

Term Information

Effective Term Autumn 2020
[Previous Value](#) [Autumn 2017](#)

Course Change Information

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

Online teaching approval

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

We have worked with ASC tech to gain approval to teach this 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)?

n/a

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 History
Fiscal Unit/Academic Org History - D0557
College/Academic Group Arts and Sciences
Level/Career Undergraduate
Course Number/Catalog 3302
Course Title Nationalism, Socialism, and Revolution in Africa
Transcript Abbreviation Revolution Africa
Course Description Nationalist and revolutionary movements and governments in Africa 1950s to present. Socialist, revolutionary, and nationalist strategies for state-formation, social reform, and economic development. Sometimes this course is offered in distance only.
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 Never
Does any section of this course have a distance education component? Yes
Is any section of the course offered 100% at a distance
[Previous Value](#) [Yes, 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, or permission of instructor. |
| Exclusions | |
| Electronically Enforced | No |

Cross-Listings

Cross-Listings

Subject/CIP Code

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

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

- Students will gain an understanding of the history of the nationalist and revolutionary movements, as well as the socialist regimes in Africa in the twentieth and early twenty first centuries.
- While working with secondary and primary sources, as well as films and documentaries, students will gain a critical understanding of the complexities and the ideologies that informed the nationalist movements.
- Students will explore the ways race, ethnicity, gender, and class have shaped nationalist discourse, strategies, and agenda, and how conflicts and tensions within the nationalist movement shape African post-colonial states and societies.

Content Topic List

- Early nationalist and revolutionary movements
- World wars and anti-colonial movements
- Nationalism and revolution in decolonization
- Revolutionary states in independent Africa
- Communist and socialist governments
- Revolutionary guerrilla movements
- Contemporary radicalism in Africa
- Mandela
- Mugabe
- Nasser

Sought Concurrence No

COURSE CHANGE REQUEST
3302 - Status: PENDING

Last Updated: Heysel,Garett Robert
07/15/2020

Attachments

- DL History 3302 syllabus.docx: Syllabus
(Syllabus. Owner: Heikes,Jacklyn Celeste)
- HIST 3302 GE Assessment Plan.pdf: Assessment plan
(GEC Course Assessment Plan. Owner: Heikes,Jacklyn Celeste)
- Hist 3302.docx: ASC Tech checklist
(Other Supporting Documentation. Owner: Heikes,Jacklyn Celeste)
- History 3302 Syllabus.docx: In person syllabus
(Syllabus. Owner: Heikes,Jacklyn Celeste)

Comments

Workflow Information

| Status | User(s) | Date/Time | Step |
|------------------|---|---------------------|------------------------|
| Submitted | Heikes,Jacklyn Celeste | 07/15/2020 04:03 PM | Submitted for Approval |
| Approved | Elmore,Bartow J | 07/15/2020 04:29 PM | Unit Approval |
| Approved | Heysel,Garett Robert | 07/15/2020 08:02 PM | College Approval |
| Pending Approval | Jenkins,Mary Ellen Bigler Hanlin,Deborah Kay Oldroyd,Shelby Quinn Vankeerbergen,Bernadette Chantal | 07/15/2020 08:02 PM | ASCCAO Approval |



THE OHIO STATE UNIVERSITY

COLLEGE OF ARTS AND SCIENCES

**SYLLABUS: HISTORY 3302
NATIONALISM, SOCIALISM AND REVOLUTION IN
AFRICA
AUTUMN 2020**

Course overview

Instructor

Instructor: Dr. Jim Genova
Email address: Genova.2@osu.edu
Office hours: MW 11:00AM-2:00PM
Office Location: CarmenZoom

Course Coordinator

Course description

This course takes a thematic approach to modern and contemporary African history. Specifically, the course examines radical approaches taken by new political leadership in African societies in the wake of colonial rule to rebuild and modernize their countries. One of the most important and seemingly urgent tasks of postcolonial African leaders was to actually establish the foundations for national belonging. Consequently, “nationalism” broadly defined was a major ideological force and political project throughout Africa from the 1950s into the 1980s. Even those movements and governments that embraced more thoroughgoing projects of societal transformation (variants of Marxism, socialism, and Communism) also embraced a nationalist ethos as part of their vision. The course will look at the intellectual foundations for African nationalism and radical ideologies (specifically socialism and revolutionary movements). It will also highlight case studies where governments attempted to implement these strategies for development and modernization. Africa produced some of the most radical governments from the 1960s to the 1990s and sought to rapidly overcome the legacies of slavery, colonialism, and neo-colonial domination. Through such examinations we will be able to highlight some of the benefits of introducing these strategies into

Africa and their limitations. Also, the cases that are the focus of the class will also enable us to place Africa in the global context and open windows into how international currents and extra-African forces both impacted Africa's prospects as well as how radical African regimes shaped international developments. The course is organized around a combination of lectures, readings, discussions, and expository exercises – exams, short writing assignments, and a term paper. Attendance and participation are vital for your and the course's success. You will have to complete each module before you are able to advance to the next module. Within each module you will have to complete all the sections before you are permitted to advance to the next module. Each module will open at the start of each week and remain open throughout the course, so you can always go back and review previous material for the course.

GE Course Information

Historical Study:

Goals:

Students recognize how past events are studied and how they influence today's society and the human condition.

Expected Learning Outcomes:

1. Students construct an integrated perspective on history and the factors that shape human activity.
2. Students describe and analyze the origins and nature of contemporary issues.
3. Students speak and write critically about primary and secondary historical sources by examining diverse interpretations of past events and ideas in their historical contexts.

Diversity:

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.

Global Studies:

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.

Course materials

Guy Martin, *African Political Thought* (New York: Palgrave, 2012).

Patrick Chabal, et al., *A History of Postcolonial Lusophone Africa* (Bloomington: Indiana University Press, 2002).

Gebru Tareke, *The Ethiopian Revolution* (New Haven: Yale University Press, 2009).

Piero Gleijeses, *Visions of Freedom: Havana, Washington, Pretoria, and the Struggle for Southern Africa, 1976-1991* (Chapel Hill: University of North Carolina Press, 2013).

Alison Pargeter, *Libya: The Rise and Fall of Qaddafi* (New Haven: Yale University Press, 2012).

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
- Collaborating in CarmenWiki
- Recording a slide presentation with audio narration
- Recording, editing, and uploading video

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 |
|----------------------------------|-------------|
| Weekly Online Discussion | 15% |
| Weekly Short Writing Assignments | 15% |
| Term Paper | 20% |
| Midterm Exam | 25% |
| Final Exam | 25% |
| Total | 100% |

See course schedule, below, for due dates

Assignment information

Weekly Online Discussions:

Online discussions are a means to explore the course material and personal interests (as they relate to the class) in greater depth than is possible through the recorded lectures or the weekly reading assignments. Each week a new subject theme will be posted on the course's Canvas website. Students are expected to participate in weekly conversations by posting reactions to that week's topic. The subjects will be posted on Monday (except week 1 when it will open on Tuesday) each week and students are expected to have made their interventions by the end of the day on Sunday (except week 16 when it will be due on 9 December). Grading will be done based on whether the student has participated or not. A couple of words is NOT sufficient. You must write at least a paragraph (4-5 sentences) to get credit. Retroactive credit also WILL NOT be given.

Weekly Short Writing Assignments:

The short writing assignments, due by the end of the day each Sunday for the weekly module except week 16 when the due date is 9 December, will be comprised of responses to questions posted that relate to the readings and lectures posted for that week. They are designed to offer in-depth analysis of core concepts explored through that's week's subjects. The weekly writing assignments are building blocks for preparation for the mid-term and final exams. Each week the instructor will post the guiding questions that relate to that week's material and students are expected to write a one-page paper responding to those prompts by using information from the readings and the lectures for that week. Grading will be based on completeness in responding to the prompts, use of the materials from the week, and quality of the analysis. Unlike the discussions, the short writing assignments will have a numerical grade associated with them.

Paper Assignment:

Warning: *PLAGIARISM is illegal. If you quote directly from the text without proper markings (quote marks and a notation of the source) it is PLAGIARISM. If you turn in work that is not your own original work produced exclusively for this class, it is also PLAGIARISM. If you summarize the text without proper notation, it is PLAGIARISM. Those who submit plagiarized work are subject to dismissal from the University, automatic failing grade for the course, diminished grade for the paper, academic probation, and, in severe cases, prosecution.*

The paper is designed to be a deeper exploration of one of the case studies at the center of the course. Students should select a particular case study of a “nationalist,” “socialist,” or “radical” regime in Africa as the basis of their paper. The student should use the relevant course material as the basis of their information for the paper as well as three additional outside sources. These can be newspaper articles, online databases, or any other published and reputable source for information pertaining to the subject of the paper. The goal of the paper is to provide an assessment of the objectives, successes, and failures of the particular case. In the end the student should be able to offer an assessment of the project instituted by the government in question.

Evaluation and Grading of the Paper: The paper will be assessed in accordance with how well the student has formulated the one or two critical questions for which the text will be used to explore. In addition, the paper should be written in a rigorous fashion. It will be evaluated according to how well the student has kept to the main argument and the questions that guide the research. Presentation (grammar, spelling, punctuation, diction, organization, and format) is an integral part of the project and therefore will have a significant effect on the overall appraisal of the work. Proper notation is important in scholarly work and will used to assess the paper.

The paper must meet the following technical requirements:

Margins: Left and Right 1.25”, Top and Bottom 1”

Tabs to indent first lines of paragraphs 0.5”

All work must be Double-Spaced

Typed or computer generated

12 pt. text size

Times New Roman font

No extra spacing between paragraphs

No sub-heads

No footnotes or endnotes

All pages must be numbered at the bottom center

References (citations) formulated as: following the citation (author's last name: p. #)

Names to appear on a separate cover sheet affixed to the front of page 1 of the essay.

Length is 10 (TEN) pages

Late assignments

Please contact me at least three days before an assignment is due to discuss turning it in late. I will take late work on a case-by-case basis.

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:**
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:**
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 if you need a time outside my scheduled office hours.
- **Participating in discussion forums:**
As participation, each week you can expect to post at least four 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

Student academic services

Student academic services offered on the OSU main campus

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

Student support services

Student support services offered on the OSU main campus <http://ssc.osu.edu>.

Academic integrity policy

Policies for this online course

- **Quizzes and exams:** You must complete the midterm and final exams yourself, without any external help or communication. Weekly quizzes are included as self-checks without points attached.
- **Written assignments:** Your written assignments, including discussion posts, should be your own original work. In formal assignments, you should follow **MLA** 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.
- **Collaboration and informal peer-review:** The course includes many opportunities for formal collaboration with your classmates. While study groups and peer-review of major written projects is encouraged, remember that comparing answers on a quiz or assignment is not permitted. If you're unsure about a particular situation, please feel free just to ask ahead of time.
- **Group projects:** This course includes group projects, which can be stressful for students when it comes to dividing work, taking credit, and receiving grades and feedback. I have attempted to make the guidelines for group work as clear as possible for each activity and assignment, but please let me know if you have any questions.

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

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 25-30 | <p>Video Lecture – Pre-Colonial African Political and Belief Systems</p> <p>Readings: None Assignments: Online Discussion #1 Short Writing Assignment #1</p> |
| 2 | Aug 31-Sept 6 | <p>Video Lecture 1 – Jihadi Movements and the Politicization of Islam Video Lecture 2 – Philosophies of Westernization and Modernization</p> <p>Readings: Martin, <i>African Political Thought</i>, Introduction and Chs. 1 + 2 Assignments: Online Discussion #2 Short Writing Assignment #2</p> |
| 3 | Sept 7-13 | <p>Video Lecture 1 – Social Change, Colonialism, Radical Ideologies Video Lecture 2 – Pan-Africanism during the Colonial Period</p> <p>Readings: Martin, <i>African Political Thought</i>, Ch. 3 Assignments: Online Discussion #3 Short Writing Assignment #3 Paper Topics must be chosen</p> |
| 4 | Sept 14-20 | <p>Video Lecture 1 – Communism in Africa Video Lecture 2 – From Anti-Fascism to Anti-Colonialism</p> <p>Readings: Martin, <i>African Political Thought</i>, Chs. 4 + 5 Assignments: Online Discussion #4 Short Writing Assignment #4</p> |
| 5 | Sept 21-27 | <p>Video Lecture 1 – Cold War and Militant Anti-Colonialism Video Lecture 2 – Portuguese Rule in Africa</p> <p>Readings: Martin, <i>African Political Thought</i>, Chs. 6 + 7 + 8 + Conclusion Assignments: Online Discussion #5 Short Writing Assignment #5</p> |

| | | |
|----|---------------|--|
| 6 | Sept 28-Oct 4 | <p>Video Lecture 1 – Insurgency Shapes Anti-Colonialism Video Lecture 2 – Amilcar Cabral’s Intellectual Contribution</p> <p>Readings: Chabal, et al., <i>A History of Postcolonial Lusophone Africa</i>, Chs. 1 + 2.</p> <p>Assignments: Online Discussion #6 Short Writing Assignment #6</p> |
| 7 | Oct 5-11 | <p>Video Lecture 1 – The Struggles of Angola and Mozambique Video Lecture 2 – Cubans, South Africans, Cold War in Lusophone Africa</p> <p>Readings: Chabal, et al., <i>A History of Postcolonial Lusophone Africa</i>, Chs. 3 + 8 Gleijeses, <i>Visions of Freedom</i>, Prologue, Chs. 1-9</p> <p>Assignment: Online Discussion #7 Short Writing Assignment #7</p> |
| 8 | Oct 12-18 | <p>Mid Term Exam available on Monday, Oct 12</p> <p>Video Lecture 1 – A Coup in Somalia and a Revolution in Ethiopia Video Lecture 2 – Nationalism, Communism, and the Cold War in the Horn</p> <p>Readings: Tareke, <i>The Ethiopian Revolution</i>, Intro + Chs. 1 + 2.</p> <p>Assignments: Online Discussion #8 Short Writing Assignment #8</p> |
| 9 | Oct 19-25 | <p>Video Lecture 1 – The Cold War Takes Over: Somalia Changes Course Video Lecture 2 – The Cubans Come to the Rescue</p> <p>Readings: Tareke, <i>The Ethiopian Revolution</i>, Chs. 3 + 4 + 5.</p> <p>Assignments: Online Discussion #9 Short Writing Assignment #9</p> |
| 10 | Oct 26-Nov 1 | <p>Video Lecture 1 – Somalia Implodes Video Lecture 2 – Ethiopia Crumbles and Transforms</p> |

| | | |
|----|--------------|---|
| | | <p>Readings: Tareke, <i>The Ethiopian Revolution</i>, Chs. 6 + 7 + 8 + 9 + 10 + 11.</p> <p>Assignments: Online Discussion #10 Short Writing Assignment #10</p> |
| 11 | Nov 2-8 | <p>Video Lecture 1 – Apartheid Imposed/Apartheid Resisted Video Lecture 2 – Going Underground and Black Consciousness</p> <p>Readings: Gleijeses, <i>Visions of Freedom</i>, Chs. 10-14. Assignments: Online Discussion #11 Short Writing Assignment #11</p> |
| 12 | Nov 9-15 | <p>Video Lecture 1 – Armed Struggle Video Lecture 2 – International Context and a Post-Racial South Africa</p> <p>Readings: Gleijeses, <i>Visions of Freedom</i>, Chs. 15-20. Assignments: Online Discussion #12 Short Writing Assignment #12</p> |
| 13 | Nov 16-22 | <p>Video Lecture 1 – Nasser’s Coup in Egypt and Global Influence Video Lecture 2 – The Jamahiriya in Libya and Elsewhere</p> <p>Readings: Pargeter, <i>Libya</i>, Intro + Chs. 1-5. Assignments: Online Discussion #13 Short Writing Assignment #13</p> |
| 14 | Nov 23-29 | Thanksgiving Week – No Assignments or Required Readings |
| 15 | Nov 30-Dec 6 | <p>Video Lecture – Arab Spring, Globalization, Qaddafi’s End</p> <p>Readings: Pargeter, <i>Libya</i>, 6-8 + Conclusion Assignments: Online Discussion #14 Short Writing Assignment #14 Papers due 6 December</p> |
| 16 | Dec 7-9 | <p>Video Lecture – The Future of Radicalism in Africa</p> <p>Readings: None Assignments: Online Discussion #15 Short Writing Assignment #15</p> |

*****Final Exam Window Opens Friday 11 December 2020*****

*The Department of History
Ohio State University
History:3302
Meetings: Tuesday & Thursday 12:45-2:05*

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|--|---------------------------------------|---------------------------|------------------------|--|
| Instructor Professor Ahmad Sikainga | Office 171 Dulles Hall | Phone 292-1869 | Sikainga.1@osu. | Office Hours Tuesday & Thursday 2:30- 3:30 & by Appointment |
|--|---------------------------------------|---------------------------|------------------------|--|

This course explores the history of the nationalist and revolutionary movements as well as the socialist regimes in Africa in the twentieth and early twenty first centuries. The course will begin with a discussion of the establishment and the legacy of European colonial rule in Africa, and proceeds to examine the development of African nationalism and decolonization. The course will use a variety of secondary and primary sources as well as films and documentaries to illuminate the complexities and the ideologies that informed the nationalist movements. The nationalist movement produced a number of leaders and political thinkers whose ideas and writings have shaped the nationalist discourse and anti-colonial struggle. They include figures such as Kwame Nkrumah, Julius Nyerere, Patrice Lumumba, Amilcar Cabral, just to name a few. Moreover, the course will explore the way in which race, ethnicity, gender, and class have shaped nationalist discourse, strategies, and agenda as well as the manner in which conflicts and tensions within the nationalist movement have continued to shape post-colonial states and society in Africa. The last part of the course will focus on the theory and practice of socialism in Africa by looking at specific examples from countries such as Ghana, Tanzania, Guinea, Angola, Mozambique, and Ethiopia. The course will conclude by assessing the experiences and the success and failures of these examples and their impact.

Credits Hours: 3

GE Fulfillments

Historical Studies

The course also fulfills Group Africa, Post 1750

Course Objectives

In the broadest sense, this course provides an opportunity for the students to understand the development and the complexities of nationalism, decolonization, and the challenges that faced African societies in the post-colonial period, and the way in which African governments have dealt with these challenges. Moreover, the students will learn about the role of ideology, race, gender, and class in shaping the modern history of Africa as well as the role of Africa in world history. Finally, we will explore the ways

in which the conflicts and tensions of the nationalist period continued to shape post-colonial state and society.

Academic Goals

The main academic goal of this class is to enable the students to develop the skills and techniques for critical reading and analyses of primary and secondary historical materials, as well as the ability to analyze global events from a historical perspective. To meet these goals, the students will take a number of exams and quizzes, write short papers, and engage in class room discussions.

Expected Learning Outcome

The teaching and reading materials are designed to enable the students to:

1. Understand how to study historical developments and the way in which past events have shaped the present.
2. To describe and analyze the origins and nature of contemporary issues.
3. To think critically about primary and secondary historical sources by examining diverse interpretations of past events and ideas in their historical contexts.
4. Gain a more nuanced knowledge about the contemporary history of Africa and develop a historical perspective for understanding current events in Africa.
5. Acquire a general knowledge of Africa appropriate for a global citizenship, including Africa's geography, cultural, ethnic and linguistic diversity'

Course Requirements

1 Enrollment

All students must be officially enrolled in the course by the end of the second full week of the semester (September 9th). 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.

2 Attendance

Regular attendance and active participation is mandatory. To enforce this requirement, attendance will be taken at the beginning of lectures. Three unexcused absences will result in the deduction of 2 points from the student's total grade. Excused absence is limited only to medical emergency, illness, death in the immediate family and will only be accepted with proper documentation.

3 Religious Observance

Students who wish to take part in religious observances that fall during this academic term, should discuss it with me speak with me at the beginning of the term to arrange appropriate accommodation.

4 Readings and Lectures

This course draws on a wide variety of sources, and reading is one of the key ways students are expected to learn. In addition to assigned text books, the students are required to do all the assigned readings including those on reserve, on line, and the readings posted on Carmen. Lectures will be in the form of Power Point presentations and will be posted on Carmen regularly.

Taking Exams and Submitting Assignments

All assignments are due at the time/date indicated on the syllabus. All written assignments should be typed, double-spaced, with 1-inch margins and in a 12-point font. Your name should be on the first page and all pages should be numbered. All assignments must be submitted through Carmen

Late Submission

A late submission of assignments is unacceptable. Each day of lateness will result in a reduction of 2 points from the assignment's total points. Requests for extension of scheduled assignments will not be granted except under extraordinary and verifiable circumstances.

Please Read This Statement Carefully

My main goal as an instructor, is to help you succeed in this course. Hence, I strongly encourage you to bring to my attention any difficulties you may encounter and I will make every effort to accommodate your needs but in ways that will not give you undue advantage over your colleagues. It is important to note that it is much better to raise any difficulties at the beginning of the term rather than wait until the end of the term.

As in all human interaction, I expect you to be courteous in your communications with the instructor as well as with your colleagues. Discourteous behavior and or the use of unacceptable language violate(s) The Ohio State University's rules of classroom conduct that apply to virtual space as well. Failure to observe academic decorum will be reported to the appropriate authorities.

In order to maintain a good learning environment, students should not engage in any disruptive activities such as coming late to class, leaving the class room before the end of the lecture, or talking. The use of mobile phones in class is strictly prohibited.

Communications and Announcements: All communications and announcements and updates will be posted on Carmen or direct email. Hence, students should check Carmen regularly. Office hours will be at my office in 171 Dulles Hall. I will do my best to respond to your email as soon as possible, but you should note that I am not on line all the time. As a general rule, I will respond to your emails between 8:00 am-5:00 pm Monday-Friday. I will inform you in advance when I will be away attending academic conferences and other professional functions.

Students Feedback: Students are requested to provide honest feedback in the SEI as well as through email communication to the instructor. Your feedback is immensely valuable and will be greatly appreciated.

Pilgrims Academic Misconduct

The Committee on Academic Misconduct (COAM) is 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 and other types of tests. Plagiarism is presenting another person's words, ideas, or sequence of arguments as your own without attribution. We will discuss what constitutes plagiarism and how to cite sources properly in this course. If at any point, however, you have a question about this, please ask. If you are tempted to plagiarize or find yourself using material from the Internet or any other source and trying to pass it off as your own, stop working on the assignment and contact the instructor. It is better to submit work late than to violate the Code of Student Conduct. It is the instructors' responsibility to report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487), and the professor and discussion section leaders take this responsibility seriously. Because this is an online course, we pay closer attention to activities that can be defined as plagiarism. All writing assignments will include instructions on how to cite external sources. For additional information, please consult the Code of Student Conduct at: (http://studentaffairs.osu.edu/resource_csc.asp). Here is a direct link for discussion of plagiarism: http://cstw.osu.edu/writingCenter/handouts/research_plagiarism.cfm.

Resources: The following resources are available to students

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/>.

OSU Writing Center

Since your grade for this course will be largely determined by the quality of your writing, I strongly recommend that you make good use of the Writing Center. **Seeking assistance from the Writing Center DOES NOT constitute academic misconduct.** Consult the Center’s website for further information. <http://cstw.osu.edu>

Assignments and Grades (total points 100)

The assignments and the breakdown of the grades will be as follows

| | |
|----------------------------|-----------|
| Map Quiz | 5 points |
| 5 Quizzes (each 10 points) | 50 points |
| Group Project | 10 points |

Paper on the novel *The Beautiful Ones Are Not Yet Born* 15 points

Final Paper

20 points

Bonus Points

Syllabus Quiz(3 points) It is crucial that the students read of the syllabus carefully and understand the course requirements, the readings for each topic, and the dates of exams and assignments. To motivate you to read the syllabus carefully and to comprehend the assignments and their due dates, you will take a quiz and you will earn 3 bonus points.

Grading Scale

93-100 =A; 90-92 = A-; 87-89 = B+; 83-86 = B; 80-82 = B-; 77-79 = C+;
73-76 = C; 70-72 = C-; 67-69 = D+; 63-66 = D; 60-62 = D-; 0-59 = F

Map Quiz

Africa is a huge continent with diverse population, regions, and cultures. Indeed, geography played a crucial role in shaping African history. In this course, we will be dealing with a wide range of African countries. Hence, it is crucial that the students understand the location of these African countries. You will be provided with a political map of Africa, showing the names of African countries and their geographical boundaries. In the quiz, you will be provided with a blank map of Africa on which you will identify the various African countries.

Quizzes

There will be 5 quizzes during the semester. Each quiz will comprise multiple-choice questions and fill in the blank. **Please note that quizzes will be taken at the beginning of class, so make sure that you come early.**

Group Projects

Each student is required to participate in a group project. These projects will deal with various key topics in the course. The class will be divided into several groups and each group will be assigned a specific topic and is required to take the lead in the discussion. A set of discussion questions for each topic will be given in advance. Each student is expected to write a 2-3-page paper, which will form the basis of the presentation and will be submitted after the presentation.

Paper (3-5 pages) on the novel *The Beautiful Ones Are Not Yet Born*

Final Paper: Each student is required to write a paper of about 1000-1250 words on a topic to be selected after consultation with the instructor. A list of topics will be provided by the instructor. An outline and a bibliography are due on **October 4** and the final version is due on **December 1st**.

The final paper is an opportunity for you to either conduct a short research on a narrow topic or write a review essay by comparing two books on the topics covered in the course. Detailed instructions for the final paper will be posted to Carmen.

How your paper will be graded?

The paper should follow the guidelines of Mary Lynn Rampolla's *A Pocket Guide to Writing in History*, 2012. Students are encouraged to obtain a copy of this manual.

The following information should help you understand how we will grade your papers, in addition to the content.

A model paper must meet the following criteria:

1 Must be an analytical and not descriptive

A descriptive paper is one that simply describes an event or an individual without analyzing the events or the individual's historical significance. It just tells the story. This style is used by media reporters whose responsibility is to report and are expected to be neutral in presenting the event. But when analysis is needed to help the audience understand what is going on, they often invite specialists to analyze, explain or provide commentary. In this analogy, an "A" student plays the role of a specialist.

An analytical paper is the one that helps readers see the nuances and the complexities of the event by drawing their attention to certain subtleties that are not readily visible. Moreover, an analytical paper demonstrates deeper knowledge whereas a descriptive paper indicates that the writer has only a superficial knowledge of the event or episode, or is just not interested!

2 Must have a well-articulated thesis statement that is defended with substantial evidence

3 Must pay attention to grammatical rules

4 Must be well organized in terms of:

- A a good introduction with a clearly stated thesis,
- B a coherent body that supports the thesis with evidence,
- C a good conclusion drawn from the evidence and linked to the thesis statement.

5 Must be based on clear understanding of the authors' arguments (i.e. not misrepresenting the author's point of view).

6 Must follow the guidelines provided for documenting the sources.

Course Readings

The readings for this course consist of required text books that each student must obtain from SBX bookstore, materials on reserve in the main library, and online sources. Moreover, I will upload other readings on Carmen.

The following texts are required and are available at SBX

David Birmingham, *The Decolonization of Africa*, Ohio University Press, 1995

Guy Martin, *African Political Thought*
 Frederick Cooper, *Africa since 1940: The Past of the Present*, Cambridge, 2002
Ayi Kwei Arma, *The Beautiful Ones Are Not Yet Born* (novel)

The following required readings are placed on Reserve in Thompson Library

David and Marina Ottaway, *Afro Communism*, 1981
 Barry Munslow, *Africa: Problems of Transition to Socialism*
 Other Readings will be posted on Carmen

Further Readings:

Africa Information Service, ed., *Return to the Source: Selected Speeches by Amilcar Cabral*, 1973
 Barry Munslow, ed., *Samora Machel: An African Revolutionary*, 1985
 Van Lierde, ed. *Lumumba Speaks: The Speeches and Writings of Patrice Lumumba, 1958-1961*
 Olisanwuche Esedebe, *Pan-Africanism: The Idea and Movement*, 1994
 Kwame Nkrumah, *Revolutionary Path* (1973)
 Ahmed Sekou Toure, *Africa on the Move*, 1968
 Franz Fanon, *The Wretched of the Earth*, 1968
 Guy Martin, "Fanon's continuing relevance: A comparative Study of the Political Thought of Franz Fanon and Thomas Sankara, *Journal of Asian and African Affairs*, 5, no. 1, (Fall 1993): 65-85
 Geoff Eley and Ronald Grigor Suny, *Becoming National: A Reader*, 1996

Course Schedule

August 23 Introduction and an overview of the course

August 25 Historical and Social Background

European Imperialism and the Establishment of Colonial Rule in Africa

August 30-Sept. 3 European Conquest and African Response

Readings

Todd Shepard, *Voices of Decolonization*, pp. 8-20
 Film: Basil Davidson, *Africa: This Magnificent African Cake*

August 30: Syllabus Quiz

Sept 6 Theories of Nationalism

Readings:

Benedict Anderson, *Imagined Communities*, pp. 1-49.
 Prasenjit Duara, "Historicizing National Identity, or Who Imagines What and When" in
 Geoff Eley and Ronald G. Suny (eds) *Becoming National: A Reader* (Oxford University Press, 1996), 151-178.

Sept 6: Map Quiz**African Nationalism and Decolonization****Sept 8: An Overview of Decolonization**Readings

Todd Shepard, *Voices of Decolonization*, p. 8-13, 15-38

Sept 13-15: Theories of African Nationalism

Paul Zeleza, "The Historic and Humanistic Agenda of African Nationalism: A Reassessment," in Toyin Falola and Salah Hassan (eds.) *Power and Imagination in Modern Africa: Essays in Honor of Don Ohadike* (Carolina Academic Press, 2008), 37-54.

Leopold Sengor, "Negritude: A Humanism of the Twentieth Century," in Patrick Williams and Laura Chrisman, eds. *Colonial Discourse/ Post-Colonial Theory*, Patrick Williams (New York: Columbia University Press, 1994), pp. 27-35.

Horace Campbell, "Pan Africanism and African Liberation," in Sidney Lemelle and Robin D.G. Kelley, eds. *Imagining Home: Class, Culture and Nationalism in the African Diaspora* (New York: Verso, 1994).

Ntongela Masilela, "Pan Africanism or Classical African Marxism" in Lemelle and Kelley,

Basil Davidson, "On Revolutionary Nationalism: The Legacy of Cabral" *Latin American Perspectives*, Vol. 11, No. 2 (Spring, 1984), 15-42. <http://www.jstor.org/stable/2633519>
Page Count: 28

Amilcar Carbral "On National Culture and National Liberation" in Patrick Williams and Laura Chrisman, *Colonial Discourse*, pp.

Franz Fanon, *The Wretched of the Earth*, 206-248

Sept 20: First Quiz**Decolonization and the Emergence of Nation States in Africa 1950s-1960s**

Sept 20: Decolonization and Transfer of Power in West Africa

Readings

Cooper, *Africa since 1940*, pp. 66-84

David Birmingham, *Decolonization of Africa*, pp. 25-28

Sept 22: Armed Struggle and National Liberation in Settler Colonies Africa

Readings

David Birmingham, *Decolonization*, pp 9-25, 39-55

Film: *The Battle of Algiers*

Sept 27: Decolonization in the Belgian Congo,

Readings

Georges Nzongola, "Patrice Lumumba," in *African Leaders of the twentieth century*

Film: Assassination of Lumumba

Second Phase of African Decolonization, 1970s-1990s

Sept 29-Oct 4: **Armed Struggle and the Liberation of Portuguese Colonies and Southern Africa**

Readings

Cooper, *Africa Since 1940*, pp. 133-155

Black Struggle and Racial Segregation in Southern Africa, 71-85

Film Basil Davidson, *Africa: Rise of Nationalism*

October 4: Second Quiz

October 6: **Social Bases of African Decolonization**

Role of African Peasants and Workers

Readings

Cooper, *Africa Since 1940*, pp. 20-37

Cooper, 'Our Strike': Equality, Anticolonial Politics and the 1947-48 Railway Strike in French West Africa, *The Journal of African History*, Vol. 37, No. 1 (1996), pp. 81

118, <http://www.jstor.org/stable/183289>

Timothy Oberst, Transport Workers, Strikes and the "Imperial Response": Africa and the Post World War II Conjunction, *African Studies Review*, Volume 31 / Issue 01 / April 1988, pp 117-13 [jstor.org](http://www.jstor.org).

October 11: Mandela

October 13-14: Fall Break, No Classes

18- First Group Project

October 20: African women and nationalism

Readings

Fanon, F. (1965) 'Algeria Unveiled' *A Dying Colonialism* Grove Press p.35-64

Chuku, G. 'Navigating the Colonial Terrain through Protest Movements: A discourse on the Nigeria Women's Motives' *Power And Nationalism In Modern Africa: Essays in Honor of Don Ohadike* pp. 169- 186

Geisler, G. (2004) 'Women's Participation in Nationalist Movements' and 'Liberation struggles: Fighting men's war

October 25: Post-Colonial Developments

Readings: Cooper, 91-131

Film: Basil Davidson: **The Legacy**

October 27: African Socialism Ghana under Nkrumah

David Birmingham, Kwame Nkrumah: The Father of African Nationalism, pp. 36-61, 93-119

November 1-Ujmaa in Tanzania

Readings

Robert Fattom, JR, "The political Philosophy of Julius Nyerere" On Carmen

Guy Martin, 85-103

Marxist Regimes

November 3 Socialism in Tanzania

November 8: Socialism in Mozambique and Angola

Readings

John Saul, "Neo-Colonialism vs. Liberation Struggle: Some Lessons from Portugal's African Colonies" On Carmen

Barry Munslow, "Rethinking the Revolution in Mozambique"

Guy Martin, 71-84

November 10: Second Group Project: Gender and Nationalism

15: Revolution in Ethiopia and Burkina Faso

Readings

Stefano Bellucci, "The 1974 Ethiopian Revolution at 40: Social, Economic and Political Legacies," in Northeast African Studies, vol. 16/1 2016, pp. 1-14

Abera Yemane-ab, "Land to the Tiller" Unrealized Agenda of the Revolution," Northeast African Studies, 2016, 39—64

Samuel Andreas Admasie, "Historicizing Contemporary Growth: The Ethiopian Revolution, Social-Structural Transformation, and Capitalist," Northeast African Studies, pp. 65-88

Ernest Harsch, "Thomas Sankara, An African Revolutionary," in African Leader of the twentieth century, last chapter

November 15: Fourth Quiz

November 17-22: **Africa and the neo-liberal order**

Readings

Cooper, pp. 156-205

November 29: Third Group Project

December 1st No Class: Instructor will be attending the African Studies Association annual conference

December 6: 5th Quiz

Schedule of Assignments and Exams

| <u>Assignment</u> | <u>Due Date</u> |
|----------------------------|-------------------------------------|
| Syllabus Quiz | August 30 th |
| Map Quiz | September 6 |
| First Quiz | September 20 |
| Second Quiz | October 4 |
| First Group Project | October 18 |
| Outline of the final paper | October 7 (to be submitted on line) |
| Third Quiz | November 3 |
| Paper on the novel | November 10 |
| Second Group Project | November 10 |
| Fourth Quiz | November 15 |
| Third Group Project | November 29 |
| Final Paper | December 1 |
| Fifth Quiz | December 6 |

Please note that this syllabus may be revised if necessary and students will be informed of such revisions

GE ASSESSMENT PLAN

A. Historical Studies

ELO 1: Students construct an integrated perspective on history and the factors that shape human activity.

Methods of Assessment:

1. Direct Measure:

Specific Question/Assignment: There will be a question on the mid-term/final exam to assess students' ability to construct an integrated perspective on history and the factors that shape human activity.

Sample: African nationalism and radical politics was the product of influences from a variety of sources, pre-colonial tradition, Islam, and the West. Write an essay in which you discuss how these sources shaped the development of modern African radical political theories giving specific examples of African thinkers or political leaders who exemplified those ideas.

Assessment Rubric:

| Excellent | Good | Fair | Poor |
|--|--|---|---|
| Demonstrates a robust, critical, integrated and self-aware understanding of history and the factors that shape human activity. | Demonstrates adequate and integrated understanding of history and the factors that shape human activity. | Demonstrates modest understanding of history and the factors that shape human activity. | Demonstrates little or no understanding of history and the factors that shape human activity. |

2. Indirect measure:

Students will complete an informal feedback survey that rates their experience. They will hand these in before the final.

Directions: In order to assess the effectiveness of this General Education course, we are asking for students' input on learning objectives. Please place an X in grid below to indicate how strongly you agree that this course provided you with opportunities to meet the learning objectives. You may type in comments in the space provided. All responses are anonymous.

This course provided opportunities for me to meet this objective.

| Agree Strongly | Agree | Neutral | Disagree | Disagree strongly |
|----------------|-------|---------|----------|-------------------|
| | | | | |

Please explain:

Level of student achievement expected for the ELO: Expected score: 75% of students good or better and agree or agree strongly that course meets objectives.

Assessment Evaluation Goals:

A brief summary report will be written and be made available to the Chair of the department. We intend to ensure that the proposed course adequately articulates these goals, teaches toward them, tests for them, and helps students realize their individual potential to meet them. Assessments will be summarized and used to alter the course for the next teaching.

ELO 2: Students describe and analyze the origins and nature of contemporary issues.

Methods of Assessment:

1. Direct Measure:

Specific Question/Assignment: a question will appear on the midterm or final to assess students' ability to describe and analyze the origins and nature of contemporary issues.

Sample question: Portugal was perhaps the oldest European colonial power in Africa, with a presence dating back to the 1440s. Portugal's African colonies attained independence through armed struggle. Write an essay in which you discuss the relationship between the specific nature of Portuguese colonialism and the eruption of anti-imperialist war in places like Angola, Guinea-Bissau, and Mozambique.

Assessment Rubric:

| Excellent | Good | Fair | Poor |
|--|--|---|---|
| Demonstrates a robust, critical, and self-aware analysis of the origins and nature of contemporary issues. | Demonstrates adequate and critical understanding of the origins and nature of contemporary issues. | Demonstrates modest understanding of the origins and nature of contemporary issues. | Demonstrates little or no understanding of the origins and nature of contemporary issues. |

2. Indirect measure:

Students will complete an informal feedback survey that rates their experience. They will hand these in before the final.

Directions: In order to assess the effectiveness of this General Education course, we are asking for students' input on learning objectives. Please place an X in grid below to indicate how

strongly you agree that this course provided you with opportunities to meet the learning objectives. You may type in comments in the space provided. All responses are anonymous.

This course provided opportunities for me to meet this objective.

| | | | | |
|----------------|-------|---------|----------|-------------------|
| Agree Strongly | Agree | Neutral | Disagree | Disagree strongly |
| | | | | |

Please explain:

Level of student achievement expected for the ELO: Expected score: 75% of students good or better and agree or agree strongly that course meets objectives.

Assessment Evaluation Goals:

A brief summary report will be written and be made available to the Chair of the department. We intend to ensure that the proposed course adequately articulates these goals, teaches toward them, tests for them, and helps students realize their individual potential to meet them. Assessments will be summarized and used to alter the course for the next teaching.

ELO 3: Students speak and write critically about primary and secondary historical sources by examining diverse interpretations of past events and ideas in their historical contexts.

Methods of Assessment:

1. Direct Measure:

Specific Question/Assignment: Students will write a term paper (10-12 pages) to assess students’ ability to speak and write critically about primary and secondary historical sources by examining diverse interpretations of past events and ideas in their historical contexts.

Sample question: Using primary sources as well as the assigned readings write an essay in which you select a particular case study of a “nationalist,” “socialist,” or “radical” regime in Africa to provide an assessment of the objectives, successes, and failures of the particular case. In the end the student should be able to offer an assessment of the project instituted by the government in question.

Assessment Rubric:

| Excellent | Good | Fair | Poor |
|---|---|--|--|
| Demonstrates a robust and critical ability to speak and write about primary and secondary | Demonstrates adequate and critical ability to speak and write about primary and secondary | Demonstrates modest ability to speak and write about primary and secondary | Demonstrates little or no ability to speak and write about primary and secondary |

| | | | |
|---------------------|---------------------|---------------------|---------------------|
| historical sources. | historical sources. | historical sources. | historical sources. |
|---------------------|---------------------|---------------------|---------------------|

2. Indirect measure:

Students will complete an informal feedback survey that rates their experience. They will hand these in before the final.

Directions: In order to assess the effectiveness of this General Education course, we are asking for students' input on learning objectives. Please place an X in grid below to indicate how strongly you agree that this course provided you with opportunities to meet the learning objectives. You may type in comments in the space provided. All responses are anonymous.

This course provided opportunities for me to meet this objective.

| | | | | |
|----------------|-------|---------|----------|-------------------|
| Agree Strongly | Agree | Neutral | Disagree | Disagree strongly |
| | | | | |

Please explain:

Level of student achievement expected for the ELO: Expected score: 75% of students good or better and agree or agree strongly that course meets objectives.

Assessment Evaluation Goals:

A brief summary report will be written and be made available to the Chair of the department. We intend to ensure that the proposed course adequately articulates these goals, teaches toward them, tests for them, and helps students realize their individual potential to meet them. Assessments will be summarized and used to alter the course for the next teaching.

B. Diversity- Global Studies

ELO 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.

1. Direct Measure:

Specific Question/Assignment: a question will appear on the midterm or final to assess students' ability to understand the economic, political, cultural, and social dimensions of the past and present societies of modern Africa and will learn to weigh the various aspects of these dimensions in their understanding of the past and present.

Sample: In 1969 a radical regime came to power in Somalia and in 1974 a similar revolutionary government took control in neighboring Ethiopia. However, both societies were drawn deeply into Cold War rivalries that significantly shaped the directions of each government after 1974. Write an essay in which you discuss the impact of the Cold War in Somalia and Ethiopia. What did each country's involvement in the struggle between the Soviets and U.S. mean for the radical policies and goals proclaimed by the leaders of Somalia and Ethiopia?

Assessment Rubric:

| Excellent | Good | Fair | Poor |
|---|---|---|---|
| Demonstrates an excellent understanding of the varied aspects of the cultures and communities of modern Africa. | Demonstrates adequate understanding of the varied aspects of the cultures and communities of modern Africa. | Demonstrates modest understanding of the varied aspects of the cultures and communities of modern Africa. | Demonstrates little or no understanding of the varied aspects of the cultures and communities of modern Africa. |

2. Indirect measure:

Students will complete an informal feedback survey that rates their experience. They will hand these in before the final.

Directions: In order to assess the effectiveness of this General Education course, we are asking for students' input on learning objectives. Please place an X in grid below to indicate how strongly you agree that this course provided you with opportunities to meet the learning objectives. You may type in comments in the space provided. All responses are anonymous.

This course provided opportunities for me to meet this objective.

| Agree Strongly | Agree | Neutral | Disagree | Disagree strongly |
|----------------|-------|---------|----------|-------------------|
| | | | | |

Please explain:

Level of student achievement expected for the ELO: Expected score: 75% of students good or better and agree or agree strongly that course meets objectives.

Assessment Evaluation Goals:

A brief summary report will be written and be made available to the Chair of the department's Undergraduate Teaching Committee. Assessments will be summarized and used to alter the course for the next teaching.

ELO 2: Students recognize the role of national and international diversity in shaping their own attitudes and values as global citizens.

1. Direct Measure:

Specific Question/Assignment: a question will appear on the midterm or final to assess students' ability to be able to situate local events in their global contexts and their ability to understand their own place in this economic context both as US and as global citizens.

Sample: Despite the long history of struggle by a variety of groups against the Apartheid government in South Africa, little movement occurred toward liberation until after the Soweto uprising in 1976. From that point the fight to end the racist regime in South Africa went global. Write an essay in which you assess to the degree to which the mobilization of international opinion was decisive in the long campaign to end Apartheid in South Africa. How did international anti-Apartheid activism contribute to the struggle on the ground in South Africa, or was it irrelevant in the end?

Assessment Rubric:

| Excellent | Good | Fair | Poor |
|--|---|--|--|
| Demonstrates an excellent understanding of the role of national and international diversity in shaping their worlds. | Demonstrates adequate understanding of the role of national and international diversity in shaping their worlds | Demonstrates modest understanding of the role of national and international diversity in shaping their worlds. | Demonstrates little or no understanding of the role of national and international diversity in shaping their worlds. |

2. Indirect measure:

Students will complete an informal feedback survey that rates their experience. They will hand these in before the final.

Directions: In order to assess the effectiveness of this General Education course, we are asking for students' input on learning objectives. Please place an X in grid below to

indicate how strongly you agree that this course provided you with opportunities to meet the learning objectives. You may type in comments in the space provided. All responses are anonymous.

This course provided opportunities for me to meet this objective.

| Agree Strongly | Agree | Neutral | Disagree | Disagree strongly |
|----------------|-------|---------|----------|-------------------|
| | | | | |

Please explain:

Level of student achievement expected for the ELO: Expected score: 75% of students good or better and agree or agree strongly that course meets objectives.

Assessment Evaluation Goals:

A brief summary report will be written and be made available to the Chair of the department's Undergraduate Teaching Committee. Assessments will be summarized and used to alter the course for the next teaching.

Arts and Sciences Distance Learning Course Component Technical Review Checklist

Course: History 3302

Instructor: Jim Genova

Summary: Nationalism, Socialism and Revolution in Africa

| 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"> Carmen Office 365 |
| 6.2 Course tools promote learner engagement and active learning. | X | | | <ul style="list-style-type: none"> Zoom Carmen Message Boards |
| 6.3 Technologies required in the course are readily obtainable. | X | | | All are available for free |
| 6.4 The course technologies are current. | X | | | All are updated regularly |
| 6.5 Links are provided to privacy policies for all external tools required in the course. | X | | | No external tools requiring an account 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 | | | OSU accessibility links are present |
| 8.3 The course provides alternative means of access to course materials in formats that meet the needs of diverse learners. | X | | | OSU policy is present |
| 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: 6/11/20
- Reviewed by: Ian Anderson

Notes: Note that the class is a 100% DL class.

^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.