

Group 1: Academic Staff - Lecturers / Tutors / Educators (Classroom work)

Plan for Integration of GCDE into your teaching, research, projects or practice.

Discipline: Francophone African Studies

Department and School: Department of French, School of Languages, Literatures and Cultures

Pedagogy

Title of Teaching Module and Book of Modules Code: *FR2311 Africa: Colonialism to Continental Crisis*

Module Description:

Through the study of a diverse range of primary texts, including historical documents, political writings, literary works and newspaper articles, students will learn about the long-term consequences of European colonialism in Africa with a focus on the Great Lakes Crisis. In particular, students will learn how porous, overlapping boundaries—based on culture, trade and language—were replaced with neat, rigid delineations, based on Western imperial interests; how traditional subsistence economies were destroyed by the pursuit of resources needed to fuel European manufacturing needs; how independence led many emerging African nations to stagnate as they found themselves caught between French neo-colonialism and US cold war interests; how the collapse of the communist empire highlighted unanswered questions about legitimacy, citizenship, identity, democracy, and poverty, resulting eventually in the 1994 Rwanda genocide; and finally how fermenting democratic ideas, the realities of persistent institutional authoritarianism, and continued failures and misunderstandings of the international community, provided the conditions for this crisis to spread, leading to what some scholars have termed “Africa’s World War”.

Learning Outcomes:

On successful completion of this module, students should be able to:

- Demonstrate awareness and understanding of the historical and political trends that have shaped African societies
- Describe and analyse the causes and consequences of conflict in post-colonial societies
- Evaluate critically the role played by colonial and post-colonial powers in African conflicts
- Gain experience in the analysis of political, historical and theoretical texts written in French
- Develop an understanding of complex ideas in their political and historical context
- Engage in critical and analytic reflection and form judgements on the basis of ideas acquired
- Engage in independent research

Assessment details:

The module is assessed by examination (100% of total mark). There will be 4 essay-style questions, each of which will focus on 1 of the 4 key themes that will emerge across the module:

1. The debate over history: colonial history and violence in the Great Lakes region
2. The role of the international community in African conflicts
3. Post-conflict justice
4. New leaders, new politics?

Students must answer 2 essay questions out of the 4 provided.

Existing GCDE practice (e.g. themes, theory, skills, values, student actions, teaching methodologies, global/local links, root causes of injustice):

Plan for integration of GCDE approach to your teaching:

1. Global Citizenship and Development Education Learning Objectives.

The module already includes many aspects of GCDE, particularly, themes, theory, skills, and values, causes of injustice etc. because it teaches them about a postcolonial conflict in Africa. Students learn about the legacy of colonial racism, the failures of the international community and the misrepresentation of this highly significant genocide and war.

Where the module could be improved is in terms of student actions and global local links. The GCDE learning objectives will therefore be as follows:

- To encourage student action by asking them to organise a commemoration ceremony in honour of the victims of the 1994 genocide against the Tutsi – the first such event ever held in Cork.
- To foster local/global links through bringing the memory of this African event to Cork.

1. How will you assess what students have learned?

Students will be assessed through their participation in the commemoration event and will be given the opportunity to reflect on their experience afterwards. This will not be a formal assessment.

1. Methodologies: What methodologies will you use in the classroom?

4 hours of class time will be dedicated to helping students prepare for the commemoration ceremony. Students will have the opportunity to work individually or in groups and will be asked to produce a piece of creative work to present at the ceremony. This could be a poem, a short prose piece, a picture, a video, a song, any form of creative expression that captures their personal experience of learning about the genocide against the Tutsi in Rwanda.

1. Curriculum: what GCDE themes or knowledge will you cover in your module?

Students learn about many of the development education themes in this module including colonialism, inequality, child mortality, civil and political rights, freedom of speech, equality based on gender, ethnicity, and colour, forced migration, refugee and asylum seeker rights, globalisation, intercultural communications, race, ethnicity, interdependence, unequal trade flows, debt repayments, humanitarian and emergency aid, NGO aid, impact of aid, justice, international systems, conflict, war, peace and stability.

1. Framing/Positioning: what GCDE themes, theories, philosophical underpinning, framing or knowledge will you cover in your module?

The module already covers postcolonial theory. Through students' active participation in and organisation of the commemoration ceremony, the students will also learn about global citizenship as this will enable them to engage in something that moves beyond the domestic political community.

1. Local/Global: how can you make local and global connections, from a global justice perspective, with these themes?

We hope to invite Rwandans and other international members of the local community to attend the commemoration event. If we can get the budget, we will also invite an international speaker to also participate in the event, such as a prominent genocide survivor or anti-genocide activist.

1. **Values / Ethics: What values or ethical approaches to their studies/life, do you want your students to reflect upon or develop?**

Students will study colonial racism and its impact on African society, they will also learn about the failures of the international community to respond adequately to the crisis in Rwanda and later the DRC. In doing so, they will learn about the need to challenge contemporary racism, recognising its colonial roots and dangerous consequences.

1. **Action: what action/s do you want your students to take as a result of their GCDE learning?**

I would like students to organise a commemorating ceremony that will be held in honour of the victims of the 1994 genocide against the Tutsi.

1. **Skills: What skills do students need to achieve the GCDE learning outcomes?**

Students enrolled on this course will develop the following skills: Critical thinking, Communication skills, Creativity, Problem solving, Perseverance, Collaboration, Global awareness, Self-direction, Social skills, Literacy skills, Civic literacy, Social responsibility, Innovation skills and Thinking skills.

1. **Practical considerations: e.g. what resources do you need? How many classes can include a GCDE theme or approach? In those classes can you outline the different sections of the class using a class planning template?**

The event will depend on Covid restrictions. We hope to arrange an in-person event but this will migrate on line if necessary. It would really enhance the event if we could get an external speaker, so I will apply for money to invite someone.