

Term Information

Effective Term Summer 2021
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)?

Enhancing the delivery mode for this course offers an opportunity to vastly expand the potential student enrollment base beyond what has been typical in this class. Students will be able to take this class regardless of their campus affiliation and those who are not resident in Ohio will also have access to it. This change to permit full online delivery is also consistent with the History Department's goals of expanding enrollment, greater outreach to new student constituencies, and flexibility in instructional/pedagogical approaches. The shift to permit DL designation for this course will not entail any additional fiscal or logistical commitments on the part of the instructor or Department.

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	3312
Course Title	Africa & World War II
Transcript Abbreviation	Africa&WWII
Course Description	This course will focus on the oft-neglected African dimension of WWII. The course will explore the importance of Africans as soldiers and producers; the effects of WWII on class, race, and gender relations within the continent; and the importance of WWII in provoking crises in colonial empires and transforming the nature of political mobilization across the African continent.
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
<i>Previous Value</i>	No
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

General Education course:
Historical Study
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 impact of WWII on the African continent and its peoples, and the way in which it transformed African societies.
- Students will explore the impact of WWII on African resources, local communities, family and gender relations, migration, urbanization, the rise of the labor movement, women's movement, and peasant protests.
- The course will enhance students' understanding of WWII as a global, rather than a strictly European, affair.
- Students will be introduced to the various approaches and methodologies used to study African history, enabling students to understand the importance of oral tradition, life histories, memoirs, and biographies in writing African history.

COURSE CHANGE REQUEST
3312 - Status: PENDING

Last Updated: Vankeerbergen, Bernadette
Chantal
03/10/2021

Content Topic List

- Historiography of WWII
- Italian invasion of Ethiopia
- War and society
- Horn of Africa
- North Africa
- French African Colonies
- African natural resources
- Colonial rule and resistance
- African labor and gender relations
- European settlers

Sought Concurrence
Previous Value

No
Yes

Attachments

- History 3312 Syllabus - Africa and WWII.docx: In person syllabus
(Syllabus. Owner: Heikes, Jacklyn Celeste)
- History 3312.docx: ASC Tech checklist
(Other Supporting Documentation. Owner: Heikes, Jacklyn Celeste)
- DL History 3312 syllabus AU21 rev.docx: Revised DL syllabus
(Syllabus. Owner: Heikes, Jacklyn Celeste)

Comments

- See Panel feedback email sent 03/09/21. *(by Hilty, Michael on 03/09/2021 08:50 AM)*

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Heikes, Jacklyn Celeste	01/29/2021 03:16 PM	Submitted for Approval
Approved	Elmore, Bartow J	01/29/2021 03:55 PM	Unit Approval
Approved	Haddad, Deborah Moore	01/29/2021 04:14 PM	College Approval
Revision Requested	Hilty, Michael	03/09/2021 08:50 AM	ASCCAO Approval
Submitted	Heikes, Jacklyn Celeste	03/09/2021 11:15 AM	Submitted for Approval
Approved	Elmore, Bartow J	03/09/2021 01:04 PM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	03/10/2021 04:33 PM	College Approval
Pending Approval	Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Oldroyd, Shelby Quinn Hilty, Michael Vankeerbergen, Bernadette Chantal	03/10/2021 04:33 PM	ASCCAO Approval



SYLLABUS

HISTORY 3312

Africa and World War II
Autumn 2021 (full term)
3 credit hours
Online

COURSE OVERVIEW

Instructor

Instructor: Ahmad Sikainga
Email address: Sikainga.1@osu.edu
Office hours: TR 1:00PM-2:00PM

Prerequisites

English 1110.xx or permission of instructor.

Course description

The Second World War was a pivotal event that transformed and shaped the world as we know it today. The war was fought in different regions and led to unprecedented mobilization of human and natural resources from across the globe, including the continent of Africa. In addition to being a major theatre of military operations, Africa provided vital human and natural resources to the war efforts. Faced with severe manpower shortages and resources, British and French colonial powers looked to their African colonies to supply combat troops and laborers as well as food and cash crop. Moreover, the demands of the war led to vigorous interventions by colonial regimes into the daily lives of ordinary Africans and transformed social and economic relations within communities and household. Africa's involvement in the war began with the Italian invasion of Ethiopia in 1935 and lasted well beyond 1945. The Italian forces that invaded Ethiopia included approximately 40,000 Somalis, Eritreans, and Libyans. African soldiers also served beyond the continent itself. In 1940 about 100,000 African soldiers were fighting against the Germans in western France. By the end of the war, there were over 370,000 Africans serving in the British armed forces. Nonetheless, most of the literature on World War II have paid little attention to the role of Africa and Africans in this global conflict. This course will shed light on this remarkably neglected African dimension of the war. The course explores not only the importance of Africans as

soldiers and producers, but also the effects of the war on class, race, and gender relations within the continent. It will also illustrate the importance of the war in provoking crises in colonial empires and transforming the nature of political mobilization across the African continent.

Course learning outcomes

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

- Gain a deeper understanding of the impact of the war on the continent and its people and the way in which it transformed African societies.
- Get a better understanding of WW2 as a global, rather than a European affair
- Gain significant knowledge about such topics as the mobilization of human and natural resources and its impact on local communities and the way in which the war had affected family and gender relations, migration, urbanization, the rise of the labor movement, women movement, and peasant protests.
- Analyze such important topics as colonialism, nationalism, decolonization, and the Cold-War. The course will highlight the link between World War II and the rise of African nationalism, decolonization and the end of colonial rule, and the development of independent African nations.

General education goals and expected learning outcomes

As part of the Historical Study category of the General Education curriculum, this course is designed to prepare students to be able to do the following:

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

HOW THIS ONLINE COURSE WORKS

Mode of delivery: This course is 100% online. There are no required sessions when you must be logged in to Carmen at a scheduled time.

Pace of online activities: This course is divided into **weekly modules** that are released one week ahead of time. Students are expected to keep pace with weekly deadlines but may schedule their efforts freely within that time frame.

Credit hours and work expectations: This is a **3-credit-hour course**. According to Ohio State policy (go.osu.edu/credithours), students should expect around 3 hours per week of time spent on direct instruction (instructor content and Carmen activities, for example) in addition to 6 hours of homework (reading and assignment preparation, for example) to receive a grade of (C) average.

Attendance and participation requirements: Because this is an online course, your attendance is based on your online activity and participation. The following is a summary of students' expected participation:

- **Participating in online activities for attendance: AT LEAST ONCE PER WEEK**
You are expected to log in to the course in Carmen every week. (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**
All live, scheduled events for the course, including my office hours, are optional.
- **Participating in discussion forums: 2+ TIMES PER WEEK**
As part of your participation, each week you can expect to post at least twice as part of our substantive class discussion on the week's topics.

COURSE MATERIALS AND TECHNOLOGIES

Textbooks

Required

- Judith Byfield, Carolyn Brown, Tim Parsons, Ahmad Sikainga (eds), *Africa and World War II*, (Cambridge, New York: Cambridge University Press) 2015.
- David Killingray and Martin Laut, *Fighting for Britain: African Soldiers in the Second World War* (Boydell & Brewer Ltd) 2010

Course technology

Technology support

For help with your password, university email, Carmen, or any other technology issues, questions, or requests, contact the Ohio State IT Service Desk. Standard support hours are available at ocio.osu.edu/help/hours, and support for urgent issues is available 24/7.

- **Self-Service and Chat support:** ocio.osu.edu/help

- **Phone:** 614-688-4357(HELP)
- **Email:** servicedesk@osu.edu
- **TDD:** 614-688-8743

Technology skills needed for this course

- Basic computer and web-browsing skills
- Navigating Carmen (go.osu.edu/canvasstudent)
- CarmenZoom virtual meetings (go.osu.edu/zoom-meetings)
- Recording a slide presentation with audio narration (go.osu.edu/video-assignment-guide)
- Recording, editing, and uploading video (go.osu.edu/video-assignment-guide)

Required equipment

- Computer: current Mac (MacOs) or PC (Windows 10) with high-speed internet connection
- Webcam: built-in or external webcam, fully installed and tested
- Microphone: built-in laptop or tablet mic or external microphone
- Other: a mobile device (smartphone or tablet) to use for BuckeyePass authentication

Required software

- Microsoft Office 365: All Ohio State students are now eligible for free Microsoft Office 365. Full instructions for downloading and installation can be found at go.osu.edu/office365help.

Carmen access

You will need to use BuckeyePass (buckeyepass.osu.edu) multi-factor authentication to access your courses in Carmen. To ensure that you are able to connect to Carmen at all times, it is recommended that you take the following steps:

- Register multiple devices in case something happens to your primary device. Visit the BuckeyePass - Adding a Device help article for step-by-step instructions (go.osu.edu/add-device).
- Request passcodes to keep as a backup authentication option. When you see the Duo login screen on your computer, click **Enter a Passcode** and then click the **Text me new codes** button that appears. This will text you ten passcodes good for 365 days that can each be used once.
- Download the Duo Mobile application (go.osu.edu/install-duo) to all of your registered devices for the ability to generate one-time codes in the event that you lose cell, data, or Wi-Fi service

If none of these options will meet the needs of your situation, you can contact the IT Service Desk at 614-688-4357(HELP) and IT support staff will work out a solution with you.

GRADING AND FACULTY RESPONSE

How your grade is calculated

ASSIGNMENT CATEGORY	POINTS
<p>Map Quiz (8 points)</p> <p>To understand the content of this course, it is important that the students acquire some knowledge about the geography of Africa. This exercise involves filling blank map of Africa, naming the various African countries. To do this test, each student should study the map of Africa to know all the African countries. There are many maps of Africa online and in print resources.</p>	8
<p>4 Quizzes (each 5 points)</p> <p>There will be 4 quizzes during the semester, each worth 5 points. The quiz may consist of multiple-choice questions, short answers, or fill in the blank. The purpose of the quizzes is to assess your understanding of the course materials (readings, lectures, and films).</p>	20
<p>4 Discussions are a requirement for this course. There will be Four discussions each is worth 8 points. The discussion will focus on specific topic and will center on a set of questions based on the readings. By doing the readings and participating in the discussions, you will be able to digest the materials and enhance your critical thinking skills.</p>	32
<p>Midterm: The exam will consist of essay questions. These questions will test your knowledge and comprehension of the assigned readings. The questions will be given several days in advance and you will type your answers and upload them as file on Carmen</p>	20
<p>Second Exam: Follow the same format as the midterm</p>	20
Total	100

See course schedule below for due dates.

Descriptions of major course assignments

Importance of the Discussion

Discussion is a requirement for this course. Every student will be assigned to a specific discussion team so that you can engage in a debate with your colleagues. The discussion will focus on a particular topic and will revolve around a set of questions that will be provided. The goal here is to encourage the students to learn from each other and to engage in critical reading and thinking.

How do I participate in the discussion?

Students are required to respond to the discussion prompts in accordance with the instructions for each discussion session on Carmen and the following rules:

- The student should submit the responses to the prompts during the window for discussion. The due dates for each discussion are listed in the course schedule. Submitting the responses early gives everyone the opportunity to engage in conversation before the discussion window closes. Late submission of the responses will hold back the discussion. Hence, a penalty of 1 point for each late submission.
- A major part of the participation in the discussion board is commenting on your colleagues' posts until the discussion board closes. In other words, the first step is to post our response to the discussion questions. The next step is to comment on the responses of your colleagues in the team.
- Make sure that your responses and comments are clear and thoughtful. It is not enough to just say "I agree or disagree" with someone's statement without explaining why. **The best discussion grade will be awarded to those who initiated lively conversations in their groups.**
- Your comments should be spread-out throughout the discussion period. You are expected to make a minimum of 3 comments during the discussion. These comments should be clear and concise. Each comment should not be longer than one paragraph or two. You should not wait and post your comments at the end of the discussion window. This WILL RESULT IN A LOWER GRADE. This is because cramping your responses during the final hour does not contribute much to a vibrant discussion, and most of your colleagues will not have the opportunity to read and respond to your comments. I therefore encourage you to visit the discussion board at different intervals to read and respond to your colleagues' comments, and to give them sufficient time to read and comment on yours.
- **How do I access the discussion board and initiate discussion?**
- If you are not familiar with Carmen/Canvas Discussion Board, follow this instruction.

- Open **Discussion** from the menu on the left of our home page,
- Open **First Discussion**. The group you are assigned to should appear.
- Scroll down to the bottom and click **REPLY**
- Paste or compose your comments or responses into the place holder and click **POST REPLY**

Academic integrity policy

- **Quizzes and exams:** You must complete all exams and assignment yourself, without any external help or communication.
- **Written assignments:** Your written assignments, including discussion posts, should be your own original work. In formal assignments, you should follow **Chicago** 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 have explored in previous courses, please discuss the situation with me.
- **Falsifying research or results:** All research you conduct in this course is intended to be a learning experience.

Late assignments

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 can be granted only under extraordinary and verifiable circumstances

Grading scale

: A
 : A-
 : B+
 : B
 : B-
 : C+
 : C
 : C-
 : D+
 : D
 : E

Instructor 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 **614-688-4357(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**.
- **Email:** I will reply to emails within **24 hours on days when class is in session at the university**.
- **Discussion board:** I will check and reply to messages in the discussion boards every **24 hours on school days**.

OTHER COURSE POLICIES

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. A more conversational tone 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.

Academic integrity policy

See **Descriptions of major course assignments**, above, for my specific guidelines about collaboration and academic integrity in the context of this online class.

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/>.

If I suspect that a student has committed academic misconduct in this course, I am obligated by university rules to report my suspicions to the Committee on Academic Misconduct. If COAM determines that you have violated the university's *Code of Student Conduct* (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the university.

If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact me.

Other sources of information on academic misconduct (integrity) to which you can refer include:

- Committee on Academic Misconduct web page (go.osu.edu/coam)
- Ten Suggestions for Preserving Academic Integrity (go.osu.edu/ten-suggestions)

Student Services and Advising

University Student Services can be accessed through BuckeyeLink. More information is available here: <https://contactbuckeyelink.osu.edu/>

Advising resources for students are available here:

<http://advising.osu.edu>

Copyright for instructional materials

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

All students and employees at Ohio State have the right to work and learn in an environment free from harassment and discrimination based on sex or gender, and the university can arrange interim measures, provide support resources, and explain investigation options, including referral to confidential resources. If you or someone you know has been harassed or discriminated against based on your sex or gender, including sexual harassment, sexual assault, relationship violence, stalking, or sexual exploitation, you may find information about your rights and options at titleix.osu.edu or by contacting the Ohio State Title IX Coordinator at titleix@osu.edu. Title IX is part of the Office of Institutional Equity (OIE) at Ohio State, which responds to all bias-motivated incidents of harassment and discrimination, such as

race, religion, national origin and disability. For more information on OIE, visit equity.osu.edu or email equity@osu.edu.

Commitment to a diverse and inclusive learning environment

The Ohio State University affirms the importance and value of diversity in the student body. Our programs and curricula reflect our multicultural society and global economy and seek to provide opportunities for students to learn more about persons who are different from them. We are committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among each member of our community; and encourages each individual to strive to reach his or her own potential. Discrimination against any individual based upon protected status, which is defined as age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited.

Land Acknowledgement

We would like to acknowledge the land that The Ohio State University occupies is the ancestral and contemporary territory of the Shawnee, Potawatomi, Delaware, Miami, Peoria, Seneca, Wyandotte, Ojibwe and Cherokee peoples. Specifically, the university resides on land ceded in the 1795 Treaty of Greenville and the forced removal of tribes through the Indian Removal Act of 1830. I/We want to honor the resiliency of these tribal nations and recognize the historical contexts that has and continues to affect the Indigenous peoples of this land.

More information on OSU's land acknowledgement can be found here:

<https://mcc.osu.edu/about-us/land-acknowledgement>

Your mental health

As a student you may experience a range of issues that can cause barriers to learn, 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. No matter where you are engaged in distance learning, The Ohio State University's Student Life Counseling and Consultation Service (CCS) is here to support you. If you find yourself feeling isolated, anxious or overwhelmed, on-demand resources are available at go.osu.edu/ccsondemand. 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 Prevention Hotline at 1-800-273-TALK or at suicidepreventionlifeline.org. The Ohio State Wellness app is also a great resource available at go.osu.edu/wellnessapp.

ACCESSIBILITY ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

Requesting accommodations

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; 098 Baker Hall, 113 W. 12th Avenue.

Accessibility of course technology

This online course requires use of CarmenCanvas (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.

- Canvas accessibility (go.osu.edu/canvas-accessibility)
- Streaming audio and video
- CarmenZoom accessibility (go.osu.edu/zoom-accessibility)
- Collaborative course tools

COURSE SCHEDULE

Refer to the Carmen course for up-to-date assignment due dates.

Week	Dates	Topics, Readings, Assignments, Deadlines
1	Aug 25-29	Introduction: Significance of Africa's involvement in WWII

Week	Dates	Topics, Readings, Assignments, Deadlines
		Readings: Martin Plaut, The Africans who fought in World War II BBC
2	Aug 30-Sept5	<p>Historiography of WW II and Africa</p> <p><u>Readings:</u> Killingley and Laut, <i>Fighting for Britain</i>, 1-35 Judith A. Bayfield, “Beyond Impact: Toward a New Historiography of Africa and World War II” in Thomas W. Zeiler and Daniel M. DuBois, eds., <i>Companion to World War II</i>, (Hoboken, NJ: Wiley-Blackwell), 2013, 652-665 Timothy Parson, “Military experiences of ordinary Africans in World War II,” in <i>Africa and World War II</i></p> <p>Map Quiz</p>
3	Sept 6-12	<p>Italian Invasion of Ethiopian</p> <p><u>Readings:</u> G. Bruce Strang, ‘Places in the African Sun’: Social Darwinism, Demographics and the Italian Invasion of Ethiopia” in G. Bruce Strang, ed. <i>Collision of Empires: Italian Invasion of Ethiopia and its International Impact</i>, (London & New York: Routledge), 2013, 11 – 32. Online Hailu Habtu & Judith Byfield, “Fighting Fascism: Ethiopian Women Patriots, 1935 – 1941” in <i>Africa and World War II</i>, 383 – 400.</p> <p>Film: Lion of Judah Goes to War with Ethiopia</p> <p>Quiz</p>
4	Sept 13-19	<p>War and Society in the Horn of Africa</p> <p><u>Readings:</u> Giulia Barrera, “Wrestling with Race on the Eve of Human Rights: The British Management of the Color Line in Post-Fascist Eritrea” in <i>Africa and World War II</i>, 259 – 275.</p>

Week	Dates	Topics, Readings, Assignments, Deadlines
		<p>Ahmad Sikainga, “Sudanese Popular Response to World War II” in <i>Africa and World War II</i>, 462 – 479.</p> <p>Ian Spears, “The Ethiopian Crises and the Emergence of Ethiopia in a Changing State System,” in <i>Collision of Empires</i>, 33-53</p> <p>Team Discussion</p>
5	Sept 20-26	<p>War and Society in North Africa</p> <p><u>Readings:</u></p> <p>Killingray and Laut, <i>Fighting for Britain</i>, 141-178</p> <p>Emad Ahmed Helal, “Egypt’s overlooked contribution to World War II” in Heike Liebau et al. <i>The World in World Wars: Experiences, Perceptions and Perspectives from Africa and Asia</i> (Boston: Brill, 2010), 217 - 247.</p> <p>Driss Maghraoui, “The Moroccan “Effort de Guerre,” in <i>Africa and World War II</i>,” 89 – 108.</p> <p>Morgan Corriou, “Radio and Society in Tunisia during World War II” in <i>The World in World Wars</i>, 369 - 397.</p> <p>Quiz</p>
6	Sept 27-Oct 3	<p>French Colonies in Africa During the War</p> <p><u>Readings:</u></p> <p>Myron Echenberg, ‘Morts Pour La France’: The African Soldier in France During the Second World War,” <i>Journal of African History</i>, 26 (1985): 363-380. JSTOR Online</p> <p>Raffael Scheck, “French African Soldiers in German POW Camps, 1940 – 1945” in <i>Africa and World War II</i>, 420 – 440.</p> <p>Team Discussion</p>

Week	Dates	Topics, Readings, Assignments, Deadlines
7	Oct 4-10	<p>African Soldiers in Asia</p> <p><u>Readings:</u> David Killingray, <i>Fighting for Britain</i>, pp. 141 – 178 Bamaby Phillips, <i>Another Man’s War: The Story of a Burma Boy in Britain’s Forgotten Army</i>, Oneworld Publication, 2014, chapters 3, 4,5,6,7</p> <p>Midterm</p>
8	Oct 11-17	<p>European Soldiers in Africa</p> <p><u>Readings:</u> George Abraham, <i>The Belles of Shangri-La: and Other Stories of Sex, Snakes, and Survival from World War II</i> (New York: Vantage Press, 2000): 61 – 67; 79 - 91.</p> <p>Daniel Hutchinson, “Defending the Lands of Their Ancestors: The African American Military Experience in Africa During World War II” in <i>Africa and World War II</i>, 401 – 419.</p>
9	Oct 18-24	<p>Mobilization of African Resources</p> <p><u>Readings:</u> Deborah Ray, “The Takoradi Route: Roosevelt’s pre-war Venture Beyond the Western Hemisphere,” <i>Journal of American History</i>, Vol. 62, No. 2 (1975): 340 -358.</p> <p>Raymond Dumett, “Africa's Strategic Minerals During the Second World War” <i>Journal of African History</i>, Vol. 26, No. 4 (1985), pp. 381-408. JSTOR online</p> <p>William G. Clarence-Smith, “Africa’s Battle for Rubber” in the Second World War” <i>Africa and World War II</i>, 166 – 182.</p> <p>Malyn Newitt, “The Portuguese African Colonies during the Second World War” <i>Africa and World War II</i>, 238 – 258</p>

Week	Dates	Topics, Readings, Assignments, Deadlines
		Quiz
10	Oct 25-31	<p>: Role of African Labor</p> <p>Allen Howard, “Strategic Militarization, Accommodation, and Resistance” in <i>Africa and World War</i>, 183-199</p> <p>Eric Jennings, “Extraction and Labor in Equatorial Africa and Cameroon under Free French Rule” in <i>Africa and World War II</i>, 200 – 219.</p> <p>Catherine Bogosian Ash, “Free to Coerce: Forced Labor during and after the Vichy Years in French West Africa” in <i>Africa and World War II</i>, 109 – 126.</p> <p>Team Discussion</p>
11	Nov 1-7	<p>Social and Political Impact of the War on African Societies</p> <p><u>Readings:</u></p> <p>Carina Ray, “World War II and the Sex Trade in British West Africa” in <i>Africa and World War II</i>, 339 – 158.</p> <p>Carolyn Brown, “To Be treated as a Man: Wartime Struggles over Masculinity, Race, and Honor in the Nigerian Coal Industry” in <i>Africa and World War II</i>, 276 -302.</p> <p>Judith Byfield, “Women, Rice, and War: Political and Economic Crisis in Wartime Abeokuta (Nigeria)” in <i>Africa and World War II</i>, 147-165.</p> <p>Killingray and Laut, <i>Fighting for Britain</i>, pp 203-255</p> <p>Timothy Parsons, “No Country Fit for Heroes: The Plight of Disabled Kenyan Veterans,” in <i>Africa and World War II</i>, 127 – 146.</p> <p>Quiz</p>
12	Nov 8-14	African Resistance During the War

Week	Dates	Topics, Readings, Assignments, Deadlines
		<p><u>Readings:</u></p> <p>Elizabeth Schmidt “Popular Resistance and Anticolonial Mobilization: The War Effort in French Guinea” in <i>Africa and World War II</i>, 441 – 461.</p> <p>Ruth Ginio, “African Soldiers, French Women and Colonial Fears During and After World War II” in <i>Africa and World War II</i>, 324 – 338.</p> <p>Team Discussion</p>
13	Nov 15-21	<p>African Societies After the War: Nationalism and Decolonization</p> <p><u>Readings:</u></p> <p>Timothy Oberst, “Transport Workers, Strikes, and the Imperial Response” on Carmen.</p> <p>Frederick Cooper, <i>Africa Since 1940</i> (New York: Cambridge University Press), 2002, 66-84</p> <p>Frederick Cooper, <i>Citizenship Between Empire and Nation: Remaking France and French Africa, 1945-1950</i>, pp. 165-214</p> <p>Ahmad Sikainga, “Consequences of the War” in <i>Africa and World War II</i>, 501-508</p>
14	Nov 22-28	Second Exam

History 3312 Africa and World War II

Instructor: Ahmad Sikainga

Office: 171 Dulles Hall

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The Second World War was a pivotal event that transformed and shaped the world as we know it today. The war was fought in different regions and led to unprecedented mobilization of human and natural resources from across the globe, including the continent of Africa. In addition to being a major theatre of military operations, Africa provided vital human and natural resources to the war efforts. Faced with severe manpower shortages and resources, British and French colonial powers looked to their African colonies to supply combat troops and laborers as well as food and cash crop. Moreover, the demands of the war led to vigorous interventions by colonial regimes into the daily lives of ordinary Africans and transformed social and economic relations within communities and households. Africa's involvement in the war began with the Italian invasion of Ethiopia in 1935 and lasted well beyond 1945. The Italian forces that invaded Ethiopia included approximately 40,000 Somalis, Eritreans, and Libyans. African soldiers also served beyond the continent itself. In 1940 about 100,000 African soldiers were fighting against the Germans in western France. By the end of the war, there were over 370,000 Africans serving in the British armed forces. Nonetheless, most of the literature on World War II has paid little attention to the role of Africa and Africans in this global conflict. This course will shed light on this remarkably neglected African dimension of the war. The course explores not only the importance of Africans as soldiers and producers, but also the effects of the war on class, race, and gender relations within the continent. It will also illustrate the importance of the war in provoking crises in colonial empires and transforming the nature of political mobilization across the African continent.

This course fulfills the following requirements

Geographic Requirements: Africa

Chronological Requirements: Post 1750

Thematic Requirements: 1 Human Conflict, Peace, and Diplomacy 2 History of colonialism and comparative empires

This course fulfills the following GE requirements: **Historical Study**. It **does** count toward the history major.

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.

In examining Africa's key role in World War II, the students will gain a deeper understanding of the impact of the war on the continent and its people and the way in which it transformed African societies. The students will learn about such topics as the mobilization of human and natural resources and its impact on local communities and the way the war had affected family and gender relations, migration, urbanization, the rise of the labor movement, women movement, and peasant protests. The course will also enhance students' understanding of the war as a global, rather than a European affair.

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

Students will be able to analyze such important issues as colonialism, nationalism, decolonization, and the Cold-War. The course will highlight the link between World War II and the rise of African nationalism, decolonization and the end of colonial rule, and the development of independent African nations.

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.

Through the lectures and the readings, the students will be introduced to the major debates on such topics as the impact of colonial rule in Africa, the nature of African nationalism, and the various approaches and methodologies that were used to study African history. The assigned readings were based on a wide range of historical sources, which will enable the students to appreciate the importance of such sources as oral tradition, life histories, memoirs, and biographies in writing African history.

Course Requirements

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

Attendance

Regular attendance and active participation is mandatory. To enforce this requirement, attendance will be taken at the beginning of lectures. Excused absence is limited only to medical emergency, illness, death in the immediate family and will only be accepted with proper documentation.

Readings and Lectures

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

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 (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.

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>

Course Evaluation and Grading

Students are required to:

1. Write **three response papers** (3-4 pages in length). These papers will be based on questions given on selected readings (each paper is 10%) totaling **30%** of the final grade
2. Take 2 exams, a midterm and a final. Each exam will consist of two parts. The first part will be short identifications, and the second part will consist of essay questions (each exam is 25%) totaling **50% of the final grade**
3. Write a paper of 8-10 double spaced pages on a topic that will be selected after consultation with the instructor. **20%** of the final grade. An outline and bibliography are due during the 5th week of classes and the final version of the paper is due at the end of the 11th week of the term.

The paper must be:

Analytical

Based on a combination of secondary and primary sources

Organized in terms of a good introduction with a clearly stated thesis,

a coherent body that supports the thesis with evidence, a good conclusion drawn from the evidence and linked to the main thesis.

Pay attention to grammatical rules

Follow the documentation guidelines in Mary Lynn Rampolla's *A Pocket Guide to Writing in History*, (2012).

Due Date

Assignment

Week 3	First response paper
Week 5	Paper outline and bibliography
Week 7	Midterm exam
Week 9	Second response paper
Week 11	Paper
Week 13	Third Response Paper

Exam Week: Final Exam

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

Reading Materials

Required Books:

David Killingray and Martin Laut, *Fighting for Britain: African Soldiers in the Second World War* (Boydell & Brewer Ltd) 2010

Judith Byfield, Carolyn Brown, Tim Parsons, Ahmad Sikainga (eds), *Africa and World War II*, (Cambridge, New York: Cambridge University Press) 2015.

Course Schedule

Week I: An overview of Africa and W.W.II

Readings:

Killingray and Laut, *Fighting for Britain*, 1-35
Film: "Burma Boys"

Week 2: Historiography of W.W. 2

Readings:

Judith A. Bayfield, "Beyond Impact: Toward a New Historiography of Africa and World War II" in Thomas W. Zeiler and Daniel M. DuBois, eds., *Companion to World War II*, (Hoboken, NJ: Wiley-Blackwell), 2013, 652-665

Gerhard Weinber, "The Place of World War II in Global History," in *Companion to World War II*, 999-1012

Gerhard Weinberg, "How a Second World War Happened" in *Companion to World War II*, 11-28.

Week 3: Italian Invasion of Ethiopia

Readings:

G. Bruce Strang, 'Places in the African Sun': Social Darwinism, Demographics and the Italian Invasion of Ethiopia" in G. Bruce Strang, ed. *Collision of Empires: Italian Invasion of Ethiopia and its International Impact*, (London & New York: Routledge), 2013, 11 – 32.

Hailu Habtu & Judith Byfield, "Fighting Fascism: Ethiopian Women Patriots, 1935 – 1941" in *Africa and World War II*, 383 – 400.

Dejezmach Takla-Maryam Abayere "Be Careful Not to Forget Us" in Andrew Hilton (ed), *The Ethiopian Patriots: Forgotten Voices of the Italo-Abyssinian War 1935*, 51 - 59.

Week 4: War and Society in the Horn of Africa

Readings:

Giulia Barrera, "Wrestling with Race on the Eve of Human Rights: The British Management of the Color Line in Post-Fascist Eritrea" in *Africa and World War II*, 259 – 275.

Ahmad Sikainga, "Sudanese Popular Response to World War II" in *Africa and World War II*, 462 – 479.

Alfredo Gonzalez-Ruibal (et al.) "A Social Archaeology of Colonial War in Ethiopia" *World Archaeology*, Vol. 43, no. 1 (2011): 40-65.

Ian Spears, "The Ethiopian Crises and the Emergence of Ethiopia in a Changing State System," in *Collision of Empires*, 33-53

Week 5: War and Society in North Africa

Readings:

Killingray and Laut, *Fighting for Britain*, 141-178

Emad Ahmed Helal, "Egypt's overlooked contribution to World War II" in Heike Liebau et al. *The World in World Wars: Experiences, Perceptions and Perspectives from Africa and Asia* (Boston: Brill, 2010), 217 - 247.

Morgan Corriou, "Radio and Society in Tunisia during World War II" in *The World in World Wars*, 369 - 397.

Week 6: French African Colonies and the War

Readings:

Myron Echenberg, 'Morts Pour La France': The African Soldier in France During the Second World War," *Journal of African History*, 26 (1985): 363-380.

Driss Maghraoui, "The Moroccan "Effort de Guerre," in *Africa and World War II*," 89 – 108.

Raffael Scheck, "French African Soldiers in German POW Camps, 1940 – 1945" in *Africa and World War II*, 420 – 440.

Week 7: African Soldiers in Asia

Readings:

David Killingray, *Fighting for Britain*, pp. 141 – 178

Bamaby Phillips, *Another Man's War: The Story of a Burma Boy in Britain's Forgotten Army*, Oneworld Publication, 2014

Rosaleen Smyth, "Britain's African Colonies and British Propaganda during the Second World War," *Journal of Imperial and Commonwealth History*, Vol. 14, No. 1 (1985): 65 – 82.

Film: *Burma Boys*

Week 8: Allied Soldiers in Africa

Readings:

George Abraham, *The Belles of Shangri-La: and Other Stories of Sex, Snakes, and Survival from World War II* (New York: Vantage Press, 2000): 61 – 67; 79 - 91.

Ossie Davis & Ruby Dee, *With Ossie and Ruby: In This Life Together* (New York: Perennial, 1998), 124 - 138.

Daniel Hutchinson, "Defending the Lands of Their Ancestors: The African American Military Experience in Africa During World War II" in *Africa and World War II*, 401 – 419.

Week 9: Mobilization of African Natural Resources

Readings:

Deborah Ray, "The Takoradi Route: Roosevelt's pre-war Venture Beyond the Western Hemisphere," *Journal of American History*, Vol. 62, No. 2 (1975): 340 -358.

Raymond Dumett, "Africa's Strategic Minerals During the Second World War" *Journal of African History*, Vol. 26, No. 4 (1985), pp. 381-408.

William G. Clarence-Smith, “Africa’s Battle for Rubber” in the Second World War” *Africa and World War II*, 166 – 182.

Malyn Newitt, “The Portuguese African Colonies during the Second World War” *Africa and World War II*, 238 – 258

Week 10: Mobilizing African Labor

Allen Howard, “Strategic Militarization, Accommodation, and Resistance” in *Africa and World War*, 183-199

Eric Jennings, “Extraction and Labor in Equatorial Africa and Cameroon under Free French Rule” in *Africa and World War II*, 200 – 219.

Catherine Bogosian Ash, “Free to Coerce: Forced Labor during and after the Vichy Years in French West Africa” in *Africa and World War II*, 109 – 126.

Week 11: Gender, Labor, and the War Efforts

Readings:

Carina Ray, “World War II and the Sex Trade in British West Africa” in *Africa and World War II*, 339 – 158.

Carolyn Brown, “To Be treated as a Man: Wartime Struggles over Masculinity, Race, and Honor in the Nigerian Coal Industry” in *Africa and World War II*, 276 -302.

Judith Byfield, “Women, Rice, and War: Political and Economic Crisis in Wartime Abeokuta (Nigeria)” in *Africa and World War II*, 147-165.

Readings: Nancy Clark, “Gendering Production in Wartime South Africa” *American Historical Review*, Vol. 106, No. 4(2001): 1181 – 1213.

Week 12: European Settlers in Africa During the War

Readings:

David Johnson, “Settler Farmers and Coerced African Labor in Southern Rhodesia, 1936 – 46” *Journal of African History*, Vol. 33, No. 1 (1992): 111 – 128.

Ian Spencer, “Settler Dominance, Agricultural Production and the Second World War in Kenya” *Journal of African History*, Vol. 21, No. 4 (1980): 407- 514.

Suryakanthie Chetty, “A White Man’s War”: Settler Masculinity in the Union Defense Force, 1939 – 1945” in Judith A. Byfield, et al. (eds.) *Africa and World War II*, pp 303 – 323.

Week 13: Challenging Colonial Rule: Popular Resistance During the War

Readings:

Elizabeth Schmidt “Popular Resistance and Anticolonial Mobilization: The War Effort in French Guinea” in *Africa and World War II*, 441 – 461.

Ruth Ginio, “African Soldiers, French Women and Colonial Fears During and After World War II” in *Africa and World War II*, 324 – 338.

Carol Summers, “Ugandan politics and World War II” in *Africa and World War II*, 480 – 500.

Timothy Parsons, “No Country Fit for Heroes: The Plight of Disabled Kenyan Veterans,” in *Africa and World War II*, 127 – 146.

Week 14: Consequences of the War: Reforming Colonialism

Readings:

Frederick Cooper, *Africa Since 1940* (New York: Cambridge University Press), 2002, 66-84

Frederick Cooper, *Citizenship Between Empire and Nation: Remaking France and French Africa, 1945-1950*, pp. 165-214

Ahmad Sikainga, “Consequences of the War” in *Africa and World War II*, 501-508

Arts and Sciences Distance Learning Course Component Technical Review Checklist

Course: Hist 3312

Instructor: Ahmad Sikainga

Summary: Africa and World War II

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"> Zoom Asynchronous lectures 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			The majority of the tech is web based and updated regularly.
6.5 Links are provided to privacy policies for all external tools required in the course.	X			No 3 rd party utilities 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		Add statement 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		Add statement 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 ASC 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			No 3 rd party tech is used.
8.3 The course provides alternative means of access to course materials in formats that meet the needs of diverse learners.	X			Recommend that resources be developed to address any requests for alternative means of access to course materials.
8.4 The course design facilitates readability	X			Recommend using the Carmen Distance Learning "Master Course" template developed by ASC and available in the Canvas Commons to provide student-users with a consistent user experience in terms of navigation and access to course content.
8.5 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.
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Reviewer Information

- Date reviewed: 1/28/21
- Reviewed by: Ian Anderson

Notes: The ASC DL template is now required. Please place the syllabus into the template. The required missing statements will be in the template. Add dates to the weekly breakdown. Availability to instructor is mentioned as during office hours, but no office hours are listed.

^aThe following statement about disability services (recommended 16 point font):
 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; 098 Baker Hall, 113 W. 12th Avenue.

^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>

^cAdd to the syllabus this link with an overview and contact information for student services offered on the OSU main campus. <https://contactbuckeyelink.osu.edu/>