central goals and objectives of the class. In addition, the Department hopes to reach an even broader and more diverse range of OSU students by offering the course online.

What are the programmatic implications of the proposed change(s)?

(e.g. program requirements to be added or removed, changes to be made in available resources, effect on other programs that use the course)?

Everyone will need to have basic computer and web-browsing skills.

Everyone will need to understand how to navigate Carmen in terms of CarmenZoom text, audio, and video chat.

Everyone will need a current Mac or PC with high speed internet.

Everyone will need Webcam capability.

Is approval of the request contingent upon the approval of other course or curricular program request? No

Is this a request to withdraw the course? No

General Information

Course Bulletin Listing/Subject Area	African American & African Std
Fiscal Unit/Academic Org	African-Amer & African Studies - D0502
College/Academic Group	Arts and Sciences
Level/Career	Undergraduate
Course Number/Catalog	1122
Course Title	African Civilizations, 1870 to the Present
Transcript Abbreviation	Afr Civ 1870-Pres
Course Description	Exploration of the political, social, and economic history of colonial and independent African countries, using a variety of interdisciplinary approaches and materials.
Semester Credit Hours/Units	Fixed: 3

Offering Information

Length Of Course	14 Week, 12 Week, 8 Week, 7 Week, 6 Week, 4 Week
Flexibly Scheduled Course	Sometimes
Does any section of this course have a distance education component?	Yes
Is any section of the course offered	100% at a distance
<i>Previous Value</i>	<i>No</i>
Grading Basis	Letter Grade
Repeatable	No
Course Components	Recitation, Lecture
Grade Roster Component	Lecture

COURSE CHANGE REQUEST
1122 - Status: PENDING

Last Updated: Vankeerbergen, Bernadette
Chantal
03/22/2020

Credit Available by Exam	No
Admission Condition Course	No
Off Campus	Never
Campus of Offering	Columbus, Mansfield

Prerequisites and Exclusions

Prerequisites/Corequisites	Prereq: English 1110 (110).
Exclusions	
Previous Value	Not open to students with credit for 122.
Electronically Enforced	No

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code	05.0101
Subsidy Level	General Studies Course
Intended Rank	Freshman, Sophomore, Junior, Senior

Requirement/Elective Designation

General Education course:
Historical Study; Global Studies (International Issues successors)

Course Details

Course goals or learning objectives/outcomes

- Students should understand how past events are studied & how they influence society.
They should recognize the pluralistic nature of institutions & culture in Africa.
They should acquire the skills to construct an integrated perspectives on history

[Previous Value](#)

COURSE CHANGE REQUEST
1122 - Status: PENDING

Last Updated: Vankeerbergen, Bernadette
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Content Topic List

- Introduction to Africa's Main Geographical Features
 - From "Legitimate Trade" to the "Scramble for Africa": Colonial Penetration and Conquest
 - African Responses to Colonialism: Resistance, Negotiation, Accommodation
 - Systems of Colonial Administration Before World War II
 - Race and racism
 - The Colonial Economy
 - Social and Cultural Change: Christianity, Western Education, Urbanization
 - South Africa: From the Racial State to Democracy
 - Neo-colonialism
 - African Nationalist Movements and Anticolonial Struggle
 - African Liberation Struggles and Decolonization
 - African Independences, Neocolonialism, and Political Authoritarianism, 1960s-1970s
 - Africa's Economic Crisis and Structural Adjustment Programs, 1970s-1990s
 - Political Crises, New Conflicts and Democratization, 1990s-2000s
- No

Sought Concurrence

Attachments

- 1122 Syllabus Autumn 2019.docx: Syllabus
(Syllabus. Owner: Beckham, Jerrell)
- AFAMAST 1122_ONLINE.docx: Online Syllabus
(Syllabus. Owner: Beckham, Jerrell)
- GE_Assessment_Form_AAAS_AU20_1122.docx: GE Assessment Form
(GEC Course Assessment Plan. Owner: Beckham, Jerrell)
- AFAMAST 1122 Chisebe.pdf: Arts & Sciences Distance Learning Course Component
(Other Supporting Documentation. Owner: Beckham, Jerrell)

Comments

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Heysel, Garrett Robert	03/19/2020 10:31 PM	Submitted for Approval
Approved	Drake, Simone Charice	03/19/2020 11:48 PM	Unit Approval
Approved	Heysel, Garrett Robert	03/19/2020 11:54 PM	College Approval
Pending Approval	Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Oldroyd, Shelby Quinn Vankeerbergen, Bernadette Chantal	03/19/2020 11:54 PM	ASCCAO Approval



THE OHIO STATE UNIVERSITY

COLLEGE OF ARTS AND SCIENCES

SYLLABUS: AFAMAST 1122

AFRICAN CIVILIZATIONS 1870 TO PRESENT

TERM FALL 2020

COURSE OVERVIEW

Instructor

Instructor: Dawn Chisebe

Email address: chisebe.1@osu.edu

Phone number: 8042003643

Online Office hours: By Appointment via CarmenConnect text, audio, and video chat

Office Location: University Hall 386E

Course Coordinator

Dawn Chisebe

Course description

This section of the African civilization survey examines Africa through a multi-disciplinary lens from 1870 until the present. In this course, we will explore major themes in Africa's political, social and economic history, while engaging issues within specific African countries, and in the global world. As such, we will begin at the end of the Atlantic Slave Trade and move quickly to the partition of the African continent. Following the partition, we will delve into topics such as colonialism, the spread of pan-Africanism and African nationalism during the decolonization period. While studying these time periods, we will thoroughly explore the different ways that women and men have been working towards change on the continent. In order to understand the significant progress and developments that have been made by African peoples we will need to confront and address the negative representations that flourished through the international media networks. Finally, we will examine issues related to globalization, financial debt, revolutions, education, and public health issues, specifically the HIV/AIDS pandemic. Students should leave this course with the ability to engage in well-informed discussions on modern Africa and place Africa's current problems and issues in their wider historical context.

Course learning outcomes

By the end of this course, students should successfully be able to:

- To understand how past events are studied and how they influence today's society and the human condition.
- To recognize the pluralistic nature of institutions, society, and culture in the Africa and across the world in order to become educated, productive, and principled citizens.
- To acquire the skills necessary to construct an integrated perspective on history and the factors that shape human activity.
- To describe and analyze the origins and nature of historical issues.
- To speak and write critically about primary and secondary historical sources by examining diverse interpretations of past events and ideas within their historical contexts.

GE Course Information

- Diversity: Global Studies
 - 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
 - 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.
 - Students recognize the role of national and international diversity in shaping their own attitudes and values as global citizens.
- Historical Study
 - Goals
 - Students recognize how past events are studied and how they influence today's society and the human condition.
 - Expected Learning Outcomes
 - Students construct an integrated perspective on history and the factors that shape human activity.
 - Students describe and analyze the origins and nature of contemporary issues.
 - Students speak and write critically about primary and secondary historical sources by examining diverse interpretations of past events and ideas in their historical contexts.

Course materials

Required

Reid, Richard. *A History of Modern Africa: 1800 to the Present* ISBN 9780470658987

Required supplemental materials

Women at Point Zero By: Nawal El Saadawi ISBN 978-1842778739

Born a Crime: Stories From a South African Childhood By: Trevor Noah. 978-1473635302

Additional readings will be provided as handouts or as documents on the Carmen course page.

All books are available at the campus bookstore and can also be ordered online.

Course technology

For help with your password, university e-mail, Carmen, or any other technology issues, questions, or requests, contact the OSU IT Service Desk. Standard support hours are available at <https://ocio.osu.edu/help/hours>, and support for urgent issues is available 24x7.

- **Self-Service and Chat support:** <http://ocio.osu.edu/selfservice>
- **Phone:** 614-688-HELP (4357)
- **Email:** 8help@osu.edu
- **TDD:** 614-688-8743

Baseline technical skills necessary for online courses

- Basic computer and web-browsing skills
- Navigating Carmen

Technology skills necessary for this specific course

- CarmenZoom text, audio, and video chat
- Streaming vis drm.osu.edu

Necessary equipment

- Computer: current Mac (OS X) or PC (Windows 7+) with high-speed internet connection
- Webcam: built-in or external webcam, fully installed
- Microphone: built-in laptop or tablet mic or external microphone

Necessary software

- [Microsoft Office 365 ProPlus](#) All Ohio State students are now eligible for free Microsoft Office 365 ProPlus through Microsoft's Student Advantage program. Each student can install Office on five PCs or Macs, five tablets (Windows, iPad® and Android™) and five phones.
 - Students are able to access Word, Excel, PowerPoint, Outlook and other programs, depending on platform. Users will also receive 1 TB of OneDrive for Business storage.

- Office 365 is installed within your BuckeyeMail account. Full instructions for downloading and installation can be found <https://ocio.osu.edu/kb04733>.

Grading and faculty response

Grades

Assignment or category	Points
Discussion Board Posts	30
Midterm Exam	20
Final Exam	20
Paper One: <i>Woman at Point Zero</i>	12.5
Paper Two: <i>Born A Crime</i>	12.5
Map Project	5
Total	100

See course schedule, below, for due dates

Assignment information

Discussion Board

Each week you must make at least one initial post and one response post related to that weeks readings. The instructor will also engage in discussion by posting a topic that students can choose to respond to and engaging with the responses. At the end of each week the instructor will provide a written response that places the discussions in the proper historical context and offer feedback on the topics explored.

Length:

Initial posts need to be at least 250 words in length and must be posted by 11:59pm on Tuesday of each week. You must also include at least one question for classmates to respond to, the question should be well thought out and require some critical thinking skills.

Response posts need to be at least 150 words in length and must be posted by 11:59pm on Friday of each week.

Substance:

A substantive post consists of a well-thought-out response to the question or prompt. It should respond to the prompt in a way that clearly supports a position, begins a new line of thought, or somehow adds to the discussion by critically reflecting on what is being discussed or moving the discussion in a related direction. Replies to classmates' posts should likewise be substantive. Simple replies like, "I agree, your point was well taken" or "I understand your point of view," general comments on the quality of the original post, or simply restating the idea of the person you are responding to do NOT qualify as substantive posts. In addition to being substantive, it is important to recognize that although this is a "discussion," certain linguistic conventions are not appropriate in written form. As our discussion takes place in a written format, it is expected that you will take time to formulate your ideas, organize them, and compose them in the formal style you would use in a term paper.

Exams:

Both the midterm and final exam that will both consist of 2-3 IDs and 1 essay question. Once you open the exam you will have 24 hours to submit your responses to the drop box. Each response will need to include appropriate in-text citations and include details from the texts as well as information gleaned during our discussion posts. Exams will be proctored utilizing Proctorio via our Carmen site.

1. Each ID needs to be *at least* two paragraphs in length and must address the "who, what, when, where, and significance" of the term. *Why* is the term important? What impact has the term had on this time period in African history?
2. Your essays need to be a full essay of at least 5-7 paragraphs. It must include an introduction, at least 3 body paragraphs and a conclusion.
3. You must have appropriate citations throughout.

Papers:

You are required to write two papers over the course of semester. Please reference the writing guidelines post on Carmen to ensure that they are written properly. No late papers will be accepted. Students will be expected to schedule a time to meet with the instructor virtually to discuss the progress of their papers at least once during the semester and at least 5 days prior to the papers due date.

The first of these papers will be a response to *Woman at Point Zero*, the second will be a response to *Born a Crime*. You need to submit a 3-4 page paper following the guidelines in the prompt posted to Carmen.

Map Project:

You will be required to create a visual map of the continent of Africa that includes all countries and major waterways (oceans, seas, rivers). Detailed instructions will be posted on Carmen.

Late assignments

Late assignments are not accepted. You should not wait until the last moment to submit assignments/exams. It is your responsibility to ensure that you have a working internet connection and a computer that will be functioning. You should always know where the nearest space is with wi-fi and available computers in the case that you have an issue. These are NOT acceptable excuses for late assignments, therefore, late assignments will not be accepted.

Grading scale

93–100: A
90–92.9: A-
87–89.9: B+
83–86.9: B
80–82.9: B-
77–79.9: C+
73–76.9: C
70–72.9: C-
67–69.9: D+
60–66.9: D
Below 60: E

Faculty feedback and response time

I am providing the following list to give you an idea of my intended availability throughout the course. (Remember that you can call **614-688-HELP** at any time if you have a technical problem.)

Grading and feedback

For large weekly assignments, you can generally expect feedback within **7 days**.

E-mail

I will reply to e-mails within **24 hours on school days**.

Discussion board

I will check and reply to messages in the discussion boards every **24 hours on school days**.

Attendance, participation, and discussions

Student participation requirements

Because this is a distance-education course, your attendance is based on your online activity and participation. The following is a summary of everyone's expected participation:

- **Logging in: AT LEAST THREE TIMES PER WEEK**
Be sure you are logging in to the course in Carmen each week, including weeks with holidays or weeks with minimal online course activity. (During most weeks you will probably log in many times.) If you have a situation that might cause you to miss an entire week of class, discuss it with me *as soon as possible*.
- **Office hours and live sessions: OPTIONAL OR FLEXIBLE**
All live, scheduled events for the course, including my office hours, are optional. For live presentations, I will provide a recording that you can watch later. If you are required to discuss an assignment with me, please contact me at the beginning of the week so that we can schedule an appointment.
- **Participating in discussion forums: 2+ TIMES PER WEEK**
As participation, each week you can expect to post at least two times as part of our substantive class discussion on the week's topics.

Discussion and communication guidelines

The following are my expectations for how we should communicate as a class. Above all, please remember to be respectful and thoughtful.

- **Writing style:** While there is no need to participate in class discussions as if you were writing a research paper, you should remember to write using good grammar, spelling, and punctuation. Informality (including an occasional emoticon) is fine for non-academic topics.
- **Tone and civility:** Let's maintain a supportive learning community where everyone feels safe and where people can disagree amicably. Remember that sarcasm doesn't always come across online.
- **Citing your sources:** When we have academic discussions, please cite your sources to back up what you say. (For the textbook or other course materials, list at least the title and page numbers. For online sources, include a link.)
- **Backing up your work:** Consider composing your academic posts in a word processor, where you can save your work, and then copying into the Carmen discussion.

Other course policies

Academic integrity policy

Policies for this online course

- **Exams:** You must complete the midterm and final exams yourself, without any external help or communication.

- **Written assignments:** Your written assignments, including discussion posts, should utilize either MLA or Turabian style to cite the ideas and words of your research sources. You are encouraged to ask a trusted person to proofread your assignments before you turn them in--but no one else should revise or rewrite your work.
- **Reusing past work:** In general, you are prohibited in university courses from turning in work from a past class to your current class, even if you modify it. If you want to build on past research or revisit a topic you've explored in previous courses, please discuss the situation with me.
- **Falsifying research or results:** All research you will conduct in this course is intended to be a learning experience; you should never feel tempted to make your results or your library research look more successful than it was.

Ohio State's academic integrity policy

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://studentlife.osu.edu/csc/>.

Copyright disclaimer

The materials used in connection with this course may be subject to copyright protection and are only for the use of students officially enrolled in the course for the educational purposes associated with the course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the course.

Statement on title IX

Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at <http://titleix.osu.edu> or by contacting the Ohio State Title IX Coordinator, Kellie Brennan, at titleix@osu.edu

Student Academic Services

Link for academic services offered on campus as well as a campus map.

<http://advising.osu.edu/welcome.shtml>

<http://ssc.osu.edu>

Accessibility accommodations for students with disabilities

The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. SLDS contact information: slds@osu.edu; 614-292-3307; slds.osu.edu; 098 Baker Hall, 113 W. 12th Avenue.

Accessibility of course technology

This online course requires use of Carmen (Ohio State's learning management system) and other online communication and multimedia tools. If you need additional services to use these technologies, please request accommodations with your instructor.

- [Carmen \(Canvas\) accessibility](#)
- Streaming audio and video
- Synchronous course tools

Your mental health!

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life's Counseling and Consultation Service (CCS) by visiting ccs.osu.edu or calling 614- 292-5766. CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on call counselor when CCS is closed at 614-292-5766 and 24 hour emergency help is also available through the 24/7 National Suicide Prevention Hotline at 1-800-273- TALK or at suicidepreventionlifeline.org

Course schedule (tentative)

Week	Dates	Topics, Readings, Assignments, Deadlines
1	Aug 24-28	<p>Review of Course</p> <p>Introduction: Understanding the Contours of Africa's Past (Reid, 1-16)</p> <p>Watch: <i>Different But Equal</i> available via drm.osu.edu</p> <p>DB #1 Due</p>
2	Aug 31-Sept 4	<p>Slave Trade and "Legitimate Commerce" in Atlantic Africa (Reid, 23-41)</p> <p>Collins excerpt (on Carmen)</p> <p>Watch: <i>The Bible and The Gun</i> (via drm.osu.edu)</p> <p>DB#2 Due</p>
3	Sept 7-11	<p>Eastern Intrusions: Slaves and Ivory in Eastern Africa (Reid, 42-63)</p> <p>Indian Ocean Trade (on Carmen)</p> <p>DB#3 Due</p>
4	Sept 14-18	<p>Southern Frontiers: Colony and Revolution in Southern Africa (Reid, 65-76)</p> <p>Article on Resistance (on Carmen)</p> <p>DB#4 Due</p> <p>MAP PROJECT DUE</p>
5	Sept 21-25	<p>Revival and Reaction: North African Islam & Jihad: Revolutions in Western Africa (Reid, 81-101)</p> <p>Collins Excerpt (on Carmen)</p> <p>DB#5 Due</p>
6	Sept 28-Oct 2	<p>The Compass and the Cross (Reid, 119-137)</p> <p>"Whatever Happens" Towards the Scramble (Reid, 139-149)</p> <p>Watch: <i>White King, Red Rubber, Black Death</i> (via link)</p> <p>DB#6 Due</p>

7	Oct 5-9	<p>Africans Adapting: Conquest and Partition (Reid, 150-180)</p> <p>Watch: <i>Magnificent African Cake</i> (via drm.osu.edu)</p> <p>DB#7 Due</p> <p>Midterm Exam</p>
8	Oct 12-16	<p>Colonialisms (Reid, 183-188)</p> <p>'Pax Colonis': Empires of Solid and Service (Reid, 189-216)</p> <p>DB #8 Due</p>
9	Oct 19-23	<p>Hard Times: Protest, Identity, and Depression (Reid, 218-235)</p> <p>Pan Africanism (on Carmen)</p> <p>DB#9 Due</p>
10	Oct 26-30	<p>Battles Homes and Away: African in Global War...Again (Reid, 236-244)</p> <p>Namibia Article (on Carmen)</p> <p>Watch: <i>Genocide and the Second Reich</i> (via link)</p> <p>DB#10 Due</p>
11	Nov 2-6	<p>The Dissolution of Empire (Reid, 245-249)</p> <p>The Beached Whale: Colonial Strategies in the Postwar World (Reid, 251-258)</p> <p>Conceiving and Producing Nations (Reid, 259-274)</p> <p>Watch: <i>The Rise of Nationalism</i> (via drm.osu.edu)</p> <p>DB#11 Due</p>
12	Nov 9-13	<p><i>Woman at Point Zero</i> (Entire Book)</p> <p>FGC (on Carmen)</p> <p>DB#12 Due</p> <p>Paper Response Due</p>

13	Nov 16-20	<p>Compromising Conflict: Routes to Independence (Reid, 276-295)</p> <p>Watch: <i>The Legacy</i> (via drm.osu.edu)</p> <p>DB#13 Due</p>
14	Nov 23-27	<p>Legacies, New Beginnings, and Unfinished Business (Reid, 297-301)</p> <p>Unsafe Foundations: Challenges of Independence (Reid, 303-327)</p> <p>Foreign Aid Debate (on Carmen)</p> <p>DB#14 Due</p>
15	Nov 30-Dec 4	<p>Violence and the Militarization of Political Culture (Reid, 328-338)</p> <p>Rectification, Redemption, and Reality: Issues and Trends in Contemporary Africa (Reid, 339-362)</p> <p>DB#15 Due</p>
16	Dec 7-9	<p><i>Born A Crime</i> (Entire Book)</p> <p>Watch: <i>From Selma to Soweto</i> (via osu.kanopy.com)</p> <p>DB#15 Due</p> <p>Paper Response Due</p>
		<p>Final Exam Due: December 12, 2020 by 11:59pm</p>

The Ohio State University
The Department of African American and African Studies
Course: AFAMAST 1122
African Civilizations 1870-Present

Instructor: Dawn Chisebe

Term: Autumn 2019

**Meeting Hall/Time: Baker Systems/Rm 130
Wed/Fri 12:45pm-2:05pm**

**Office Hours/Location: Wed 11:15-12:15 and by Appointment
386E University Hall**

E-Mail: My e-mail address is chisebe.1@osu.edu. Please understand that I will answer e-mail messages **Monday-Friday from 9am-5pm** and will respond to e-mail messages sent during those times within 24 hours. Ensure that when you send an e-mail you identify who you are and which course you are taking. Please be sure to first consult the syllabus for answers prior to sending out your e-mail.

Course Summary and Objectives

This section of the African civilization survey examines Africa through a multi-disciplinary lens from 1870 until the present. In this course, we will explore major themes in Africa's political, social and economic history, while engaging issues within specific African countries, and in the global world. As such, we will begin at the end of the Atlantic Slave Trade and move quickly to the partition of the African continent. Following the partition, we will delve into topics such as colonialism, the spread of pan-Africanism and African nationalism during the decolonization period. While studying these time periods, we will thoroughly explore the different ways that women and men have been working towards change on the continent. In order to understand the significant progress and developments that have been made by African peoples we will need to confront and address the negative representations that flourished through the international media networks. Finally, we will examine issues related to globalization, financial debt, revolutions, education, and public health issues, specifically the HIV/AIDS pandemic. Students should leave this course with the ability to engage in well-informed discussions on modern Africa and place Africa's current problems and issues in their wider historical context.

GE Course Information

- Diversity: Global Studies
 - 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
 - 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.
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- Historical Study
 - Goals
 - Students recognize how past events are studied and how they influence today's society and the human condition.
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 - Students construct an integrated perspective on history and the factors that shape human activity.
 - Students describe and analyze the origins and nature of contemporary issues.
 - Students speak and write critically about primary and secondary historical sources by examining diverse interpretations of past events and ideas in their historical contexts.

Textbooks:

The following required readings are available for purchase at Barnes and Noble Campus Bookstore and SBX, but you should feel free to order them from any online bookstore of your choice. All books listed are required.

Africa in World History: From Prehistory to the Present 3rd Edition By: Erik Gilbert and Jonathan T. Reynolds. ISBN 978-0205053995

Taking Sides: Clashing Views on African Issues 4th Edition By: William Moseley
ISBN 978-0078050084

Women at Point Zero By: Nawal El Saadawi ISBN 978-1842778739

Born a Crime: Stories From a South African Childhood By: Trevor Noah. 978-1473635302

Videos:

Assigned videos/documentaries will be made available via either a YouTube link or through the university media streaming services. You will need to download the

appropriate software to view the videos made available through the media library. The website for the University website is: <https://drm.osu.edu/media/>

A Note on Laptops/Cellphones in class:

Cell phone use is unacceptable and I will ask you to leave the classroom, as it is disruptive to myself and other students who are sitting around you. If I ask you to leave the classroom you will be counted as absent for the day. If your cell phone tempts you during class, please shut it off or simply do not bring it with you. This course requires you to be actively listening and participating. The same goes for laptops in class. I would prefer that you not use them in class as social media is addictive and unfortunately it does not help you to understand the material we are covering. Therefore, if you choose to use a laptop/ipad in our classroom be sure to keep it related to our class.

Course Requirements:

Debates (20%)

We will be reading at least four “debates” from our *Taking Sides* text. You will need to write a stance paper on where you lie within the debate (which side are you on?). You will need to support your stance with details from the assigned readings as well as details from research you have completed independently. On the days the responses are due, we will have a larger class debate on the topic. Participating in both are required for this assignment.

Quizzes/In Class Assignments (25%)

There will be quizzes given periodically throughout the semester, particularly if it is a day the class seems to have not prepared by completing the assigned readings. These will typically be unannounced and there will not be the opportunity to make them up if you are not in class when it is taken. We will also have various in class activities that will factor into this portion of your grade.

Map Quiz (10%)

You will be asked to identify 50 of the 54 countries in Africa on a blank map. The quiz will be in class on **September 18th**, there will be no word bank.

Participation/Class Discussion (20%)

You are expected to come to class having prepared and completing the readings in advance. This course is a discussion-based course, therefore, you must add to those discussions with information from the readings and any other appropriate sources.

Long Paper (25%)

Everyone will choose a country on the continent (a country sign-up sheet will be passed around the first full week of the course). You can write about anything within that country (war/politics/oil/public health/gender/sports/revolution/religion/language/fashion/music/dance/spirituality etc.) as long as it deals with our time period 1800-Present and connects directly to some of our major themes (slavery/colonialism/neocolonialism/gender/public health). This paper will be at least 5-8 pages, double spaced, 12 point font, Times New Roman. Please see the "Paper Guidelines" posted on Carmen for additional help. This paper will be due in-class our last day and will count as your final exam. This paper will be completed in 2 parts:

1. You will need to complete a one-page proposal that outlines your research topic and at least three scholarly sources that you will utilize in writing your paper. If you do not complete this step, you cannot submit a final paper. (Due Oct 9)
2. You will need to turn in the completed paper on our last day of scheduled classes. This paper will need to be printed, stapled, and turned in at the beginning of class on our final day. No late papers will be accepted. (Due Dec 4)

Attendance Policies:

You are required to do the assigned readings before coming to lecture. Regular attendance at lectures is obligatory. To enforce this requirement, attendance will be taken periodically at the beginning or toward the end of lectures and more than three unexcused absences will result in one-point lower final grade (e.g. from A to A-). Documented emergency situations, including illnesses will be excused. We also understand that students have other commitments and may occasionally encounter urgent situations. Please let us know if such situation arises. I also very strongly discourage you from coming to class with the intention of leaving before the end of the lecture since such behavior disrupts the class.

My Commitment to Your Success

The instructor is committed to helping you succeed in this course, so please consult me if you are having difficulties in the course and I will make every effort to accommodate your needs but in ways that will not give you undue advantage over your colleagues. You may find helpful hints on study strategies at <http://all.successcenter.ohio-state.edu/>

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 misconduct wherever committed, including but not limited to cases of plagiarism and dishonest practices in connection with examinations. I am required to report all instances of alleged academic misconduct to the committee. Please consult the Code of Student Conduct at (http://studentaffairs.osu.edu/resource_csc.asp) for additional information. Here is a direct link for discussion of plagiarism:
http://cstw.osu.edu/writingCenter/handouts/research_plagiarism.cfm.

Disability Services

Students with disabilities that have been certified by the Office for Disability Services will be appropriately accommodated. They should therefore 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/>.

OSU Writing Center

I strongly recommend that you make good use of the Writing Center for assistance. **Seeking assistance from the Writing Center DOES NOT constitute academic misconduct.** Consult the Center's website for further information.
<http://cstw.osu.edu>

Week One

Wed Aug 21 *Introduction to Course/Review of Syllabus*

Fri Aug 23 *Geography/Environment of Africa*
Readings: Gilbert/Reynolds Chapter One

Week Two

Wed Aug 28 *The Atlantic Slave Trade Pt. 1*
Readings: Robertson and Klein Article (Carmen)
Gilbert/Reynolds (pgs. 143-164 and pgs. 183-198)

Fri Aug 30 *The Atlantic Slave Trade Pt. 2 (Africa in the Diaspora)*
Readings: Gilbert/Reynolds (pgs. 165-173)
Gomez Article (Carmen)

Week Three

Wed Sept 4 *Class Debate: Did the Trans-Atlantic Slave Trade Underdevelop*

Africa?

Readings: *Taking Sides*: Unit 1/Issue 1 (pgs. 2-23)
Re-read Gilbert/Reynolds (pgs. 168-170)

Fri Sept 6 *"Legitimate Trade" and Colonialism*
Readings: Readings on Carmen

Week Four

Wed Sept 11 Rise of Colonialism
Watch: *The Africa: This Magnificent African Cake* (In Class)

Fri Sept 13 *Colonialism and African Resistance*
Readings: Gilbert/Reynolds Ch. 14

Week Five

Wed Sept 18 *The Congo*
Readings: Gilbert/Reynolds (re-read pgs. 277-280)
Article on Carmen re: Congo
Watch: *Congo: White King, Red Rubber, Black Death* (Watch Prior to Class)
Map Quiz Today

Fri Sept 20 *Economic Change in Modern Africa*
Readings: Gilbert/Reynolds Chapter 15

Week Six

Wed Sept 25 WWI/WWII
Readings: Gilbert/Reynolds Chapter 16

Fri Sept 27 *WWII: The Story We Won't Hear, Nazi Germany in Namibia?*
Documentary: *Genocide and the Second Reich* (Watch Prior to Class)
<https://www.youtube.com/watch?v=fhhOOPVdRQk>
Read: Articles on Carmen re: Genocide

Week Seven

Wed Oct 2 *PanAfricanism and the Diaspora*
Readings: Gilbert/Reynolds (pgs. 377-378)
Marcus Garvey (Carmen)
Watch: *Marcus Garvey: Toward Black Nationhood* (Prior to Class)

Fri Oct 4 *African Culture in the Modern World*

Read: Gilbert, Chapter 17

Paper Proposal Due in class TODAY!!!

Week Eight

Wed Oct 9 *The Fight for Independence*

Watch: *The Rise of African Nationalism* (In Class)

Fri Oct 11 Autumn Break No Classes

Week Nine

Wed Oct 16 *Era of Decolonization*

Read: Gilbert/Reynolds (pgs. 360-370)

You also need to perform an image search for the Mau Mau in Kenya and examine how the media was representing the Land and Freedom Army

Fri Oct 18 *Youth Movements and South African Apartheid*

Read: <https://www.sahistory.org.za/people/stephen-bantu-biko>

Gilbert/Reynolds (pgs. 370-373)

Watch: *Sarafina!* (Prior to coming to class)

Week Ten

Wed Oct 23 Patrice Lumumba

Watch: *Lumumba* (before coming to class)

Read: Gilbert/Reynolds (pgs. 379-381)

Fri Oct 25 *China, Africa, and Oil*

Readings: *Taking Sides* (Unit 2/Issue 7 pgs. 128-156)

Articles on Carmen

Gilbert/Reynolds (pgs. 407-409)

Week Eleven

Wed Oct 30 "Save Africa" Movements

Readings: You will need to research various movements created by Westerners in an attempt to "Save Africa" You must write a one-page response outlining some of these movements. In addition to your own research you need to research the following (these should not be included in your one-page response):

- IG/Savior Barbie
- #Humanitarians of Tinder
- <http://www.clitoraid.org>
- <https://www.youtube.com/watch?v=-w7jyVHocTk>

Fri Nov 1 **Class Debate: *Foreign Aid in Africa***

Readings: *Taking Sides* (Unit 2/Issue 8 pgs. 157-172)
Gilbert/Reynolds (pgs. 376-377)
Articles on Carmen

Week Twelve

Wed Nov 6 **Class Debate: *Are Women in a Position to Challenge Male Power Structures in Africa?***

Readings: *Taking Sides* (Unit 4/Issue 14 pgs. 282-295)
Articles on Carmen

Fri Nov 8 *Women at Point Zero*
Read Entire Book for Class today

Week Thirteen

Wed Nov 13 **Class Debate: *"Should Female Genital Cutting be accepted as a cultural practice?"***

Readings: *Taking Sides* (Unit 4/Issue 13 pgs. 260-281)
Article by Claire Robertson

Fri Nov 15 Post Apartheid South Africa
Read: *Born A Crime* (Entire Book)

Week Fourteen

Wed Nov 20 *HIV/AIDS Pandemic Pt. 1*

Readings: Gilbert/Reynolds (pgs. 409-411)
Taking Sides (Unit 4/Issue 15 pgs. 296-328)

Fri Nov 22 Public Health/Medical Testing/Sterilization Campaigns
Readings: Articles on Carmen
Write: You will each come in with research on one of these areas to present to the class, bring to class a one-page response on the topic you have chosen

Week Fifteen

Wed Nov 27 Break/No Classes

Fri Nov 29 Break/No Classes

Week Sixteen

Wed Dec 4 *African Solutions*

Readings: Gilbert/Reynolds (pgs. 411-415)

Final Papers DUE IN CLASS TODAY

*******This syllabus is subject to change at the professor's discretion*******

Arts and Sciences Distance Learning Course Component Technical Review Checklist

Course: AFAMAST 1122

Instructor: Dawn Chisebe

Summary: African Civilizations 1870 to Present

Standard - Course Technology	Yes	Yes with Revisions	No	Feedback/ Recomm.
6.1 The tools used in the course support the learning objectives and competencies.	X			<ul style="list-style-type: none"> • Office 365 • Carmen
6.2 Course tools promote learner engagement and active learning.	X			<ul style="list-style-type: none"> • Carmen Zoom • Carmen Discussion Boards
6.3 Technologies required in the course are readily obtainable.	X			All tech is available for free via OSU site license.
6.4 The course technologies are current.	X			All applications are web based and updated regularly.
6.5 Links are provided to privacy policies for all external tools required in the course.	X			No external tools are used.
Standard - Learner Support				
7.1 The course instructions articulate or link to a clear description of the technical support offered and how to access it.	X			Links to 8HELP are provided.
7.2 Course instructions articulate or link to the institution's accessibility policies and services.	X			a
7.3 Course instructions articulate or link to an explanation of how the institution's academic support services and resources can help learners succeed in the course and how learners can obtain them.	X			b
7.4 Course instructions articulate or link to an explanation of how the institution's student services and resources can help learners succeed and how learners can obtain them.	X			c
Standard – Accessibility and Usability				
8.1 Course navigation facilitates ease of use.	X			Recommend using the Carmen Distance Learning "Master Course" template developed by ODEE and available in the Canvas Commons to provide student-users with a consistent user experience in terms of navigation and access to course content.
8.2 Information is provided about the accessibility of all technologies required in the course.	X			Accessibility links are provided for all tools.
8.3 The course provides alternative means of access to course materials in formats that meet the needs of diverse learners.	X			
8.4 The course design facilitates readability	X			
8.5 Course multimedia facilitate ease of use.	X			All assignments and activities that use the Carmen LMS with embedded multimedia facilitates ease of use. All other multimedia resources facilitate ease of use by being available through a standard web browser

Reviewer Information

- Date reviewed: 2/18/20
- Reviewed by: Ian Anderson

Notes:

^aThe following statement about disability services (recommended 16 point font):
Students with disabilities (including mental health, chronic or temporary medical conditions) that have been certified by the Office of Student Life Disability Services will be appropriately accommodated and should inform the instructor as soon as possible of their needs. The Office of Student Life Disability Services is located in 098 Baker Hall, 113 W. 12th Avenue; telephone 614- 292-3307, slds@osu.edu; slds.osu.edu.

^bAdd to the syllabus this link with an overview and contact information for the student academic services offered on the OSU main campus.
<http://advising.osu.edu/welcome.shtml>

^cAdd to the syllabus this link with an overview and contact information for student services offered on the OSU main campus. <http://ssc.osu.edu>. Also, consider including this link in the “Other Course Policies” section of the syllabus.

GE ASSESSMENT REPORT FORM

African American and African Studies

Course: AFAMAST 1122

Term: Autumn 2020

Instructor: Chisebe

Number of Enrolled Students:60

GE ELO: Historical Studies	Level of student achievement expected for the GE ELO	What is the process that will be used to review the data and potentially change the course to improve student learning of GE ELOs?
<p>ELO1</p> <p>Students construct an integrated perspective on history and the factors that shape human activity.</p>	<p>100% will meet fair requirements</p> <p>70% will meet good requirements</p>	<p>At the end of each course offering, the instructor will review the data compiled from the GE ELO scoring rubric, identify any deficiencies, and make changes to the lessons/ assignments as appropriate. If the 100% fair requirement/70% good requirement proves too low, they will discuss adjustments to ensure that students are being challenged to an appropriate level.</p>
<p>ELO2</p> <p>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.</p>	<p>100% will meet fair requirements</p> <p>70% will meet good requirements</p>	<p>At the end of each course offering, the instructor will review the data compiled from the GE ELO scoring rubric, identify any deficiencies, and make changes to the lessons/ assignments as appropriate. If the 100% fair requirement/70% good requirement proves too low, they will discuss adjustments to ensure that students are being challenged to an appropriate level.</p>
<p>ELO3</p> <p>Students speak and write critically about primary and secondary historical</p>	<p>100% will meet fair requirements</p>	<p>At the end of each course offering, the instructor will review the data compiled from the GE ELO scoring</p>

sources by examining diverse interpretations of past events and ideas in their historical contexts.	70% will meet good requirements	rubric, identify any deficiencies, and make changes to the lessons/ assignments as appropriate. If the 100% fair requirement/70% good requirement proves too low, they will discuss adjustments to ensure that students are being challenged to an appropriate level.
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GE: Historical Study

ELO1: Students construct an integrated perspective on history and the factors that shape human activity.

Specific Question/Assignment: Students will be given a short writing assignment that will ask them to analyze an important historical argument as present from scholars with various responses.

Sample: Students will write a response that exhibits their understanding of the ways in which major scholars have constructed the impacts of colonization on specific spaces within the continent of Africa. Through this process they will understand the various schools of thought in the writing of African history.

Excellent	Good	Fair	Poor	Total
Demonstrates thorough understanding of an integrated perspective of history	Demonstrates an adequate understanding of an integrated perspective of history	Demonstrates a partial understanding of an integrated perspective of history	Demonstrates little or no understanding of an integrated perspective of history	

ELO2: Students describe and analyze the origins and nature of contemporary issues.

Specific Question/Assignment: There will be a question on their second exam of the semester to assess their understanding of the origins and nature of contemporary issues.

Sample: Students will be asked to write a 3-5 paragraph essay connecting the of Post-apartheid South Africa to the foundations set during both colonization and the union of South Africa.

Excellent	Good	Fair	Poor	Total
Demonstrates thorough understanding of the origins and nature of contemporary issues in Africa.	Demonstrates an adequate understanding of the origins and nature of contemporary issues in Africa.	Demonstrates partial understanding of the origins and nature of contemporary issues in Africa.	Demonstrates little or no understanding of the origins and nature of contemporary issues in Africa.	

ELO3: Students speak and write critically about primary and secondary historical sources by examining diverse interpretations of past events and ideas in their historical contexts.

Specific Question/Assignment: There will be a short answer question that will assess the student's ability to utilize both primary and secondary sources in the understanding of historical events.

Sample: On their paper of the semester, students will write a response to *Born a Crime* written by Trevor Noah about his experiences being born during apartheid. They will then have to marry that information from the other sources presented in the course to determine where they meet and where they move away from each other.

Excellent	Good	Fair	Poor	Total
Demonstrates thorough understanding of how to write critically about primary and secondary historical sources.	Demonstrates adequate understanding of how to write critically about primary and secondary historical sources.	Demonstrates partial understanding of how to write critically about primary and secondary historical sources.	Demonstrates little to no understanding of how to write critically about primary and secondary historical sources.	

GE ELO: Global Diversity	Level of student achievement expected for the GE ELO	What is the process that will be used to review the data and potentially change the course to improve student learning of GE ELOs?
<p>ELO1</p> <p>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.</p>	<p>100% will meet fair requirements</p> <p>70% will meet good requirements</p>	<p>At the end of each course offering, the instructor will review the data compiled from the GE ELO scoring rubric, identify any deficiencies, and make changes to the lessons/ assignments as appropriate. If the 100% fair requirement/70% good requirement proves too low, they will discuss adjustments to ensure that students are being challenged to an appropriate level.</p>
<p>ELO2</p> <p>Students recognize the role of national and international diversity in shaping their own attitudes and values as global citizens.</p>	<p>100% will meet fair requirements</p> <p>70% will meet good requirements</p>	<p>At the end of each course offering, the instructor will review the data compiled from the GE ELO scoring rubric, identify any deficiencies, and make changes to the lessons/ assignments as appropriate. If the 100% fair requirement/70% good requirement proves too low, they will discuss adjustments to ensure that students are being challenged to an appropriate level.</p>

GE: Diversity/ GLOBAL STUDIES

ELO1: 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.

Specific Question/Assignment: An essay question will be given on the first exam of the semester that will assess whether the student understands some of the political, economic, cultural, physical, social, and philosophical aspects of communities within Africa.

Sample: Students will be asked to write an essay question on their exam the ways that Islam was spread throughout Northern and Western Africa during the early 1900s. What factors led to its spread, and how it impacted the structure of each space.

Excellent	Good	Fair	Poor	Total
Demonstrates thorough understanding of some of the political, economic, cultural, physical, social, and philosophical aspects of African Societies.	Demonstrates adequate understanding of some of the political, economic, cultural, physical, social, and philosophical aspects of African Societies.	Demonstrates partial understanding of some of the political, economic, cultural, physical, social, and philosophical aspects of African Societies.	Demonstrates little to no understanding of some of the political, economic, cultural, physical, social, and philosophical aspects of African Societies.	

ELO2: Students recognize the role of national and international diversity in shaping their own attitudes and values as global citizens.

Specific Question/Assignment: An on-line discussion with a written response will happen both at the beginning and end of the semester to evaluate how students understand the role of international diversity in shaping their own attitudes and values as global citizens.

Sample: At the beginning of the semester students will be asked to write (and discuss) their initial thoughts about the contributions made nationally and internationally by individuals from the continent of Africa. They will be asked to also think about how their understanding of the continent and its people have been shaped by media perceptions and reporting of the continent. At the end of the semester we will revisit this discussion and they will write a second response.

Excellent	Good	Fair	Poor	Total
Demonstrates thorough understanding	Demonstrates adequate understanding	Demonstrates partial understanding	Demonstrates little to no understanding	

of the role of national and international diversity in shaping their own attitudes and values as global citizens.	of the role of national and international diversity in shaping their own attitudes and values as global citizens.	of the role of national and international diversity in shaping their own attitudes and values as global citizens.	of the role of national and international diversity in shaping their own attitudes and values as global citizens.	
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