

Term Information

Effective Term Summer 2021
Previous Value Summer 2012

Course Change Information

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

Online approval

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

Teaching this course online will enable the History Department to reach a wider, more diverse audience. The online format, for example, offers flexibility to students registered with Student Life Disability Services. The online format can liberate students from the physical limitations of the classroom setting. Program 60 students who live outside of the Columbus metropolitan area, moreover, can audit the online class more easily than the traditional in-person class. This helps the History Department and the university fulfill its mission of public outreach, extending the university's resources across the state and beyond.

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 2303
Course Title History of Contemporary Africa, 1960 - present
Transcript Abbreviation Africa since 1960
Course Description Africa from independence to the present. Contemporary African societies, cultures, economics, and politics from independence to the present.
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, Recitation
Grade Roster Component Recitation
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 or concur: English 1110.xx.
Exclusions	
<i>Previous Value</i>	Not open to students with credit for 350.
Electronically Enforced	No

Cross-Listings

Cross-Listings

Subject/CIP Code

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

Requirement/Elective Designation

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

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

- An understanding of Modern African history

Previous Value

COURSE CHANGE REQUEST
2303 - Status: PENDING

Last Updated: Vankeerbergen, Bernadette
Chantal
02/25/2021

Content Topic List

- The emergence of modern African political movements
 - Post-colonial state formation
 - Crises of nation-building
 - Africa in the Cold War
 - End of Apartheid
 - Changing gender relations
 - Africa and the IMF and the World Bank
 - Foreign economic development assistance
 - Continental and regional integration
 - Civil wars and genocides
 - Africa and neo-liberal globalization
 - African peacemaking and peacekeeping
 - Africa-China relations
 - Africa-U.S. relations & U.S.-Africa command force
 - African Union
- No

Sought Concurrence

Attachments

- DL History 2303 syllabus.docx: Syllabus
(Syllabus. Owner: Heikes, Jacklyn Celeste)
- History 2303.docx: ASC Tech Checklist
(Other Supporting Documentation. Owner: Heikes, Jacklyn Celeste)
- History 2303 Syllabus 2013 In person.doc: In person syllabus
(Syllabus. Owner: Heikes, Jacklyn Celeste)

Comments

- The request is for HY but the uploaded syllabus is for DL. *(by Vankeerbergen, Bernadette Chantal on 02/25/2021 02:58 PM)*

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Heikes, Jacklyn Celeste	02/24/2021 01:35 PM	Submitted for Approval
Approved	Elmore, Bartow J	02/24/2021 02:20 PM	Unit Approval
Revision Requested	Vankeerbergen, Bernadette Chantal	02/25/2021 02:58 PM	College Approval
Submitted	Heikes, Jacklyn Celeste	02/25/2021 03:04 PM	Submitted for Approval
Approved	Elmore, Bartow J	02/25/2021 03:08 PM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	02/25/2021 03:13 PM	College Approval
Pending Approval	Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Oldroyd, Shelby Quinn Hilty, Michael Vankeerbergen, Bernadette Chantal	02/25/2021 03:13 PM	ASCCAO Approval



<i>Ohio State University</i> <i>The Department of History</i> <i>History 2303 (History of Africa since the 1960s):</i> <i>Autumn 2021 (7-Week Session): Online</i>				
Instructor Dr. Ousman Kobo	Office 157 Dulles Hall	Phone 247-2719	kobo.1@osu.edu	Consultations: By emails. I am available to meet with students by appointment

Grader

Course Summary and Objectives

After less than 100 years of colonial rule, most African societies gained their independence between the late 1950s and the mid-1960s. Formal independence from European colonial rule implied that Africans were in charge of their own political and economic destinies. What happened during this era of formal independence? How did African leaders seek to create stable political systems to promote economic progress in their societies and what difficulties did they encounter? In what ways did the colonial legacy and the new world order that emerged after the Second World War affect the processes of nation-building in Africa? What relationship emerged between Africa and the former colonial rulers on the one hand, and between Africa and the new world powers (the United States and the Soviet Union) on the other? This section of the African survey explores these questions to help us understand why Africa has continued to struggle to implement the desired political stability and sustainable economic development. Rather than seeking to provide you with a seamless and cohesive body of knowledge, the course will focus on important themes that will give you a broader picture of historical processes, contingencies and outcomes that will help us understand Africa's predicaments as well as achievements since the 1960s. Students should leave this course with the ability to engage in well-informed discussions about modern Africa and its place in the global system.

GEC Fulfillments

The course fulfills the Historical Study GE.

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

Required Textbooks and other materials:

We will not use a textbook for this course. Instead, we will use open-source book chapters, journal articles, authentic newspaper reports as well as other official documents and documentaries.

Videos:

- (1) Assigned videos are essential parts the materials for the course. Most of the assigned videos/documentaries will be made available either via a YouTube link or through the university media streaming services. You will need to download the appropriate software to view the videos made available through the media library: <https://drm.osu.edu/media/> Note that in some cases, videos on YouTube may be moved or deleted after it has been assigned to the class. In this case, I encourage you to search for other media sources, including commercial sources such as Netflix. Please understand that such materials are part of the course requirements, equivalent to textbooks, which students are expected to purchase or obtain on their own. I will ensure that such extra financial burden on students will be very limited.

ENROLLMENT

All students must be officially enrolled in the course by the end of the 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.

ZOOM OFFICE HOURS

I will hold one-hour optional zoom office meeting per week from noon to 1:00 pm. Although this is optional, I encourage everyone to make the efforts to consult me at least twice during the semester. I can also set up a specific conference time with those who want to speak with me outside this stipulated schedule.

EMAIL AND OFFICE HOURS

My intention is to answer all emails from students within twenty-four hours. However, due to official travels and service commitments, it might take up to forty hours to reply to some emails. I respectfully request that you explore all options for answers to your concerns, including reading this syllabus and other group email correspondences, for answers to your questions before contacting me. This consideration will enable me attend to urgent matters related to the class more efficiently.

If you have written to me and have not heard back within forty-eight hours, please resend the message. Note further that because this is an online class, we will communicate mostly by emails. You can expect at least one email from me every week. To track our email correspondence, it will be helpful to create a separate folder in your email, if possible. I encourage you bear in mind the following general consideration. In academic and professional settings, all emails should have a descriptive subject line ("Question about History 3301 assignment"), begin with a respectful salutation ("Prof. Kobo"), and conform to Standard English with proper punctuation and capitalization. An excellent overview of how students can most effectively use email with their professors can be found at this link: "How to e-mail a professor"

<<http://mleddy.blogspot.com/2005/01/how-to-e-mail-professor.html>>

All live, scheduled events for the course, including my office hours, are optional. If you are required to discuss an assignment with me, please contact me at the beginning of the week if you needed a time outside my scheduled office hours.

COURSE TECHNOLOGY

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.

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.

STUDENT PARTICIPATION REQUIREMENTS

Because this is an online class, your attendance is based on your online activity and participation. The following is a summary of everyone's expected participation:

LOGGING IN: SEVERAL TIMES PER WEEK

Be sure you are logging in to the course in Canvas 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*.

- **Participating in discussion forums: 4+ TIMES PER DISCUSSION SESSION**

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. Each week's lessons will include our Announcement Page (AP). The AP (see below) can be accessed from the menu on the left. You should also expect two emails from me: a weekly welcoming email message on Mondays and a midweek greeting and reminders on Wednesdays. The weekly module contains an Overview Page (see details above). This will be listed first. You will also find PowerPoint lecture slides and short pre-recorded video lectures (15-20 mins.), as well a list of readings and other study materials such as documentaries that may be embedded in the weekly lessons.

1. Announcement Page

You must begin the week's activities by reading the week's announcement. Here you will find information about the purpose of the week's assignments and readings, reminders of assignments due

that week and any relevant information for that week. In addition, I will send you weekly greetings by email, which will also include vital information. You may also see my midweek greetings and reminders. This information represents the announcements you are accustomed to in face2face classes, and they are important in ensuring that you remained informed and connected with the course. You **MUST** therefore not ignore my emails or neglect to read the weekly announcements. **In fact, if you do not receive my email by noon on Monday, you must inquire from me because it is possible that there is a problem with your email.**

2. The Overview Page

After reading the Announcement Page, you should proceed to read the Overview Page (OP) where you will find the summary of the week's lesson and explanations of the significance of the week's lessons and readings. The OP also summarizes the connections between the current and the previous lessons so that students get a good sense of the relationship between what we had learned and what we are about to learn. Students who read the OP carefully tend to understand the week's lessons better than those who skip it.

3. Lectures

The week's lessons are presented in a combination of readable PowerPoint lecture notes and short video recorded lectures of about 15 minutes long. You should go over the lecture notes before accessing the readings so that you know what is important in the readings, but you should return to read the notes more carefully after you have completed the readings.

4. Readings

Below the Lecture Notes for each week you will find pdf copies of the week's readings where available, or links to external open-source materials, mostly primary sources. Remember that additional readings will be embedded in the PowerPoint lectures in the form of hyperlinks (or links that you should cut and paste in your browser). You must not ignore these readings.

CREDIT HOURS AND WORK EXPECTATIONS

Approximately, how much time will I spend completing the weekly readings and assignments?

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. This figure should be doubled in a 7-week session. This translates into 6 hours per week of instructions and 12 hours per week of completing assigned readings, homework, etc.). The above figures are only for someone targeting a passing grade of C; obviously you want to spend more time on the course to obtain a higher grade.

ASSIGNMENTS (DETAILS BELOW)

ASSIGNMENT CATEGORY	POINTS
Syllabus quiz	2

Map quiz	3
African map	5
5 Quiz	25
5 Discussions	25
Final Exam	15
Analysis of historical documents	10
Adding historical contexts to newspaper reports	15
Total	100

course schedule below for due dates.

Syllabus quiz

Understanding the content of this syllabus is crucial for success in this course. To motivate you to read it carefully and to refer to it for the weekly readings, assignments and assignment due dates, you will earn 2% toward your final grade by completing a quiz drawn exclusively from the content of this syllabus. You have a maximum of two attempts.

Map quiz

Because Africa is vast territorially and culturally, it is important that we study the locations of the countries and other geographical landscapes that make up the continent. To visually master the locations of modern African countries and the continent's broader topography, students will take a multiple-choice map quiz in addition to drawing the map of Africa (see below). These two exercises are intended to encourage you to become familiar with the locations of African countries, regions, and topography that are important for understanding the content of the course and the reading materials. A mere online search will produce a plethora of African maps that you can use to study for the quiz. I encourage you to pay attention to regional geo-political divisions (explained in week one's lecture), the major island countries, and old names of some of the countries, e.g. Northern and Southern Rhodesia, Nyasaland, Congo/Zaire, Upper Volta, etc.

Map exercise

Students will draw the map of Africa by hand and upload it to Canvas. The map should include all the countries of Africa, including the islands. Your map should also include all the major rivers, mountains and lakes. There are hundreds of African maps on the internet to consult for this exercise, **but you must not download and use a blank African map; you must draw your own map. Don't worry, we understand it will not be perfect.** From experience, most students receive an A on this exercise, although others have done poorly. I therefore encourage you to take it seriously.

Quizzes

There will be six quizzes during the semester but only your best five will count toward the final grade. Each quiz will comprise ten multiple-choice questions extracted from the readings, lectures and the documentaries for that week and or the previous week. The purpose of this exercise is to ensure students

complete the assigned readings and materials related for that week and or the previous week. Most of the questions will assess students understanding of the assigned materials. To be successful, students should pay attention to the main arguments in the readings, the evidence the authors consulted to support their arguments, as well as historical facts such as dates and names of people and places. Each quiz will be available from 12:01 am on Thursdays to 11:59 pm on Sundays.** Each quiz question will be randomly selected from a large pool of questions so the chances that you will get the same question as your friend is very slim. Most quizzes are 30 minutes long, so prepare before accessing the quiz because you will not have time to look for the answers.

Analyses of historical documents

Historians generally use primary sources to reconstruct the past. The purpose of this exercise is to expose you to the fun crafts of writing about the past. I will provide you with primary documents to analyze and or to use in constructing an historical argument. The length of this assignments is 3-4 pages long, double-spaced. While we will pay close attention to your skills in analyzing historical documents, your grade will be based primarily on your writing skills. Consequently, we encourage you to edit your writing assignments carefully, and to take advantage of the writing center (see below).

Adding historical context to news report

Each student will specialize in one African country and will follow events in that country through news report. They will summarize the most important news report each week from the third week through the 7th week. Each report will be about one double-spaced page long. At the end of the session, students will be required to take one or two important news items from the summaries they have been collecting throughout the semester and provide historical explanations for those historical events. The summary should not exceed two pages double-space.

Final Examination

Each student will take a midterm exam worth 15% of the final grade. You will receive some sample essay questions to help you prepare for the test. Students will have a choice between in-class or online versions of the tests. The date and place of the in-class versions will be announced at least a week in advance. Each of the online versions will be timed by Canvas, using Proctorio, and will be available for a 24-hour period. Once the exam is accessed, it must be completed within 2 hours. See the description of Proctorio and its requirements below.

► Proctorio Requirements for Exams

Proctorio, an online proctoring tool, will be used during the final exams only. Proctorio offers you flexibility to take your exams at the time and in the location of your choosing. Students are required to have a webcam (USB or internal) with a microphone and a strong and stable internet connection. To use Proctorio you must be **over 18 years of age**, and you must have your buckeye id before taking the test. During the exam, Proctorio will record the testing environment, therefore students should select private spaces for the exam session where disruptions are unlikely and where recording devices can be enabled. For security reasons and to ensure equity and fairness, we will randomly select ten exams to be examined for possible academic misconduct. For example, we will try to ensure the person taking the test is the student and not a robot or someone hired to take the test on behalf of a student. Additionally, the tool has **limitations in its accessibility** for students who are reliant upon screen readers and keyboard navigation. Instructions for Proctorio use will be provided. If you have concerns about using an online proctoring tool for the reasons listed above or in general, please let me know so that so that we

can make alternative but equivalent arrangement. Additional information on academic integrity at Ohio State and [recommended proctoring options](#) are available. Please read this very carefully. *Proctorio uses only Chrome so you will have to download it to your computer to be read for use before the exam.*

► Alternative Proctoring Arrangements

If you do not have a computer with the necessary tools, we can arrange for you to take the test on campus or any exam center in the country. We can also arrange with local Human Resource representatives near you, or a librarian and similar individuals who have the potential to be used as proctors, to supervise your exam. **But you need to work with the instructor to identify suitable proctors and proctoring environments at least two weeks before the final exam.** These proctors and situations must be proposed on an individual basis by students and accepted on an individual basis by instructors.

Team Discussions (25%)

Discussion is a requirement for this course. We will therefore have 8 team discussion sessions. Students will be assigned to a specific discussion team to converse with colleagues on a set of questions. Students are required to respond to the discussion prompts in accordance with the instructions for each discussion session. If you want to earn the highest grade for each of the discussions, you must do the following:

- Follow the instructions for each discussion.
- Post your responses to the prompts by **noon on Wednesday** to give your colleagues the opportunity to read and respond to your comments on time. Note that although the discussion is extended into the weekends to accommodate students' varied schedules, the weekends are not part of our official weekly regiments. We require you to post the responses early during midweek to activate the discussion and to give everyone the opportunity to meet the minimum requirement based on their individual weekly plans. To enforce this rule, students who submit their initial responses to the discussion prompts after the deadline will incur a 1.5% penalty for tardiness.
- After submitting your responses, you should return to the discussion board at least four times to read and comment on your colleagues' posts before the **discussion board closes at 11:59 PM on Sunday**.
- Make sure your responses are clear and thoughtful to stimulate discussion among your group. Stating simply that you agree with someone's statement without explaining why you agree with them is not enough. **The best discussion grade will be awarded to those who initiated lively conversations in their groups and respond to their colleagues' comments thoughtfully and creatively.**
- Ensure that your comments are spread-out throughout the discussion period. **Posting all your comments within a short time (an hour to thirty minutes) before the discussion board closes is UNACCEPTABLE AND WILL RESULT IN A LOWER GRADE.** This is because cramping your responses at the last minute does not contribute much to a vibrant discussion, and most of your colleagues will not have the opportunity to read, learn and comment on your posts. In fact, it is tantamount to cheating. I therefore encourage you to

visit the discussion board at different intervals to read and respond to your colleagues' comments, and to give them enough time to read and comment on yours. Remember that the purpose of this exercise is to encourage intellectual exchange between you and your peers, to learn from them as they learn from you. I encourage everyone to do their due diligence, if I may use a cliché.

- ▶ Estimated time for completing each discussion: (approx. 2 hours)

This information is only intended to help you organize your time efficiently. We estimate that you will spend about 2 hours for each discussion, including completing the reading materials for specific discussions, composing your responses to the prompts, and reading and responding to your colleagues' comments. However, the time you spend in any discussion will depend on your interest and or your prior-preparation or knowledge of the subject.

Note that I extend the time to Sunday to accommodate those of you who are too busy during the workdays, but you do not need to wait until the weekend to complete the assignments.

Q&A OPEN DISCUSSION

There is also a Q&A discussion module in Carmen/Canvas for you to post your questions or concerns. I will check and reply to Q&A messages every **24 hours on school days**. Anyone can respond to the questions, and I will intervene when my help is needed. Be patient as I may have to wait for others to respond before I interject if an immediate response is not needed.

HOW TO 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 webpage,

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**

Subscribe to the discussion

You should subscribe to each discussion to be notified when new comments are posted. The **Subscribe button** is located on the bar above the Reply button.

OTHER IMPORTANT INFORMATION AND REQUIREMENTS

Online Classes vs. Face2face

A major difference between a face-to-face class and an online class is the emphases on reading and writing. In contrast to a face2face class, where students listen to lectures and vocalize their responses during discussions and Q&A, an online class requires reading and listening to lectures, and writing responses to discussion questions. Consequently, an online class may contribute significantly to sharpening students' writing and reading skills, in relative terms of course. Conversely, online classes may have limited impacts on oral and aural skills. This information should help you decide whether an online class such as this will contribute to developing the skills you would like to possess. Obviously, all these skills are relatively important for academic development, but their impacts vary depending on individuals.

Submission of work

All assignments for this class will be submitted online, but you should note the following important information as well:

- All assignments are due at the time/date indicated in the syllabus and or the module on Carmen.
- All written assignments should be typed, double-spaced, with 1-inch margin on each side, and the font-size must be 12-point. Your name should be on the first page.
- The pages in all written assignments should be numbered.
- **All assignments MUST BE in a standard software, preferably MS Office or pdf.** Students are responsible for submitting their assignments in a format that we can read. Any assignment submitted in an unreadable format will be considered a deliberate attempt to buy time, and therefore, in fairness to others, such assignment will be penalized for tardiness (see the section on penalty for tardiness below). Note that OSU allows you to download MS Office for free (see the menu on our homepage).
- You must not send us assignment by email without our permission because email submissions may affect accurate records of your grades.

Tardiness

A late submission of assignments is unacceptable. Each day of tardiness will result in a reduction of up to 20% of the total grade for that assignment. Requests for extension of scheduled assignments will not be granted except under extraordinary and verifiable circumstances (see below). Any assignments submitted three days after the due date without the instructor's prior permission will receive an automatic "E" grade.

Grace Period for Tardiness

Each student is allowed a ONE 24-hour extension for tardiness during the session without penalty; any additional late submission of assignment will incur the penalty stated above. This extension is based on the following conditions:

- (a) It does not apply to the conversation part of the discussion where students are expected to comment on their colleagues' submissions before the closing of the discussion board. This means you can submit your responses to the prompts for partial credit only within 24 hours, but if you miss the conversation part of the discussion, you will not earn any credits for it because you cannot hold discussion by yourself, obviously.
- (b) The extension does not apply to the online quizzes. For obvious reasons, we cannot re-open a quiz after it has closed. For this reason, students can take six quizzes but only the best five quizzes will count toward their final grade; the lowest score will be dropped, and this could be the missing quiz.
- (c) The extension is not offered automatically. You must write to the instructor, the teaching associate or grader to request the extension to ensure you are not penalized for tardiness.

Assignment Closing Time

Carmen uses only Eastern Standard Time (EST) to record submission times. The instructor cannot adjust this preset time zone to accommodate other time zones. As a result, the closing time for all assignments in this course are based exclusively on EST. If you are outside this time zone, it is your responsibility to adjust your schedules to ensure your assignments are submitted before the closing time of EST zone. Note that I extend the closing time for all assignments, except the submission of

discussion responses (see instructions for discussions), to Sundays to accommodate those who need the weekend to complete their assignments. However, you should not wait till the weekend to submit assignments or to participate in discussions.

ACADEMIC INTEGRITY POLICY:

It is the responsibility of the Committee on Academic Misconduct (COAM) 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. Willfully resubmitting an assignment that you had submitted to another class for a grade or intend to submit to another class, also constitutes academic misconduct. Moreover, soliciting the assistance of others to complete an assignment on your behalf is considered academic misconduct. If at any point you have a question about what might or might not constitute academic misconduct, please ask the instructor. If you are tempted to plagiarize or find yourself using materials from the Internet or any other sources 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 or academic misconduct more broadly. All writing assignments will include instructions on how to cite external sources.

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)
- Here is a direct link for discussion of plagiarism:
http://cstw.osu.edu/writingCenter/handouts/research_plagiarism.cfm
- Code of Student Conduct <http://studentlife.osu.edu/csc/>.

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

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>

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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.

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>

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

MENTAL HEALTH SERVICES:

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.

OSU Writing Center

I strongly recommend that you make good use of the Writing Center for assistance.

Seeking assistance from the Writing Center DOES NOT constitute academic misconduct. Consult the Center's website for further information. <http://cstw.osu.edu>. You should also feel free to allow friends or relatives to help you identify stylistic errors in your papers before submitting them, although, needless to say, they should not write the papers for you since doing so constitutes academic misconduct!

Religious Holidays

We respect all religious holidays. You should therefore, not hesitate to request an extension for an assignment in order observe a religious holiday.

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 **5 days**.

Communication guidelines

The following are my expectations of 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 Canvas discussion. Please use accessible word processing software.
- **Communication with Graders:** You should also feel free to communicate directly with your assigned grader concerning your grade etc.

Courtesy

As in all human interactions, virtual or otherwise, we expect you to use appropriate language in all your communications in this course. Discourteous behavior and or the use of unacceptable language violate(s) The Ohio State University's rule of classroom conduct that apply to virtual space as well. Failure to observe academic decorum will be reported to the appropriate authorities.

My Commitment to Your Success

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

Your Commitment

You will make your best effort to succeed and you will bring to the attention of the instructor any difficulties you might encounter in the course. You also agree to use courteous language in your communications with the instructor and his assistants, as well as your colleagues. Finally, you agree to provide honest feedback in the SEI as well as email communication to the instructor. Your feedback is immensely valuable and will be greatly appreciated.

Basic Reading Strategies

For long articles and chapters, I recommend that you first read the introduction and conclusion to identify the main arguments. Write these down. Read the entire texts quickly for details and supporting evidence. Go back and read relevant parts of the introduction and conclusion, and then examine the

evidence that support the argument. Is the writer providing general information about a historical event or is s/he participating in a debate about a specific argument that historians have not agreed upon? What does the writer contribute to the larger literature? Are you convinced and why? Write down what you have learned from the reading. Speed reading is good but don't read too fast to miss the main points. Ignore difficult names that are not pertinent to the main idea. Ask questions in the Q&A and be ready to participate in discussion.

Note on Writing

Careful writing style, including correct spelling/grammar, are crucial in this course. If you hope to earn an A in this class, you must take writing seriously. Most of the problems about writing that I have observed in a class such as this result from poor editing, which in turn stems from beginning an assignment late and thus not having time for editing. Please, allow time for careful editing of all your writing assignments. We judge the best papers by their details, analyses, presentation of facts rather than generalizations, logical organizations, and excellent grammar.

How your paper will be graded

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

An "A" paper must meet the following criteria:

(1) Must be an analytical and not a descriptive paper

A descriptive paper is one that simply describes an event or an individual without analyzing the events or the individual's significance to history and to that specific event. A descriptive paper tells the story. It is the style used by media reporters who are expected to be neutral in presenting the facts. Their responsibility is to report. 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 of the event by drawing their attention to certain subtleties that are not readily visible. An analytical paper demonstrates deeper knowledge whereas a descriptive paper indicates that the writer has only a superficial knowledge of the event, or is just not interested!

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

The following is an example of a good thesis statement: “In this paper I will demonstrate that the Almoravids neither defeated nor directly caused the collapse of the Old Ghana. Rather, the Almoravids probably contributed to Ghana’s decline it shifted trading routes away from Ghana, thus eventually starving the kingdom of tax revenue.” Please, be more subtle than the above example! Any paper that lacks a well-articulated thesis statement will often end up being descriptive.

(3) **Must pay attention to grammatical rules.** A couple of intricate grammatical errors in punctuation, unavoidable verbosity, minor typos and the like will not be penalized provided there are only a few of them.

(4) **Must be well 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 thesis statement.

To use our Almoravid example, a good conclusion may look like this:

“The materials I have examined in this paper indicate that the Almoravid did not engage in direct military conflicts with the Old Ghana Empire. Rather, the Almoravids employed their military powers to shift the trading routes away from Ghana, thus depriving the empire of revenue. By the 11th century, Ghana was already experiencing internal economic crises and needed such revenue to sustain itself. It may therefore be more accurate to argue that the Almoravids contributed to Ghana’s decline by depriving it of vital tax revenue, which would have helped Ghana maintain a strong army needed to ensure the continued loyalty of its tributary states. Many of the tributary states that formed part of the empire had begun to declare their independence even before the rise of the Almoravids. The Almoravids simply facilitated the slow disintegration of the Ghana Empire by adding economic pressure to already strained political relations with its suzerain states; the military conquest hypothesis is just not supported by available evidence.”

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

(6) **Must use acceptable referencing format as suggested for each specific assignment.**

Other Grades:

A “D” paper is one that fails to meet all the above criteria and suggests that the author has limited knowledge of the topic or lacks interest in the subject.

A paper that is not relevant for the course will also end up with a D or C-

A well-written but descriptive paper will be awarded at most a B grade

A B+ or A- will depend on the degree of quality in comparison with an “A” paper.

GRADING SCALE

93 and above=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 59.9=E

Part I: Africa before 1960s

WEEK 1 Lesson 1
Introduction
Readings: None
Documentary: Basil Davidson, *The Africans: Different but Equal*
Lecture: Introduction
 Syllabus quiz closes at 11:59 pm on Sunday
 Map exercise due by 11:59 pm on Sunday

WEEK 1 Lesson 2
The Partition of African and Africans' Resistances
Readings: See Carmen. Additional readings in lecture notes
Documentary: Basil Davidson: *Mastering a Continent*
 Map quiz is due by 11:59 pm on Sunday
 Quiz 1 closes at 11:59 pm on Sunday

WEEK 2 Lesson 1
Colonial Rule and its Atrocities
Readings: Osborn, "Circle of Iron.;" Robert Harm,
2 Documentaries:
 (1) *Congo: White King, Red Rubber, Black Death*
 [http://www.youtube.com/watch?v=wpibEk3lUg0]
 (2) *Namibia: Namibian Genocide* [http://topdocumentaryfilms.com/namibia-genocide-second-reich/]
 Discussion 1 closes at 11:59 pm on Sunday
 Note: responses to the discussion prompts are due by noon on Wed.

Part II: Decolonization and Independence (1950s to 1960s)

Week 2 Lesson 2
Pan-Africanism and Decolonization in West Africa
Readings: See Carmen. Additional readings in lecture notes
 Quiz 2 closes at 11:59 pm on Sunday

Week 3 Lesson 1
Violent Decolonization
Readings: See Carmen. Additional readings in lecture notes
 Documentaries: *Mau Mau and Amandlah*
 Quiz 3 due by 11:59 pm on Sunday
 Discussion 2 closes by 11:59 pm on Sunday
 Note: responses to the discussion prompts are due by noon on Wed.

Part III: Cold War and Crises of Nation-Building

- Week 3** **Lesson 2**
Cold War in Africa and the Challenges of Nation-Building
Readings: See Carmen. Additional readings embedded in lecture notes.
 Movie/Documentary: *Patrice Lumumba* and *Thomas Sankara*
 Historical Document Analyses due by 11:59 pm on Sunday
- Week 4** **Lesson 1**
Civil Wars, Coup d'états and Stagnated Economic Development
Readings: See Carmen. Additional readings in lecture notes
 Discussion 3 closes at 11:59 pm on Sunday
 Note: responses to the discussion prompts are due by noon on Wed.
- Week 4** **Lesson 2**
 Midterm exam
- Week 5** **Lesson 1**
Debt Crises
Readings: *Taking Sides*, p 72-94; 275-288; Sayre Schatz, "The World Bank's Fundamental Misconception in Africa." Copies on Carmen
 Discussion 4 closes at 11:59 pm on Sunday
 Note: responses to the discussion prompts are due by noon on Wed.

Part IV: Themes in Modern African History

- Week 5** **Lesson 2**
US, China and Africa post-Cold War
Readings: See Carmen. Additional readings embedded in lecture notes.
 Discussion 5 closes by 11:59 pm on Sunday
 Note: responses to the discussion prompts are due by noon on Wed.
- Week 6** **Lesson 1**
Brain Drain: Emigration and its Impacts
Readings: See Carmen. Additional readings embedded in lecture notes.
 Quiz 4 due by 11:59 pm on Sunday
- Week 6** **Lesson 2**
Post-Cold War Waves of Democratization
Readings: Gumisai Mutume, "Women break into African Politics." Additional readings embedded in lecture notes
 Discussion 6 due by 11:59 pm on Sunday
 Note: responses to the discussion prompts are due by noon on Wed.
- Week 7** **Lesson 1**
Leisure and Culture: The Historical Dynamics of Soccer
Readings: See Carmen
 Quiz 5 due at 11:59 pm on Sunday
- Week 7** **Lesson 2**

Africa: An Emerging World Business Partner

Readings: See Canvas. Additional Readings embedded in lecture notes

6th quiz closes at 11:59 pm on

7th Discussion closes at 11:59 pm on Sunday

Responses to the prompts are due by noon on Wed.

Final exam due by 11:59 pm on

8th Discussion closes by 11:59 pm on Wed.

Note: *This syllabus may be revised if necessary and students will be informed of such revision in advance.*

Ohio State University The Department of History Course: History 2303 (History of Africa after 1870)				
Instructor Dr. Ousman Kobo Kobo.1@osu.edu Office: 247-2719	GTAs S. Honchell K. Ngonya	Term Spring 2013	Meeting Hall: Hitchcock 0035 Lecture Time: T/Th 11:30-12:48	Office Hours Wed 11:00-1:00 & By Appointment @ 157 Dulles Hall

Course Summary and Objectives

This segment of the African civilization survey employs a multi-disciplinary approach to explore specific themes in Africa's political, social, and economic history from 1870 to the present. We will begin with European partition of Africa and subsequent imposition of colonial rule as well as the evolution of pan-Africanism and African nationalism that culminated in decolonization. We will then proceed to examine the strategies and challenges of nation building and the local and global contexts that facilitated and or inhibited Africans' search for political stability and economic development. Moving beyond the dismal image of a static and perpetually "backward" Africa prevalent in Western media, the course highlights areas where the continent has made and is still making significant progress, even as we accentuate the complexity of the continent's political and economic history and the difficulties of building the foundations for sustainable economic development and political stability. The diversity of the materials selected for the course, the multidisciplinary approach of the lectures, along with the in-class group debates, are intended to encourage critical thinking and to help students nurture a global perspective crucial for understanding historical events. This course will thus help students become informed, productive, and principled citizens of their nation(s) and the world.

GEC Fulfillments:

The course fulfills the GEC social diversity - international issues (Global) and historical survey requirements.

By the end of this course, I expect students to:

1. Develop or sharpen knowledge of how past events influence today's society; acquire a perspective on history and an understanding of the factors that shape human activity.
2. Display knowledge about the origins and nature of contemporary issues and develop a foundation for future comparative understanding of historical events.
3. Acquire the skills for thinking, speaking and writing critically about primary and secondary historical sources by examining diverse interpretations of past events and ideas in their specific historical contexts.

- 4 Exhibit an understanding of political, economic, cultural, physical, and social differences among the nations of the world, including a specific examination of non-Western culture.

Textbooks:

The following required readings are available for purchase at SBX, but you should feel free to order them from any online bookstore of your choice.

Richard Reid, *A History of Modern Africa*, Wiley-Blackwell (2009)
ISBN: 978-1405132657

David Birmingham, *The Decolonization of Africa*, Ohio University Press (1995)
ISBN: 0-8214-1153-5

Course Requirements

Map Quiz (5%) Wed. April 6

The map quiz will test students' knowledge of independent African countries by correctly identifying fifty African countries on a blank map. There are free African maps online

Midterm Exam (25%) Thursday April 28

Students will take an in-class midterm exam covering our discussions up to week 5.

Final Exam (25%) Tuesday June 7 @ 3:30

The take-home final will comprise one long essay of about 4-5 pages (double-spaced). You will be given the questions on Tuesday May 31st and your completed essays must be uploaded on a Carmen dropbox by 3:30 pm on Tuesday June 7. If you are more comfortable submitting a hardcopy to us instead of the electronic copy, please arrange it with your GTA.

Quizzes (25%)

Students will take 7 in-class pop quizzes of 5 multiple-choice questions per quiz from the second to tenth week. Only the best 5 of the 7 quizzes will count toward the final grades. The weekly quizzes are designed to motivate students to attend lectures and to do the readings. Generally, the questions will test students' knowledge of important individuals and historical episodes discussed in the assigned readings and in the lectures of that week and or the preceding week. Please note that there will be no make-up quizzes except in documented emergency situations, in which case, the student will be required to do a different assignment in lieu of the quiz.

Debates (10%)

We will hold some debates during recitation sessions and lectures on specific topics. This exercise is intended to help us engage with critical and complex historical issues using our contemporary knowledge. Students who take these debates seriously by preparing and assuming leadership roles will earn the full 10%. While I do not envision anyone earning less than 8% in this assignment, free riders, i.e. those who demonstrate total disinterest in the exercise and defer the burden to other members of their group, will earn

less than 8%. I therefore encourage students to demonstrate interest in this exercise since it is considered part of the learning process and course requirement.

Recitation (10%)

GTA will decide how to distribute the 10% recitation grade.

Attendance Policies

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

Our Commitment to Your Success

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

Religious Holidays

We respect all religious holidays. You should therefore not hesitate to request an excuse to be absent from lectures or recitation for the purpose of observing a verifiable religious holiday.

Academic Misconduct

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term academic misconduct includes all forms of misconduct wherever committed, including but not limited to cases of plagiarism and dishonest practices in connection with examinations. I am required to report all instances of alleged academic misconduct to the committee. Please consult the Code of Student Conduct at (http://studentaffairs.osu.edu/resource_csc.asp) for additional information. Here is a direct link for discussion of plagiarism:

http://cstw.osu.edu/writingCenter/handouts/research_plagiarism.cfm.

Disability Services

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

OSU Writing Center

I strongly recommend that you make good use of the Writing Center for assistance.

Seeking assistance from the Writing Center DOES NOT constitute academic misconduct. Consult the Center's website for further information. <http://cstw.osu.edu>

Announcement from the Chair of Department of History

The Chair of the Department wants all students to know that they must be officially enrolled in the course by January 14. No requests to add the course will be approved by the Chair of the Department after that date. Enrolling officially and on time is solely the responsibility of the student.

Basic Reading Strategies

Some of the materials for this course are quite dense, new and challenging. We do not expect you to memorize all the names of individuals and places mentioned in your readings, or the specific dates of events, except those emphasized in the readings and lectures. Rather, we want you to understand important events and the debates surrounding those events in order to be able to engage in class discussions and to do the assignments. Thus, some of you may find the following directions on how to read these materials helpful, especially the short journal articles. First, read the introduction and conclusion to identify the main arguments. Write these down. Read the entire text quickly for details and supporting evidence. Go back and read relevant parts of the introduction and conclusion, and then examine the evidence that support the argument. Is the writer providing general information about a historical event or is s/he participating in a debate about a specific argument that historians have not agreed upon? What does the writer contribute to the larger literature? Are you convinced and why? Write down what you have learned from the reading. Speed-reading is good but do not read too fast as to miss the main points. Again, ignore difficult names that are not pertinent to the main idea. I have provided some questions (in italics) to guide you in assessing relevant materials in the readings. Read those questions carefully before you begin the week's readings. They will give you some ideas about what to focus on and what to expect during lectures.

WEEK 1 Africa before the Colonial Conquests

M	3/28	Recitation Session Introduction
T	3/29	Introduction: African People, Topography and Culture
W	3/30	Practice map quiz (only the 54 independent African countries, including the islands)
TH	3/31	"Legitimate Commerce" as Prelude to Colonial Conquests <i>Modern Africa</i> , chs 2 & 4

WEEK 2 Colonial Conquests and Colonial Rule

- M 4/4 Practice Map Quiz
Discuss the strengths and weaknesses of the argument that “legitimate commerce” led to European conquests of Africa.
Re-read: *Modern Africa*, chs 2 & 4
- T 4/5 **Colonial Conquests and African Resistances**
Read: *Modern Africa*, chs 9 & 10
- W 4/6 Discuss the factors that facilitated European conquests of Africa.
What role did Christian missionaries and explorers play in the conquests of Africa? Were the objectives of European imperial powers identical with those of Christian missionaries and explorers?
Read: *Modern Africa*, chs 8 & 11
Map quiz
- TH 4/7 **Colonial Rule: Settler and non-Settler Colonies**
Read: *Modern Africa*, ch 12

WEEK 3 Colonial Rule

- M 4/11 **Documentary: Congo: White King, Red Rubber, Black Death**
No reading
- T 4/12 Africa in WW I and WW II
Read: *Modern Africa*, 13
- W 4/13 Discuss the documentary *Congo: White Kings*
Discuss the different approaches to colonial rule and the effects of these approaches on the colonized
- TH 4/14 Africa in WW I and WW II
Read: *Modern Africa*, 16 & 17

WEEK 4 Decolonization

- M 4/18 Discuss Africans’ role in the liberation of Europe during the two world wars. *How did the two wars affect Africans economically? How did these wars help to shape African liberation?*
Read: *Modern Africa*, 14, 15 & 17
- T 4/19 Prelude to Decolonization: The African Diaspora Initiatives
The Decolonization of Africa p 1-8
- W 4/20 GTA Freelance

TH 4/21 Decolonization in West Africa
Read: *Modern Africa*, ch 18 & 19; *The Decolonization of Africa*, p 25-38

WEEK 5 Decolonization

M 4/25 **Review for Midterm**

T 4/26 Decolonization in East and Central Africa
Modern Africa, p 290-323; *The Decolonization of Africa*, p 39-53
Documentary, *No Easy Walk to Freedom: Kenya*

W 4/27 Midterm Review

Th 4/28 **Midterm Exam**

Week 6 Independence

M 5/2 Discuss liberation struggles in Belgian and Portuguese colonies. Why were Belgium and Portugal reluctant to grant independence to their respective colonies?
Read: *The Decolonization of Africa*, p 55-69

T 5/3 South Africa: Independence and Apartheid
Read: *The Decolonization of Africa*, p 55-69; *Modern Africa* ch 4

W 5/4 Women and the Liberation of S. Africa
Documentary: Excerpts from *Amandlah*
Read: Kim Miller, "Moms with Guns: Women's Political Agency in Anti-Apartheid Visual Culture," *African Art*, vol 42, no. 2 (Summer 2009): 68-75 [Carmen]

Th 5/5 South Africa
Guest Lecture

Week 7: African Nation-Building and International Political Economy

M 5/9 Africa, Cold War and Nation-Building
Read: *Modern Africa* chs. 20 & 21
Documentary: Patrice Lumumba

T 5/10 Nation-States or Continental Federation of Independent States?
Critical Debate: African Continental Unity: Addis Ababa, Ethiopia (1963)
By 1962, most of Africa had been decolonized and African leaders began to consider a number of options that would safeguard their sovereignties.

One of these concerned integrating the various independent countries into one nation. Why did this idea fail?

Read: Kwame Nkrumah, [Africa Must Unite](#) [Extracts on Carmen; Internet sources such as YouTube permitted]

W 5/11 Discuss *Lumumba*
Read: Handout [primary documents]

Th 5/12 Comparing African Economic Strategies
Read: *Modern Africa* ch 21

Week 8: Africa and International Political Economy

M 5/16 African Leadership and the Cold War
Documentary: Thomas Sankara
Compare and contrast the leadership styles of Thomas Sankara and Patrice Lumumba and the internal and external political impetus that influenced their leadership styles. Read official websites for information on Thomas Sankara (Wikipedia is acceptable).

T 5/17 Africa and the World Bank
Karamo Songo, "Debt in the Eye of a Storm: The African Crisis in a Global Context," *Africa Today*, vol. 37, no. 4, (1990): p. 15-28
Documentary: *Africa: The Debt Crisis, Zambia*

W 5/18 The Economic Solution Debates
Critical Debate:
Issue 1: *Should the advanced countries forgive Africa's debts in the form of Africa's Marshall Plan?* Group 1 (Yes) Group 2 (No)
Issue 2: *Has foreign aid been detrimental to Africa's political development?* Group 1 (Yes) Group 2 (No)
Issue 3: *Has the free-market system been useful in solving Africa's economic crises?* Group 1 (Yes) Group 2 (No)
Readings on Carmen

Th 5/19 Women in African History
Gumisai Mutume, "Women break into African Politics," *African Recovery*, vol. 18, no 1 (April 2004)
[<http://www.un.org/ecosocdev/geninfo/afrec/vol18no1/181women.htm>]

Week Nine: Africa and the Post-Cold War

M 5/23 Africans and Migration: A Brain Drain or a Brain Gain?
Read: F. Njubi Nesbitt, "African Intellectuals in the Belly of the Beast: Migration, Identity, and the Politics of Exile," *African Issues*, vol. 30, no. 1 (2002): 70-75

Critical Debate: *Is the migration of African workers, intellectuals and professionals to the advanced world good for Africa's development?*

Group 1: Yes. The migration of African workers, intellectuals and professionals to the advanced world is good for Africa's development.

Read: Kwabena O. Akurang-Parry "Passionate Voices of Those Left behind: Conversations with Ghanaian Professionals on the Brain Drain and Its Net Gains," *African Issues*, vol. 30, no. 1 (2002): 57-61; Uwem E. Ite, "Turning Brain Drain into Brain Gain: Personal Reflections on Using the Diaspora Option," *African Issues*, vol. 30, no. 1 (2002): 76-80

Group 2: No. The migration of African workers, intellectuals and professionals to the advanced world is not good for Africa's development.

Read: Abdoulaye Gueye, "Dark Side of the African Brain Drain: Experiences of Africans Holding Doctoral Degrees in Social Sciences and Humanities Living in France," *African Issues*, vol. 30, no. 1 (2002): 62-65; Ali Mazrui, "Brain Drain between Counterterrorism and Globalization," *African Issues*, vol. 30, no. 1 (2002): 86-89; Soumana Sako, "Brain Drain and Africa's Development: A Reflection," *African Issues*, vol. 30, no. 1 (2002): 25-30

- T 5/24 Post-Cold War Africa: Shifting Trajectories of Africa's Relationship with the United States and China
Read: Michael Klare and Daniel Volman, "America, China and the Scramble for Africa's Oil," *Review of African Political Economy*, vol 33, no. 108 (2006): 297-309
- W 5/25 Discuss the costs and benefits of Africa's relations with the US and China.
Read: Kobo, "Africa and China" [**On Carmen**]; Stephanie Hanson, "Africa, China and Oil" [**On Carmen**]
- Th 5/26 AFRICOM
Guest Speaker:

Week Ten

- M 5/30 Holiday
- T 5/31 Africa's Democracy and its Malcontent
Guest Speaker

*****Questions for Final Exams Distributed*****

- W 6/1 Mechanics of Writing and Review for Finals

Th 6/2 Summary: How do we explain Africa's persistent economic and political instabilities in historical terms?

Note: *This syllabus may be revised if necessary and students will be informed of such revision in advance.*

Arts and Sciences Distance Learning Course Component Technical Review Checklist

Course: History 2303

Instructor: Ousman Kobo

Summary: History of Africa since the 1960s.

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 OSU Secured Media Library Proctorio
6.2 Course tools promote learner engagement and active learning.	X			<ul style="list-style-type: none"> Carmen Discussion Forums Zoom office hours Asynchronous lectures
6.3 Technologies required in the course are readily obtainable.	X			All tech is readily accessible and available.
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 tools are used
Standard - Learner Support				
7.1 The course instructions articulate or link to a clear description of the technical support offered and how to access it.	X			Links to 8HELP are provided.
7.2 Course instructions articulate or link to the institution's accessibility policies and services.	X			a
7.3 Course instructions articulate or link to an explanation of how the institution's academic support services and resources can help learners succeed in the course and how learners can obtain them.	X			b
7.4 Course instructions articulate or link to an explanation of how the institution's student services and resources can help learners succeed and how learners can obtain them.	X			c
Standard – Accessibility and Usability				
8.1 Course navigation facilitates ease of use.	X			Recommend using the Carmen Distance Learning “Master Course” template developed by 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 tools are 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.

Reviewer Information

- Date reviewed: 2/23/21
- Reviewed by: Ian Anderson

Notes: Dates should be added to the weekly schedule.

^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/>