**Course Proposal for the Loyola Core - Sport & Society in 20th Century Africa**

Department: History

Instructor: Dawson McCall

LC Section: History II, 200 Level (Knowledge & Values Courses)

1. **Description**: This course provides a survey of 20th Century African history through the lens of sport as a social practice. It seeks to answer two central and related questions: What can the study of sport tell us about social, political, and cultural change in 20th Century African history? How have Africans across the continent and around the world understood, practiced, used, and changed sports during this period? To answer these questions, students will explore units which study indigenous African sporting practices, the colonial introduction of Western sport to the African continent, African responses to colonially derived sporting practices, the role of sport in African independence movements and post-colonial nation-building efforts, challenges and social barriers in sport and broader post-colonial African society, and the role of sport in movements for human rights and community development in different African contexts.

Through these topics, students will explore a range of themes central to the study of 20th Century African history. These themes include how individual Africans have asserted their agency by preserving and changing indigenous social practices to fit contemporary needs, how Africans have adopted and adapted colonially derived social practices for their own benefit, and how Africans and African communities have used sport to seek meaning and agency in the midst of contested projects of colonialism, nation-building, economic development, and globalization.

Course materials include a range of primary and secondary source materials, including peer reviewed scholarly articles and book chapters, excerpts from memoires, transcribed interviews, newspapers, recorded interviews, quantitative databases, and documentary films. Course materials are designed to provide students with a view of 20th Century African history from a range of diverse, African perspectives and help students become comfortable with reading, reviewing, and analyzing a range of historical sources. Assessments include map quizzes, short analytical papers, reflection essays, self-assessments, and a research project. All assessments are designed for students to demonstrate knowledge of 20th Century African history themes and develop historical thinking skills, research capabilities, the ability to engage productively in scholarly historical debates, and to engage in active self-assessment of intellectual growth throughout the semester.

Student progress will be evaluated and assessed through a range tools. Map quizzes will assess students’ basic knowledge of contemporary African urban and political geography (i.e. cities and nation-states). Short analytical papers will be assessed by the instructor based on a rubric aimed at measuring historical thinking and writing skills. These assignments are designed for students to improve their abilities to pose historically relevant arguments, utilize accurate and representative evidence from a range of primary and secondary sources, summarize and analyze evidence in support of an argument, and produce organized and clearly written essays that achieve these goals.

In addition to these analytical papers, students will take part in a research project that requires them to develop a relevant research question, find secondary and primary sources, conduct independent research, and produce a paper and a presentation communicating their findings. As a scaffolded and guided project, students will be required to submit a preliminary research proposal, compile an annotated bibliography of secondary materials, meet with the instructor to review progress and trouble-shoot problems, visit Loyola’s Office of Writing and Learning Services for a rough draft consultation, submit a research paper to be reviewed by the instructor, present their findings in class to their peers, and respond to instructor feedback on the final research paper through a self-assessment to be turned in during exam week.

In addition, throughout the semester, students will engage in a process of self-assessment in which they will complete a series of short reflection papers, monthly journal entries, and self assessments aimed at engendering meta-analysis of their intellectual development.

2. **Format**: This course is organized in a combined seminar-lecture format. Classes will generally be split between a question-answer discussion session and lecture. During the question-answer session, students will be asked to read a short primary source which relates to the day’s assigned preparation (i.e. previous night’s readings or viewing of a documentary). After reading the primary source, students will be prompted with a discussion question and asked to take part in a short, small-group discussion (2-3 people for approximately 3-5 minutes) in which they connect the chosen primary source document to the themes and content of that day’s preparation. After small-group discussions, students will be invited to share their responses and thoughts with the class. During larger class discussions, we will work to identify the core arguments, takeaways, and/or lessons from the assigned readings. These question-answer and discussion sessions will generally last between 15-20 minutes. The remaining two-thirds of the period will be dedicated to a lecture aimed at providing deeper/broader historical context for the subjects/themes under study. The goal of lectures will be to connect the themes of assigned readings to the historical content and arguments under review for that week.

3. **Goals**: In addition to providing an engaging and unique way of teaching African history, this course seeks to contribute to the goals of the Loyola Core by achieving the learning outcomes outlined under the History II course description. The course’s goals (i.e. learning outcomes) are the following:

a. To expand students’ abilities to understand, critique, and synthesize complex historical arguments about the past based on reading and responding to a range of primary and secondary source materials.

b. To improve students’ abilities to build research bibliographies by finding, summarizing, and describing quality sources on their own.

c. To improve students’ abilities to draft, critique, revise, and answer research questions that engage already existing scholarly debates through the use of peer-reviewed secondary sources and primary source materials that they find on their own.

4. **Grades & Assessments**:

| Course Goal or SLO | Graded Assignment | Course Assessment |
| --- | --- | --- |
| To expand students’ abilities to understand, critique, and  synthesize complex historical arguments about the past based on reading and responding to a range of primary and secondary source materials. | Reaction Papers | - See rubric for assessment instrument (Course  Syllabus, Appendix C,  “Rection Paper Rubric,” p 18)  - Benchmark will be for 70% of students to achieve  desired criteria. |
| To improve students’ abilities to build research bibliographies by finding, summarizing, and  describing quality sources on their own. | Annotated Bibliography for Research Project | - See rubric for assessment instrument (Course  Syllabus, Appendix D,  “Annotated Bibliography Rubric,” p 20)  - Benchmark will be for 70% of students to achieve  desired criteria. |
| To improve students’ abilities to draft, critique, revise, and answer research questions that engage already existing scholarly debates through the use of peer-reviewed secondary sources and primary source materials that they find on their own. | Research Paper | - See rubric for assessment instrument (Course  Syllabus, Appendix D,  “Research Paper Rubric,” p 20)  - Benchmark will be for 70% of students to achieve  desired criteria. |

5. **Competencies**: List the LC Core Competencies this course will specifically address. This will tell the SCCC what university level assessments to apply with this course. a. Critical Thinking

b. Communication

c. Information Literacy

i. Students will utilize information provided by the instructor, as well as sources they find on their own. Students will be charged with finding, summarizing, evaluating, and synthesizing peer-reviewed scholarly articles and primary

sources for their research project. Primary sources may include newspapers, memoires, digitally available interviews, oral histories, and quantitative data,

depending on students’ chosen research and analytical methodology.

6. **Features**: Are there additional criteria this course accomplishes or highlights (if any)? a. None