

## Term Information

Effective Term Summer 2019  
*Previous Value* Summer 2012

## Course Change Information

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

We propose to make this course available in an online version

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

This has been a popular course and will increase access to the GE for our students

**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)?

None

**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	African American & African Std
Fiscal Unit/Academic Org	African-Amer & African Studies - D0502
College/Academic Group	Arts and Sciences
Level/Career	Undergraduate
Course Number/Catalog	1121
Course Title	African Civilizations to 1870
Transcript Abbreviation	Afr Civ to 1870
Course Description	Exploration of the political, social, and economic history of precolonial African civilizations, using a variety of interdisciplinary approaches and materials.
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	Sometimes
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>	<i>No</i>
Grading Basis	Letter Grade
Repeatable	No
Course Components	Recitation, Lecture
Grade Roster Component	Lecture
Credit Available by Exam	No
Admission Condition Course	No
Off Campus	Never
Campus of Offering	Columbus, Mansfield

## Prerequisites and Exclusions

**Prerequisites/Corequisites**

Prereq: English 1110

[Previous Value](#)

[Prereq: English 1110 \(110\).](#)

**Exclusions**

Not open to students with credit for 121.

**Electronically Enforced**

No

## Cross-Listings

**Cross-Listings**

## Subject/CIP Code

**Subject/CIP Code**

05.0101

**Subsidy Level**

General Studies Course

**Intended Rank**

Freshman, Sophomore, Junior, Senior

## Requirement/Elective Designation

General Education course:

Historical Study; Global Studies (International Issues successors)

The course is an elective (for this or other units) or is a service course for other units

## Course Details

**Course goals or learning objectives/outcomes**

- Africa and the Atlantic world

[Previous Value](#)

**Content Topic List**

- Ancient kingdoms
- Early human evolution in Africa
- Civilization of Egypt and Northeast Africa
- Civilizations of North and West Africa
- Civilization of East Africa

**Previous Value**

- *Physical and social environment*
- *Early human evolution in Africa*
- *Civilization of Egypt and Northeast Africa*
- *Migration, technology, and culture*
- *Early Christianity in Africa*
- *Civilizations of North and West Africa*
- *Civilization of East Africa*
- *Africa and the Atlantic world*
- *Central and Southern Africa, 1500-1880*
- *North and West Africa, 1500-1880*
- *East Africa: 1500-1880*
- *Southern Africa, 1500-1870*
- *Prelude to European imperialism: geographical exploration and trade*

**Sought Concurrence**

No

**Attachments**

- 1121\_Spring 2019\_ Revised\_4Mar2019.docx: Revised syllabus  
*(Syllabus. Owner: Skinner, Ryan Thomas)*
- AFAMAST 1121\_ONLINE\_ Revised\_4Mar2019.docx: Revised online syllabus  
*(Syllabus. Owner: Skinner, Ryan Thomas)*
- GE\_Assessment\_Form\_AAAS\_SP19\_1121\_ Revised\_4Mar2019.docx: Revised GE assessment  
*(GEC Course Assessment Plan. Owner: Skinner, Ryan Thomas)*
- AFAMAST\_1121\_TechSheet.docx: Tech sheet  
*(Other Supporting Documentation. Owner: Skinner, Ryan Thomas)*
- ASC DL Course Syllabus Template Final 2018.docx: Course syllabus template  
*(Other Supporting Documentation. Owner: Skinner, Ryan Thomas)*
- AFAMAST 1121\_ONLINE\_ Revised\_11Apr2019.docx: Updated syllabus revision, 4/10/19  
*(Syllabus. Owner: Skinner, Ryan Thomas)*
- GE\_Assessment\_Form\_AAAS\_SP19\_1121\_ Revised\_11Apr2019.docx: Updated GE assessment revision, 4/10/19  
*(GEC Course Assessment Plan. Owner: Skinner, Ryan Thomas)*

**Comments**

• Notes on revisions:

1. Under the discussion board section, we added a few sentences that deal with engagement:

"The instructor will also engage in discussion by posting a topic that students can choose to respond to and engaging with the responses. At the end of each week the instructor will provide a written response that places the discussions in the proper historical context and offer feedback on the topics explored."

2. Under the section on their papers, we added:

"Students will be expected to schedule a time to meet with the instructor virtually to discuss the progress of their papers at least once during the semester and at least 5 days prior to the papers due date."

3. In the GE ELO's, we change the wording from milestone 2/milestone 3 to "fair" and "good" requirements throughout. *(by Skinner,Ryan Thomas on 04/11/2019 10:06 AM)*

• See 4-5-19 feedback email. *(by Vankeerbergen,Bernadette Chantal on 04/05/2019 12:33 PM)*

• Please expedite this request. Bernadette and I worked closely with the Undergraduate Director to prepare this revision to the course. *(by Heysel,Garett Robert on 03/19/2019 10:47 AM)*

**Workflow Information**

Status	User(s)	Date/Time	Step
Submitted	Skinner,Ryan Thomas	03/19/2019 10:45 AM	Submitted for Approval
Approved	Skinner,Ryan Thomas	03/19/2019 10:46 AM	Unit Approval
Approved	Heysel,Garett Robert	03/19/2019 10:47 AM	College Approval
Revision Requested	Vankeerbergen,Bernadette Chantal	04/05/2019 12:34 PM	ASCCAO Approval
Submitted	Skinner,Ryan Thomas	04/11/2019 10:06 AM	Submitted for Approval
Approved	Skinner,Ryan Thomas	04/11/2019 10:11 AM	Unit Approval
Approved	Heysel,Garett Robert	04/11/2019 10:39 AM	College Approval
Pending Approval	Nolen,Dawn Vankeerbergen,Bernadette Chantal Oldroyd,Shelby Quinn Hanlin,Deborah Kay Jenkins,Mary Ellen Bigler	04/11/2019 10:39 AM	ASCCAO Approval

The Ohio State University  
The Department of African American and African Studies  
Course: AFAMAST 1121  
African Civilizations to 1870

**Professor: Dawn Chisebe**

**Term: Spring 2019**

**Meeting Hall/Time: Hale Hall 110A  
Monday/Wednesday 12:45pm-2:05pm**

**Hours/Location: M/W 2:30-3:30pm and by appointment  
386E University Hall**

**E-Mail:** My e-mail address is [chisebe.1@osu.edu](mailto:chisebe.1@osu.edu) Please understand that I will answer e-mail messages **Monday-Friday from 9am-5pm** and will respond to e-mail messages sent during those times within 24 hours. Ensure that when you send an e-mail you identify who you are and which course you are taking. Please be sure to first consult the syllabus for answers prior to sending out your e-mail.

### **Course Summary and Objectives**

This section of the African civilization survey examines Africa through a multi-disciplinary lens beginning with Ancient Kingdoms and moving through the Atlantic Slave Trade. In this course, we will explore major themes in Africa's political, social and economic history, while engaging issues within specific African Kingdoms and Empires, as well as in the global world. As such, we will begin by discussing the origins of cultures and move through discussing kingdoms such as Egypt, Kmt, Kush, Nubia, Zimbabwe, Ghana, Mali, and Songhai. We will end at the peak of the Atlantic Slave Trade. This course moves thematically through areas such as spirituality, culture, identity, and trade relationships, along with many of the issues that have arisen in the documentation of African history. This course should provide students with the tools to examine Africa's past. Students should leave this course with the ability to engage in well-informed discussions on modern Africa and place Africa's current problems and issues in their wider historical context.

## GE Course Information:

- Diversity: Global Studies
  - Goals
    - Students understand the pluralistic nature of institutions, society, and culture in the United States and across the world in order to become educated, productive, and principled citizens.
  - Expected Learning Outcomes
    - Students understand some of the political, economic, cultural, physical, social, and philosophical aspects of one or more of the world's nations, peoples and cultures outside the U.S.
    - Students recognize the role of national and international diversity in shaping their own attitudes and values as global citizens.
- Historical Study
  - Goals
    - Students recognize how past events are studied and how they influence today's society and the human condition.
  - Expected Learning Outcomes
    - 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.

## Textbooks:

**The following required readings are available for purchase at Barnes and Noble Campus Bookstore and SBX, but you should feel free to order them from any online bookstore of your choice. All books listed are required.**

Shillington, Kevin. *History of Africa, 3<sup>rd</sup> Ed.* ISBN 9780230308473

Niane, DT. *Sundiata: An Epic of Old Mali* ISBN 9781405849425

Collins, Robert. *Problems in African History* ISBN 9781558763609

**Additional readings will be provided as handouts or as documents on the Carmen course page.**

## **Carmen:**

Carmen will be our primary form of communication for this course. You will need to check the homepage for our course frequently as I will post announcements there instead of flooding everyone's e-mail accounts. It is your responsibility to keep up with all announcements posted.

## **Videos:**

Assigned videos/documentaries will be made available via either 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. The website for the University website is: <https://drm.osu.edu/media/>

## **A Note on Laptops/Cellphones in class:**

Cell phone use is unacceptable and I will ask you to leave the classroom, as it is disruptive to myself and other students who are sitting around you. If I ask you to leave the classroom you will be counted as absent for the day. If your cell phone tempts you during class, please shut it off or simply do not bring it with you. This course requires you to be actively listening and participating. The same goes for laptops in class. I would prefer that you not use them in class as social media is addictive and unfortunately it does not help you to understand the material we are covering. Therefore, if you choose to use a laptop/iPad in our classroom be sure to keep it related to our class.

## **Course Requirements:**

### **Class Discussion (25%)**

Class discussions are a vital component of our course. You will need to come to class having read and completed all assignments. You should be prepared to speak and engage in class discussion in a meaningful manner.

### **Quizzes/In Class Assignments (25%)**

There will be in-class assignments and/or quizzes that will occur over the course of the semester, short responses or group work that will need to be turned in. These could be readings responses, group assignments, etc. **THERE ARE NO MAKE-UP QUIZZES**, if you will be missing class for an excused absence there is the option to complete an alternative assignment.

### **Exams (30%)**

There will be both a midterm and final exam that will both consist of 2-3 IDs and 1 essay question. We will discuss the format more clearly over the course of the semester. Each exam is worth 15% of your final grade.

## Papers (20%)

Over the semester you must choose two paper options and submit your paper by the appropriate due date. Please reference the writing guidelines post on Carmen to ensure that they are written properly. Each paper is worth 10% of your final grade. No late papers will be accepted.

These papers are all related to topics in your *Problems in African History* text. You need to submit a 3-4 page paper that aligns with one (or more than one) of the stances related to the particular issue you have chosen. For example, after reading the section on Africa and Egypt, do you understand Ancient Egypt as being a Black civilization? Why? Why not? This should be a scholarly response that you support with sources throughout, NOT an opinion-based paper. The best way to complete these papers is to read the first section of each problem and choose two that you are actually have an interest in, then read all of the arguments and choose which argument (or arguments) you align with most clearly and why.

1. Africa and Egypt (Due Jan 28)
2. Islam in Africa (Due Feb 6)
3. Slavery in Africa (Due Feb 27)
4. Women in African Societies (Due April 10)

## Extra Credit

I absolutely LOVE extra credit as it requires to engage the material and topics outside of our course syllabus. I will regularly offer topics for extra credit in class, at time they may be an article, a book, a movie or video, or even local events. I also encourage suggestions for extra credit assignments. ALL extra credit requires a written response that is at least 1-2 pages typed and printed. This should not be a report, but should place whatever it is in context with the topics we have discussed in class...so it must have a connection to our course!

## 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.



### **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/>

### **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](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](http://cstw.osu.edu/writingCenter/handouts/research_plagiarism.cfm).

### **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](mailto:slds@osu.edu); [slds.osu.edu](http://slds.osu.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>

### **Weekly Schedule**

#### **Week One**

Mon Jan 7     *Review of Syllabus/Course Expectations*

Wed Jan 9     *Perceptions of Africa/African History*  
Reading: Articles on Carmen

#### **Week Two**

Mon Jan 14    *Early prehistory of Africa*  
Reading: Shillington, 1-21

Wed Jan 16 *Farming and Pastoralism*  
Reading: Shillington, 22-30

### **Week Three**

Mon Jan 21 (HOLIDAY)

Wed Jan 23 *Ancient Egypt*  
Reading: Shillington, 30-42

### **Week Four**

Mon Jan 28 *Problems in Egyptian History: The Hamitic Myth*  
Reading: Collins, 32-49

Wed Jan 30 Basil Davidson *Different But Equal* (In class)

### **Week Five**

Mon Feb 4 *Iron/Documentary Discussion*  
Reading: Shillington, 43-56

Wed Feb 6 *Spread of Christianity and Islam across North Africa*  
Reading: Shillington, 69-84

### **Week Six**

Mon Feb 11 *Trans Saharan Trade*  
Reading: Shillington, 85-95

Wed Feb 13 *Mali and Songhay*  
Reading: 96-113, 187-200

### **Week Seven**

Mon Feb 18 *The Clash of Cultures*  
Reading: *Sundiata: An Epic of Old Mali*

Wed Feb 20 *Ethiopia*  
Reading: Shillington, 114-122  
<http://www.ethiopiantreasures.co.uk/pages/religion.htm>  
[https://www.metmuseum.org/toah/hd/acet/hd\\_acet.htm](https://www.metmuseum.org/toah/hd/acet/hd_acet.htm)

### **Week Eight**

Mon Feb 25 **Midterm Exam**

Wed Feb 27 *Slavery in Africa*

Reading: Lovejoy 1-18 (on Carmen), Shillington 176-7

### **Week Nine**

Mon March 4 In Class Activity

Bring your Collins book to class today

Wed March 6 *Swahili Coast/East African Trading*

Reading: Shillington, 128-143

### **Week Ten**

Mon March 11 SPRING BREAK

Wed March 13 SPRING BREAK

### **Week Eleven**

Mon March 18 *Portuguese and the Kongoese*

Reading: Shillington 149-150

[https://www-jstor-org.proxy.lib.ohio-state.edu/stable/3171515?seq=2#page\\_scan\\_tab\\_contents](https://www-jstor-org.proxy.lib.ohio-state.edu/stable/3171515?seq=2#page_scan_tab_contents)

Wed March 20 *Great Zimbabwe*

Reading: Shillington, 150-162

### **Week Twelve**

Mon March 25 *South Africa and the Cape*

Reading: Shillington, 218-225

Wed March 27 *Atlantic Slave Trade*

Reading: Lovejoy 46-67 ,145-151 (On Carmen), Shillington 177-186

### **Week Thirteen**

Mon April 1 Basil Davidson *The Bible and the Gun* (In Class)

Wed April 3            *Pre Industrial Southern Africa*  
Reading: 263-278

**Week Fourteen**

Mon April 8            *Changing Perceptions/The Invention of Africa*  
Reading: Mudimbe (excerpt on Carmen)  
*The Couple in The Cage* (Before Class)  
*The Power of a Single Story*

Wed April 10           African Women in the Atlantic Slave Trade  
Reading: Klein in *Women and Slavery in Africa* (Carmen)

**Week Fifteen**

Mon April 15            Reading: Article on Sara Baartman (Carmen)  
*The Life and Times of Sara Baartman* (Before Class)

Wed April 17            *"Legitimate" Trade*  
Reading: Lovejoy 165-190

**Week Sixteen**

Mon April 22    \*\*\*\*FINAL EXAM\*\*\*\*

**\*\*\*\*\*This syllabus is subject to change at the Professors discretion\*\*\*\*\***



**THE OHIO STATE UNIVERSITY**

COLLEGE OF ARTS AND SCIENCES

**SYLLABUS: AFAMAST 1121  
AFRICAN CIVILIZATIONS TO 1870  
TERM SUMMER 2019**

**COURSE OVERVIEW**

**Instructor**

Instructor: Dawn Chisebe

Email address: chisebe.1@osu.edu

Phone number: 8042003643

Online Office hours: By Appointment via CarmenConnect text, audio, and video chat

Office Location: University Hall 386E

**Course Coordinator**

Dawn Chisebe

**Course description**

This section of the African civilization survey examines Africa through a multi-disciplinary lens beginning with Ancient Kingdoms and moving through the Atlantic Slave Trade. In this course, we will explore major themes in Africa's political, social and economic history, while engaging issues within specific African Kingdoms and Empires, as well as in the global world. As such, we will begin by discussing the origins of cultures and move through discussing kingdoms such as Egypt, Kmt, Kush, Nubia, Zimbabwe, Ghana, Mali, and Songhai. We will end at the peak of the era of 'legitimate' trade. This course moves thematically through areas such as spirituality, culture, identity, and trade relationships, along with many of the issues that have arisen in the documentation of African history. This course should provide students with the tools to examine Africa's past. Students should leave this course with the ability to engage in well-informed discussions on modern Africa and place Africa's current problems and issues in their wider historical context.

## Course learning outcomes

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

- To understand how past events are studied and how they influence today's society and the human condition.
- To recognize the pluralistic nature of institutions, society, and culture in the Africa and across the world in order to become educated, productive, and principled citizens.
- To acquire the skills necessary to construct an integrated perspective on history and the factors that shape human activity.
- To describe and analyze the origins and nature of historical issues.
- To speak and write critically about primary and secondary historical sources by examining diverse interpretations of past events and ideas within their historical contexts.

## GE Course Information

- Diversity: Global Studies
  - Goals
    - Students understand the pluralistic nature of institutions, society, and culture in the United States and across the world in order to become educated, productive, and principled citizens.
  - Expected Learning Outcomes
    - Students understand some of the political, economic, cultural, physical, social, and philosophical aspects of one or more of the world's nations, peoples and cultures outside the U.S.
    - Students recognize the role of national and international diversity in shaping their own attitudes and values as global citizens.
- Historical Study
  - Goals
    - Students recognize how past events are studied and how they influence today's society and the human condition.
  - Expected Learning Outcomes
    - 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.

## Course materials

### Required

Shillington, Kevin. *History of Africa, 3<sup>rd</sup> Ed.* ISBN 9780230308473 (available as print and electronic)

### Required supplemental materials

Niane, DT. *Sundiata: An Epic of Old Mali* ISBN 9781405849425 (print)

Collins, Robert. *Problems in African History* ISBN 9781558763609 (print)

**Additional readings will be provided as handouts or as documents on the Carmen course page.**

### Course technology

For help with your password, university e-mail, Carmen, or any other technology issues, questions, or requests, contact the OSU IT Service Desk. Standard support hours are available at <https://ocio.osu.edu/help/hours>, and support for urgent issues is available 24x7.

- **Self-Service and Chat support:** <http://ocio.osu.edu/selfservice>
- **Phone:** 614-688-HELP (4357)
- **Email:** [8help@osu.edu](mailto:8help@osu.edu)
- **TDD:** 614-688-8743

### Baseline technical skills necessary for online courses

- Basic computer and web-browsing skills
- Navigating Carmen

### Technology skills necessary for this specific course

- CarmenConnect text, audio, and video chat
- Streaming vis [drm.osu.edu](http://drm.osu.edu)

### Necessary equipment

- Computer: current Mac (OS X) or PC (Windows 7+) with high-speed internet connection
- Webcam: built-in or external webcam, fully installed
- Microphone: built-in laptop or tablet mic or external microphone

### Necessary software

- [Microsoft Office 365 ProPlus](#) All Ohio State students are now eligible for free Microsoft Office 365 ProPlus through Microsoft's Student Advantage program. Each student can install Office on five PCs or Macs, five tablets (Windows, iPad® and Android™) and five phones.
  - Students are able to access Word, Excel, PowerPoint, Outlook and other programs, depending on platform. Users will also receive 1 TB of OneDrive for Business storage.

- Office 365 is installed within your BuckeyeMail account. Full instructions for downloading and installation can be found <https://ocio.osu.edu/kb04733>.

## Grading and faculty response

### Grades

Assignment or category	Points
Discussion Board Posts	30
Midterm Exam	20
Final Exam	20
Problems in African History Paper One	15
Problems in African History Paper Two	15
<b>Total</b>	<b>100</b>

*See course schedule, below, for due dates*

### Assignment information

#### Discussion Board

Each week you must make at least one initial post and one response post related to that weeks readings. The instructor will also engage in discussion by posting a topic that students can choose to respond to and engaging with the responses. At the end of each week the instructor will provide a written response that places the discussions in the proper historical context and offer feedback on the topics explored.

#### Length:

Initial posts need to be at least 250 words in length and must be posted by 11:59pm on Tuesday of each week. You must also include at least one question for classmates to respond to, the question should be well thought out and require some critical thinking skills.

Response posts need to be at least 150 words in length and must be posted by 11:59pm on Friday of each week.

#### Substance:



A substantive post consists of a well-thought-out response to the question or prompt. It should respond to the prompt in a way that clearly supports a position, begins a new line of thought, or somehow adds to the discussion by critically reflecting on what is being discussed or moving the discussion in a related direction. Replies to classmates' posts should likewise be substantive. Simple replies like, "I agree, your point was well taken" or "I understand your point of view," general comments on the quality of the original post, or simply restating the idea of the person you are responding to do NOT qualify as substantive posts. In addition to being substantive, it is important to recognize that although this is a "discussion," certain linguistic conventions are not appropriate in written form. As our discussion takes place in a written format, it is expected that you will take time to formulate your ideas, organize them, and compose them in the formal style you would use in a term paper.

**Exams:**

Both the midterm and final exam that will both consist of 2-3 IDs and 1 essay question. Once you open the exam you will have 24 hours to submit your responses to the drop box. Each response will need to include appropriate in-text citations and include details from the texts as well as information gleaned during our discussion posts. Exams will be proctored utilizing Proctorio via our Carmen site.

1. Each ID needs to be *at least* two paragraphs in length and must address the "who, what, when, where, and significance" of the term. *Why* is the term important? What impact has the term had on this time period in African history?
2. Your essays need to be a full essay of at least 5-7 paragraphs. In must include an introduction, at least 3 body paragraphs and a conclusion.
3. You must have appropriate citations throughout.

**Papers:**

Over the semester you must choose two paper options and submit your paper by the appropriate due date. Please reference the writing guidelines post on Carmen to ensure that they are written properly. No late papers will be accepted. Students will be expected to schedule a time to meet with the instructor virtually to discuss the progress of their papers at least once during the semester and at least 5 days prior to the papers due date.

These papers are all related to topics in your *Problems in African History* text. You need to submit a 3-4 page paper that aligns with one (or more than one) of the stances related to the particular issue you have chosen. For example, after reading the section on Africa and Egypt, do you understand Ancient Egypt as being a Black civilization? Why? Why not? This should be a scholarly response that you support with sources throughout, NOT an opinion-based paper. The best way to complete these papers is to read the first section of each problem and choose two that you are actually have an interest in, then read all of the arguments and choose which argument (or arguments) you align with most clearly and why.

1. Africa and Egypt (Due: )
2. Islam in Africa (Due: )
3. Women in African Societies (Due. )
4. Slavery in Africa (Due: )

## Late assignments

Late assignments are not accepted. You should not wait until the last moment to submit assignments/exams. It is your responsibility to ensure that you have a working internet connection and a computer that will be functioning. You should always know where the nearest space is with wi-fi and available computers in the case that you have an issue. These are NOT acceptable excuses for late assignments, therefore, late assignments will not be accepted.

## Grading scale

93–100: A  
90–92.9: A-  
87–89.9: B+  
83–86.9: B  
80–82.9: B-  
77–79.9: C+  
73–76.9: C  
70–72.9: C-  
67–69.9: D+  
60–66.9: D  
Below 60: E

## Faculty feedback and response time

I am providing the following list to give you an idea of my intended availability throughout the course. (Remember that you can call **614-688-HELP** at any time if you have a technical problem.)

### Grading and feedback

For large weekly assignments, you can generally expect feedback within **7 days**.

### E-mail

I will reply to e-mails within **24 hours on school days**.

### Discussion board

I will check and reply to messages in the discussion boards every **24 hours on school days**.

## Attendance, participation, and discussions

### Student participation requirements

Because this is a distance-education course, your attendance is based on your online activity and participation. The following is a summary of everyone's expected participation:

- **Logging in: AT LEAST ONCE PER WEEK**  
Be sure you are logging in to the course in Carmen each week, including weeks with holidays or weeks with minimal online course activity. (During most weeks you will probably log in many times.) If you have a situation that might cause you to miss an entire week of class, discuss it with me *as soon as possible*.
- **Office hours and live sessions: OPTIONAL OR FLEXIBLE**  
All live, scheduled events for the course, including my office hours, are optional. For live presentations, I will provide a recording that you can watch later. If you are required to discuss an assignment with me, please contact me at the beginning of the week so that we can schedule an appointment.
- **Participating in discussion forums: 2+ TIMES PER WEEK**  
As participation, each week you can expect to post at least two times as part of our substantive class discussion on the week's topics.

## Discussion and communication guidelines

The following are my expectations for how we should communicate as a class. Above all, please remember to be respectful and thoughtful.

- **Writing style:** While there is no need to participate in class discussions as if you were writing a research paper, you should remember to write using good grammar, spelling, and punctuation. Informality (including an occasional emoticon) is fine for non-academic topics.
- **Tone and civility:** Let's maintain a supportive learning community where everyone feels safe and where people can disagree amicably. Remember that sarcasm doesn't always come across online.
- **Citing your sources:** When we have academic discussions, please cite your sources to back up what you say. (For the textbook or other course materials, list at least the title and page numbers. For online sources, include a link.)
- **Backing up your work:** Consider composing your academic posts in a word processor, where you can save your work, and then copying into the Carmen discussion.

## Other course policies

### Academic integrity policy

#### Policies for this online course

- **Exams:** You must complete the midterm and final exams yourself, without any external help or communication.

- **Written assignments:** Your written assignments, including discussion posts, should utilize either MLA or Turabian style to cite the ideas and words of your research sources. You are encouraged to ask a trusted person to proofread your assignments before you turn them in--but no one else should revise or rewrite your work.
- **Reusing past work:** In general, you are prohibited in university courses from turning in work from a past class to your current class, even if you modify it. If you want to build on past research or revisit a topic you've explored in previous courses, please discuss the situation with me.
- **Falsifying research or results:** All research you will conduct in this course is intended to be a learning experience; you should never feel tempted to make your results or your library research look more successful than it was.

### Ohio State's academic integrity policy

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term "academic misconduct" includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct <http://studentlife.osu.edu/csc/>.

### Copyright disclaimer

The materials used in connection with this course may be subject to copyright protection and are only for the use of students officially enrolled in the course for the educational purposes associated with the course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the course.

### Statement on title IX (Recommended)

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](mailto:titleix@osu.edu)

Commented [VBC1]: Remove (these are ASCTech instructions)

### Student Academic Services

Link for academic services offered on campus as well as a campus map.

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

<http://ssc.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](mailto:slds@osu.edu); 614-292-3307; [slds.osu.edu](http://slds.osu.edu); 098 Baker Hall, 113 W. 12th Avenue.

### Accessibility of course technology

This online course requires use of Carmen (Ohio State's learning management system) and other online communication and multimedia tools. If you need additional services to use these technologies, please request accommodations with your instructor.

- [Carmen \(Canvas\) accessibility](#)
- Streaming audio and video
- Synchronous course tools

## Your mental health!

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life's Counseling and Consultation

Service (CCS) by visiting [ccs.osu.edu](http://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](http://suicidepreventionlifeline.org)

## Course schedule (tentative)

Week	Dates	Topics, Readings, Assignments, Deadlines
1	June 4-7	<b>Review of Course</b> <b>Early Prehistory of Africa (Shillington, 1-21)</b> <b>Watch: <i>Different But Equal</i> available via <a href="http://drm.osu.edu">drm.osu.edu</a></b> <b>DB #1 Due</b>
2	June 10-14	<b>Farming and Pastoralism (Shillington, 22-30)</b> <b>Ancient Egypt (Shillington, 30-42; Collins 32-49)</b> <b>DB#2 Due</b> <b>Paper #1 Due</b>
3	June 17-21	<b>Early Iron Age (Shillington, 43-56)</b> <b>Spread of Christianity and Islam/Trans Saharan Trade (Shillington, 69-95; Collins, 'Islam and Africa')</b> <b>DB#3 Due</b>
4	June 24-28	<b>Western Sudanic Kingdoms (Shillington, 96-113, 187-200)</b> <b>Epic of Old Mali</b> <b>DB#4 Due</b> <b>MidTerm Exam</b>
5	July 1-5	<b>Ethiopia (Shillington 114-122)</b> <b>Slavery in Africa (Lovejoy 1-18, Shillington 176-7, Collins 'African Slavery')</b> <b>DB#5 Due</b>
6	July 8-12	<b>Swahili Coast/East African Trading (Shillington 128-143)</b> <b>Great Zimbabwe (Shillington 150-162)</b>

		<b>DB#6 Due</b> <b>Paper#2 Due</b>
<b>7</b>	<b>July 15-19</b>	<b>Atlantic Slave Trade (Lovejoy 46-67, 145-151; Shillington 176-186)</b> <b>Legitimate Trade (Lovejoy 165-190)</b> <b>Watch: <i>The Bible and the Gun</i> available via <a href="http://drm.osu.edu">drm.osu.edu</a></b> <b>DB#7 Due</b>
<b>8</b>	<b>July 22-26</b>	<b>Pre Industrial South Africa (Shillington, 218-225 &amp; 263-278)</b> <b>DB #8 Due</b>
<b>9</b>	<b>July 29-31</b>	<b>Final Exam</b>

**GE ASSESSMENT REPORT FORM**

African American and African Studies  
SPRING 2019

Course: AFAMAST 1121

Term: Spring 2019

Instructor: Chisebe

Number of Enrolled Students:45

<b>GE ELO: Historical Studies</b>	<b>Level of student achievement expected for the GE ELO</b>	<b>What is the process that will be used to review the data and potentially change the course to improve student learning of GE ELOs?</b>
ELO1  Students construct an integrated perspective on history and the factors that shape human activity.	100% will meet fair requirements  70% will meet good requirements	At the end of each course offering, the instructor will review the data compiled from the GE ELO scoring rubric, identify any deficiencies, and make changes to the lessons/ assignments as appropriate. If the 100% fair requirement/70% good requirement proves too low, they will discuss adjustments to ensure that students are being challenged to an appropriate level.
ELO2  Students understand some of the political, economic, cultural, physical, social, and philosophical aspects of one or more of the world's nations, peoples and cultures outside the U.S.	100% will meet fair requirements  70% will meet good requirements	At the end of each course offering, the instructor will review the data compiled from the GE ELO scoring rubric, identify any deficiencies, and make changes to the lessons/ assignments as appropriate. If the 100% fair requirement/70% good requirement proves too low, they will discuss adjustments to ensure that students are being challenged to an appropriate level.
ELO3  Students speak and write critically about primary	100% will meet fair requirements	At the end of each course offering, the instructor will



and secondary historical sources by examining diverse interpretations of past events and ideas in their historical contexts.	70% will meet good requirements	review the data compiled from the GE ELO scoring rubric, identify any deficiencies, and make changes to the lessons/ assignments as appropriate. If the 100% fair requirement/70% good requirement proves too low, they will discuss adjustments to ensure that students are being challenged to an appropriate level.
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**GE: Historical Study**

ELO1: Students construct an integrated perspective on history and the factors that shape human activity.

Specific Question/Assignment: Students will be given a short writing assignment within the first 1/3 of the semester that will ask them to analyze an important historical argument as present from scholars with various responses.

Sample: Students will write a 2-3-page response that exhibits their understanding of the ways in which major scholars have constructed the racial identity of Ancient Egyptians and how these various constructions have impacted the understanding of Egypt and its place in World History. Through this process they will understand the various schools of thought in the writing of African history.

Excellent	Good	Fair	Poor	Total
Demonstrates thorough understanding of an integrated perspective of history	Demonstrates an adequate understanding of an integrated perspective of history	Demonstrates a partial understanding of an integrated perspective of history	Demonstrates little or no understanding of an integrated perspective of history	

ELO2: Students describe and analyze the origins and nature of contemporary issues.

Specific Question/Assignment: There will a be question on their second exam of the semester to assess their understanding of the origins and nature of contemporary issues.

Sample: Students will be asked to write a 3-5 paragraph essay connecting the history of the Atlantic Slave Trade to the changes in economics and issues of development in West and West Central Africa.

Excellent	Good	Fair	Poor	Total
Demonstrates thorough understanding of the origins and nature of contemporary issues in Africa.	Demonstrates an adequate understanding of the origins and nature of contemporary issues in Africa.	Demonstrates partial understanding of the origins and nature of contemporary issues in Africa.	Demonstrates little or no understanding of the origins and nature of contemporary issues in Africa.	

ELO3: Students speak and write critically about primary and secondary historical sources by examining diverse interpretations of past events and ideas in their historical contexts.

Specific Question/Assignment: There will be a short answer question that will assess the student’s ability to utilize both primary and secondary sources in the understanding of historical events.

Sample: On their first exam of the semester, students will have short answer question asking them about the challenges of documenting oral sources through the lens of *Sundiata: The Epic of Old Mali* as well as traveler writings they have read about the Western Sudanic kingdoms.

Excellent	Good	Fair	Poor	Total
Demonstrates thorough understanding of how to write critically about primary and secondary historical sources.	Demonstrates adequate understanding of how to write critically about primary and secondary historical sources.	Demonstrates partial understanding of how to write critically about primary and secondary historical sources.	Demonstrates little to no understanding of how to write critically about primary and secondary historical sources.	

<b>GE ELO: Global Diversity</b>	<b>Level of student achievement expected for the GE ELO</b>	<b>What is the process that will be used to review the data and potentially change the course to improve student learning of GE ELOs?</b>
<p>ELO1</p> <p>Students understand some of the political, economic, cultural, physical, social, and philosophical aspects of one or more of the world's nations, peoples and cultures outside the U.S.</p>	<p>100% will meet fair requirements</p> <p>70% will meet good requirements</p>	<p>At the end of each course offering, the instructor will review the data compiled from the GE ELO scoring rubric, identify any deficiencies, and make changes to the lessons/ assignments as appropriate. If the 100% fair requirement/70% good requirement proves too low, they will discuss adjustments to ensure that students are being challenged to an appropriate level.</p>
<p>ELO2</p> <p>Students recognize the role of national and international diversity in shaping their own attitudes and values as global citizens.</p>	<p>100% will meet fair requirements</p> <p>70% will meet good requirements</p>	<p>At the end of each course offering, the instructor will review the data compiled from the GE ELO scoring rubric, identify any deficiencies, and make changes to the lessons/ assignments as appropriate. If the 100% fair requirement/70% good requirement proves too low, they will discuss adjustments to ensure that students are being challenged to an appropriate level.</p>

**GE: Diversity/ GLOBAL STUDIES**

ELO1: Students understand some of the political, economic, cultural, physical, social, and philosophical aspects of one or more of the world's nations, peoples and cultures outside the U.S.

Specific Question/Assignment: An essay question will be given on the second exam of the semester that will assess whether the student understands some of the

political, economic, cultural, physical, social, and philosophical aspects of communities within Africa.

Sample: Students will be asked to write an essay question on their final exam about the development of the Swahili City States. Their answer must include a discussion of language, religion, trade systems, government structures, and conflict in the establishment of these City States.

Excellent	Good	Fair	Poor	Total
Demonstrates thorough understanding of some of the political, economic, cultural, physical, social, and philosophical aspects of African Societies.	Demonstrates adequate understanding of some of the political, economic, cultural, physical, social, and philosophical aspects of African Societies.	Demonstrates partial understanding of some of the political, economic, cultural, physical, social, and philosophical aspects of African Societies.	Demonstrates little to no understanding of some of the political, economic, cultural, physical, social, and philosophical aspects of African Societies.	

EL02: Students recognize the role of national and international diversity in shaping their own attitudes and values as global citizens.

Specific Question/Assignment: An in-class discussion with a written response will happen both at the beginning and end of the semester to evaluate how students understand the role of international diversity in shaping their own attitudes and values as global citizens.

Sample: At the beginning of the semester students will be asked to write (and discuss) their initial thoughts about the contributions made nationally and internationally by individuals from the continent of Africa. They will be asked to also think about how their understanding of the continent and its people have been shaped by media perceptions and reporting of the continent. At the end of the semester we will revisit this discussion and they will write a second response.

Excellent	Good	Fair	Poor	Total
Demonstrates thorough understanding of the role of national and	Demonstrates adequate understanding of the role of national and	Demonstrates partial understanding of the role of national and	Demonstrates little to no understanding of the role of national and	

international diversity in shaping their own attitudes and values as global citizens.	international diversity in shaping their own attitudes and values as global citizens.	international diversity in shaping their own attitudes and values as global citizens.	international diversity in shaping their own attitudes and values as global citizens.	
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## Arts and Sciences Distance Learning Course Component Technical Review Checklist

**Course: AFAMAST 1121**

**Instructor: Dawn Chisebe**

**Summary: African Civilizations to 1870**

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			Carmen Office 365 drm.osu.edu
6.2 Course tools promote learner engagement and active learning.	X			Carmen Message Boards Carmen Connect
6.3 Technologies required in the course are readily obtainable.	X			All online materials are available free of charge from the university.
6.4 The course technologies are current.	X			All applications are web based and updated on a regular basis.
6.5 Links are provided to privacy policies for all external tools required in the course.	X			No external 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 multiple forms of contact for 8Help are provided
7.2 Course instructions articulate or link to the institution's accessibility policies and services.	X			a
7.3 Course instructions articulate or link to an explanation of how the institution's academic support services and resources can help learners succeed in the course and how learners can obtain them.	X			b
7.4 Course instructions articulate or link to an explanation of how the institution's student services and resources can help learners succeed and how learners can obtain them.	X			c
Standard – Accessibility and Usability				
8.1 Course navigation facilitates ease of use.	X			Recommend using the Carmen Distance Learning "Master Course" template developed by ODEE and available in the Canvas Commons to provide student-users with a consistent user experience in terms of navigation and access to course content.
8.2 Information is provided about the accessibility of all technologies required in the course.	X			OSU accessibility policy is provided. No third part 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 ODEE and available in the Canvas Commons to provide student-users with a consistent user experience in terms of navigation and access to course content.
8.5 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: 2/26/19
- Reviewed by: Ian Anderson

**Notes: Easily the most complete syllabus I have reviewed. No changes or additions are necessary.**

<sup>a</sup>The following statement about disability services (recommended 16 point font):  
 Students with disabilities (including mental health, chronic or temporary medical conditions) that have been certified by the Office of Student Life Disability Services will be appropriately accommodated and should inform the instructor as soon as possible of their needs. The Office of Student Life Disability Services is located in 098 Baker Hall, 113 W. 12th Avenue; telephone 614- 292-3307, [slds@osu.edu](mailto:slds@osu.edu); [slds.osu.edu](http://slds.osu.edu).

<sup>b</sup>Add to the syllabus this link with an overview and contact information for the student academic services offered on the OSU main campus.  
<http://advising.osu.edu/welcome.shtml>

<sup>c</sup>Add to the syllabus this link with an overview and contact information for student services offered on the OSU main campus. <http://ssc.osu.edu>. Also, consider including this link in the “Other Course Policies” section of the syllabus.