

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 teaching approval

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

Teaching History 2301 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 2301
Course Title African Peoples and Empires in World History
Transcript Abbreviation Afr Ppl & Empires
Course Description A thematic course focusing on African world history, empire building, and commercial and cultural links across the Atlantic, the Indian Ocean, and the Mediterranean worlds before and during the Atlantic slave trade.
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	
Previous Value	Not open to students with credit for 551.
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 African kingdoms and their influence into modernity

[Previous Value](#)

Content Topic List

- State formation
- Agriculture
- Gender roles
- African religions
- Advent and development of early Christianity
- Islam in Africa
- African technical innovations
- Empire building
- Commercial and cultural links
- Atlantic slave trade
- Indian Ocean economic relations
- The Mediterranean world

Sought Concurrence No

COURSE CHANGE REQUEST
2301 - Status: PENDING

Last Updated: Haddad,Deborah Moore
01/14/2021

Attachments

- Hist 2301.docx: ASC Tech Checklist
(Other Supporting Documentation. Owner: Heikes,Jacklyn Celeste)
- History 2301 syllabus 2017.doc: In person syllabus
(Syllabus. Owner: Heikes,Jacklyn Celeste)
- OLD assessment plan.doc: Old departmental assessment plan
(Other Supporting Documentation. Owner: Heikes,Jacklyn Celeste)
- HIST 2301 online syllabus (SVB June 2020).pdf: Edited Syllabus
(Syllabus. Owner: Heikes,Jacklyn Celeste)

Comments

- See 8-12-20 email to B. Elmore and J. Heikes *(by Oldroyd,Shelby Quinn on 08/12/2020 03:09 PM)*

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Heikes,Jacklyn Celeste	07/17/2020 11:28 AM	Submitted for Approval
Approved	Elmore,Bartow J	07/17/2020 11:49 AM	Unit Approval
Approved	Heysel,Garett Robert	07/17/2020 03:31 PM	College Approval
Revision Requested	Oldroyd,Shelby Quinn	08/12/2020 03:09 PM	ASCCAO Approval
Submitted	Heikes,Jacklyn Celeste	01/13/2021 01:17 PM	Submitted for Approval
Approved	Elmore,Bartow J	01/14/2021 12:55 PM	Unit Approval
Approved	Haddad,Deborah Moore	01/14/2021 04:20 PM	College Approval
Pending Approval	Jenkins,Mary Ellen Bigler Hanlin,Deborah Kay Oldroyd,Shelby Quinn Hilty,Michael Vankeerbergen,Bernadette Chantal	01/14/2021 04:20 PM	ASCCAO Approval



SYLLABUS

HISTORY 2301

African Peoples and Empires in World History
Fall 2020 – Online

COURSE OVERVIEW

Instructor

Instructor: Dr. Sarah Van Beurden

Email address: van-beurden.1@osu.edu

Phone number: 614-688 4266

Office hours: TBD

Course description

From the coursebook: A thematic course focusing on African world history, empire building, and commercial and cultural links across the Atlantic, the Indian Ocean, and the Mediterranean worlds before and during the Atlantic slave trade.

General Education Information

A. Historical Study GE Requirements:

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.

- 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 learning outcomes

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

- Understand the role of Africa in world history
- Critically analyze written and visual sources
- Understand what shapes and fuels the rise and fall of political entities, and what shapes societies and the relations between various groups and cultures.
- Understand how do we learn about precolonial Africa. What sources do we have and how do we learn from them?

HOW THIS 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, but you are responsible for completing each weekly module by midnight on Sunday.

Pace of online activities: This course is divided into **weekly modules** that are released one week ahead of time. Sometimes these modules are devoted to one topic, other times they might cover two smaller topics. Students are expected to keep pace with weekly deadlines but may schedule their efforts freely within that time frame.

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

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

- **Participating in online activities for attendance: AT LEAST TWICE PER WEEK**
You are expected to log in to the course in Carmen twice every week. (During most weeks you will probably log in many times.) If you have a situation that might cause you to miss an entire week of class, discuss it with me *as soon as possible*.
- **Office hours and live sessions: OPTIONAL**
All live, scheduled events for the course, including my office hours, are optional.
- **Participating in discussion forums: 2+ TIMES PER WEEK WHEN REQUIRED (SEE COURSE SCHEDULE)**
As part of your participation some weeks (see course schedule for details) you can

expect to post at least twice as part of our substantive class discussion on the week's topics. **Weekly discussion questions/assignments will be provided that ask students to reflect on the combination of lecture materials, viewing, and reading assignments.** Students should answer at least one question, and engage with at least one fellow student's post.

- **What we will be doing:** each week will be a combination of listening, reading, watching and doing. Some modules/weeks will have one big topic, other are divided into smaller topics. **Most weeks, you will have a lecture with slides, one or more readings, as well as a viewing assignment.** Every week will have a 'to do' assignment. Either this will be a discussion post, a reading/viewing quizz or a small alternative assignment. Detailed instructions on discussion posts will be provided with each required post.

COURSE MATERIALS AND TECHNOLOGIES

Textbooks

REQUIRED

- Eric Gilbert and Jonathan Reynolds, *Africa in World History*
- *Sundiata. An Epic of Old Mali* (on-line)
- Additional readings available on carmen

RECOMMENDED/OPTIONAL

- *Encyclopedia of Precolonial Africa* by Joseph O. Vogel (1997), on-line access via library website
- Oxford Bibliographies on precolonial Africa, on-line access via library website

All assigned documentaries and films are available for on-line streaming via the library

Course technology

For help with your password, university email, 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 24/7.

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

BASELINE TECHNICAL SKILLS FOR ONLINE COURSES

- Basic computer and web-browsing skills
- Navigating Carmen: for questions about specific functionality, see the [Canvas Student Guide](#).

REQUIRED TECHNOLOGY SKILLS SPECIFIC TO THIS COURSE

Make sure you update all course technologies regularly.

- CarmenConnect text, audio, and video chat
- Play Powerpoint slides with audio
- Zoom

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) or landline to use for BuckeyePass authentication

REQUIRED SOFTWARE

All software is available free via PSU site license.

- [Microsoft Office 365](#): All Ohio State students are now eligible for free Microsoft Office 365 ProPlus through Microsoft's Student Advantage program. Full instructions for downloading and installation can be found [at go.osu.edu/office365help](https://go.osu.edu/office365help).
- Carmen

CARMEN ACCESS

You will need to use [BuckeyePass](#) 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.
- 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](#) 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 the IT support staff will work out a solution with you.

GRADING AND FACULTY RESPONSE

How your grade is calculated

ASSIGNMENT CATEGORY	POINTS
Attendance and Participation (includes discussion posts)	20%
Source assignments (2 papers of 3 pages, 15% each)	30%
Exam 1	15%
Exam 2	15%
Map quiz	5%
Reading Quizzes	15%
Total	100

See course schedule below for due dates.

Late assignments

Late submissions will not be accepted without prior consultation with the instructor. Please refer to Carmen for due dates.

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

Assignments

- **Source assignments (2):** either papers (3 pages) or storymap related to Mapungubwe archeological evidence and Slave Trade Database.
- **Midterm and Final** will consist of two essay questions.
- **Map Quiz**
- **Discussion posts or short writing assignments**
- **Reading quizzes**

Discussion and communication guidelines

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

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

Academic integrity policy

POLICIES FOR THIS ONLINE COURSE

- **Quizzes and exams:** You must complete the midterm and final exams yourself, without any external help or communication. Weekly quizzes are included as self-checks without points attached.
- **Written assignments:** Your written assignments, including discussion posts, should be your own original work. In formal assignments, you should follow **your preferred citation** 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

Academic integrity is essential to maintaining an environment that fosters excellence in teaching, research, and other educational and scholarly activities. Thus, The Ohio State University and the Committee on Academic Misconduct (COAM) expect that all students have read and understand the University's *Code of Student Conduct*, and that all students will

complete all academic and scholarly assignments with fairness and honesty. Students must recognize that failure to follow the rules and guidelines established in the University's *Code of Student Conduct* and this syllabus may constitute "Academic Misconduct."

The Ohio State University's *Code of Student Conduct* (Section 3335-23-04) defines academic misconduct as: "Any activity that tends to compromise the academic integrity of the University, or subvert the educational process." Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the University's *Code of Student Conduct* is never considered an excuse for academic misconduct, so I recommend that you review the *Code of Student Conduct* and, specifically, the sections dealing with academic misconduct.

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:

- The Committee on Academic Misconduct web pages ([COAM Home](#))
- *Ten Suggestions for Preserving Academic Integrity* ([Ten Suggestions](#))
- *Eight Cardinal Rules of Academic Integrity* (www.northwestern.edu/uacc/8cards.htm)

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

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

Your mental health

A recent American College Health Survey found stress, sleep problems, anxiety, depression, interpersonal concerns, death of a significant other, and alcohol use among the top ten health impediments to academic performance. Students experiencing personal problems or situational crises during the quarter are encouraged to contact Ohio State University Counseling and Consultation Service (614-292-5766; www.ccs.osu.edu) for assistance, support and advocacy. This service is free and confidential.

An overview and contact information for student services offered on the OSU main campus can be found here: <http://ssc.osu.edu>.

ACCESSIBILITY ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

Requesting accommodations

Students with disabilities (including mental health, chronic or temporary medical conditions) that have been certified by the Office of Student Life Disability Services will be appropriately accommodated and should inform the instructor as soon as possible of their needs. The Office of Student Life Disability Services is located in 098 Baker Hall, 113 W. 12th Avenue; telephone 614- 292-3307, slds@osu.edu; slds.osu.edu.

If you would like to request academic accommodations based on the impact of a disability qualified under the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973, contact your instructor privately as soon as possible to discuss your specific needs. Discussions are confidential.

In addition to contacting the instructor, please contact the Student Life Disability Services at [614-292-3307](tel:614-292-3307) or ods@osu.edu to register for services and/or to coordinate any accommodations you might need in your courses at The Ohio State University.

Go to <http://ods.osu.edu> for more information.

Accessibility of course technology

An overview and contact information for the student academic services offered on the OSU main campus can be found here: <http://advising.osu.edu/welcome.shtml>

An overview and contact information for student services offered on the OSU main campus can be found here: <http://ssc.osu.edu>.

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

COURSE SCHEDULE

Week	Dates	Topics, Readings, Assignments, Deadlines
1		<p>Introduction: African History and Geography</p> <p><u>Watch:</u> The Danger of a Single Story, Chimamanda Adichie</p> <p><u>Do:</u></p> <ul style="list-style-type: none"> - Discussion post on Single Story Video - Map quiz by Friday - familiarize yourself with syllabus
2		<p>Early History:</p> <ul style="list-style-type: none"> - Age of Iron and Commerce - Bantu Migration <p><u>Read:</u> Gilbert and Reynolds, chapter 4 + chapter from “Bantu Africa” on Carmen</p> <p><u>Watch:</u> Africa’s Great Civilizations, episode 1 (Origins), selection</p> <p><u>Do:</u> based on the assigned reading, write a two-paragraph explanation for a family member unfamiliar with either topic, and try to convince them of the importance of this phase in history. Why should they care about the introduction of Iron or the Bantu migration? Post as a discussion post.</p>
3		Civilizations of the Nile

Week	Dates	Topics, Readings, Assignments, Deadlines
		<p><u>Read:</u> Gilbert and Reynolds, chapter 5 + An Artisan's Tomb</p> <p><u>Watch:</u> Africa's Great Civilizations, episode 1 (Origins), selection</p> <p><u>Do:</u> reading/viewing test</p>
4		<p>Early Christianity in the Horn of Africa</p> <p><u>Read:</u> Gilbert and Reynolds, chapter 6 + Lalibela rock churches</p> <p><u>Watch:</u> Africa's Great Civilizations, Episode 2 (The Cross and the Crescent) selections</p> <p><u>Do:</u> discussion post , reading/viewing test</p>
5		<p>The Indian Ocean World:</p> <ul style="list-style-type: none"> - The Great Zimbabwe - The Swahili Coast <p><u>Watch:</u> Africa's Great Civilizations, Episode 4 (Cities) selections</p> <p><u>Read:</u> Gilbert and Reynolds, chapter 8</p> <p><u>Do:</u></p> <ul style="list-style-type: none"> - reading/viewing test -source assignment, based on Mapungubwe materials
6		<p>West African Empires</p> <p><u>Read:</u> Gilbert and Reynolds, chapter 7 + start Sundiata</p> <p><u>Watch:</u> Africa's Great Civilizations, Episode 3 (Empires of Gold) second half</p> <p><u>Do:</u> discussion post on Metropolitan museum website -Sahel exhibition exercise + reading/viewing test</p>
7		<p>West African empires: Sundiata discussion</p> <p><u>Read:</u> Sundiata</p> <p><u>Watch:</u> Keita (film)</p> <p><u>Do:</u> discussion post about Sundiata and Keita, reading/viewing test</p>
8		<p>Revision + MIDTERM</p>
9		<p>Birth of the Atlantic World: The Kongo Kingdom and the Portuguese</p> <p><u>Read:</u> Gilbert and Reynolds, chapter 10 + metropolitan timeline on Kongo Christianity and selected objects</p>

Week	Dates	Topics, Readings, Assignments, Deadlines
		<p>Watch: Africa's Lost Civilizations, Episode 5 (The Atlantic Age), selection</p> <p>Do: discussion post in response to discussion questions about Metropolitan materials and documentary + reading test</p>
10		<p>The Transatlantic Slave Trade</p> <ul style="list-style-type: none"> - Overview - Slavery in Africa <p>Read: Gilbert and Reynolds, chapter 9</p> <p>Watch: Episode 5 (The Atlantic Age), selection</p> <p>Do: Reading/viewing test</p>
11		<p>The Transatlantic Slave Trade</p> <ul style="list-style-type: none"> - The economics of the Slave Trade - Slave voyages database project <p>Read: slave trade database (exact pages TBD)</p> <p>Do: source paper or storyboard based on slave trade database</p>
12		<p>African cultures in the Americas</p> <p>Read: chapters on plantation archeology and slave cultures on Carmen</p> <p>Do: reading test</p>
13		<p>End of the Slave trade and Rise of 'Legitimate' Trade</p> <ul style="list-style-type: none"> - History of Benin - History of the Ashanti Federation - Dahomey and its women soldiers <p>Read: Unesco unit on Dahomey women soldiers</p> <p>Watch: BBC Lost Kingdoms of Africa, series one episode 4</p> <p>Do: discussion post +reply, reading test</p>
14		<p>European Conquest of Africa</p> <p>Read: Gilbert and Reynolds, chapter 14</p> <p>Do: Reading test</p> <p>+ Revision for final</p>

GE ASSESSMENT PLAN

A. Historical Studies

ELO 1: Students construct an integrated perspective on history and the factors that shape human activity.

Methods of Assessment:

1. Direct Measure:

Specific Question/Assignment: a question will appear on the midterm or final to assess students' ability to construct an integrated perspective on history and the factors that shape human activity.

Sample: In several of the African communities and cultures we have discussed a clear connection existed between economic networks and political or cultural change. Using at least two examples from the course, describe this change, making sure to compare and contrast your examples. How do economics drive change?

Assessment Rubric:

Excellent	Good	Fair	Poor
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Demonstrates a robust, critical, integrated and self-aware understanding of history and the factors that shape human activity.	Demonstrates adequate and integrated understanding of history and the factors that shape human activity.	Demonstrates modest understanding of history and the factors that shape human activity.	Demonstrates little or no understanding of history and the factors that shape human activity.
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2. Indirect measure:

Students will complete an informal feedback survey that rates their experience. They will hand these in before the final.

Directions: In order to assess the effectiveness of this General Education course, we are asking for students' input on learning objectives. Please place an X in grid below to indicate how strongly you agree that this course provided you with opportunities to meet the learning objectives. You may type in comments in the space provided. All responses are anonymous.

This course provided opportunities for me to meet this objective.

Agree Strongly	Agree	Neutral	Disagree	Disagree strongly

Please explain:

Level of student achievement expected for the ELO: Expected score: 75% of students good or better and agree or agree strongly that course meets objectives.

Assessment Evaluation Goals:

A brief summary report will be written and be made available to the Chair of the department. We intend to insure that the proposed courses adequately articulate these goals, teach toward them, test for them, and help students realize their individual potential to meet them. Assessments will be summarized and used to alter the course for the next teaching.

ELO 2: Students describe and analyze the origins and nature of contemporary issues.Methods of Assessment:1. Direct Measure:

Specific Question/Assignment: a question will appear on the midterm or final to assess students' ability to describe and analyze the origins and nature of contemporary issues.

Sample question: Describe and analyze the origins and nature of the Rwanda Genocide.

Assessment Rubric:

Excellent	Good	Fair	Poor
Demonstrates a robust, critical, and self-aware analysis of the origins and nature of contemporary issues.	Demonstrates adequate and critical understanding of the origins and nature of contemporary issues.	Demonstrates modest understanding of the origins and nature of contemporary issues.	Demonstrates little or no understanding of the origins and nature of contemporary issues.

2. Indirect measure:

1.

Students will complete an informal feedback survey that rates their experience. They will hand these in before the final.

Directions: In order to assess the effectiveness of this General Education course, we are asking for students' input on learning objectives. Please place an X in grid below to indicate how strongly you agree that this course provided you with opportunities to meet the learning objectives. You may type in comments in the space provided. All responses are anonymous.

This course provided opportunities for me to meet this objective.

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Please explain:

Level of student achievement expected for the ELO: Expected score: 75% of students good or better and agree or agree strongly that course meets objectives.

Assessment Evaluation Goals:

A brief summary report will be written and be made available to the Chair of the department. We intend to insure that the proposed courses adequately articulate these goals, teach toward them, test for them, and help students realize their individual potential to meet them. Assessments will be summarized and used to alter the course for the next teaching.

ELO 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.

Methods of Assessment:

1. Direct Measure:

Specific Question/Assignment: a question will appear on the midterm or final to assess students' ability to speak and write critically about primary and secondary historical sources by examining diverse interpretations of past events and ideas in their historical contexts.

Sample question: Critically compare and contrast the analysis in the primary sources we have read about the Trans-Atlantic trade in enslaved people with the secondary literature we have read on the topic in the course.

Assessment Rubric:

Excellent	Good	Fair	Poor
Demonstrates a robust and critical ability to speak and write about primary and secondary historical sources.	Demonstrates adequate and critical ability to speak and write about primary and secondary historical sources.	Demonstrates modest ability to speak and write about primary and secondary historical sources.	Demonstrates little or no ability to speak and write about primary and secondary historical sources.

2. Indirect measure:

Students will complete an informal feedback survey that rates their experience. They will hand these in before the final.

Directions: In order to assess the effectiveness of this General Education course, we are asking for students' input on learning objectives. Please place an X in grid below to indicate how strongly you

agree that this course provided you with opportunities to meet the learning objectives. You may type in comments in the space provided. All responses are anonymous.

This course provided opportunities for me to meet this objective.

Agree Strongly	Agree	Neutral	Disagree	Disagree strongly

Please explain:

Level of student achievement expected for the ELO: Expected score: 75% of students good or better and agree or agree strongly that course meets objectives.

Assessment Evaluation Goals:

A brief summary report will be written and be made available to the Chair of the department. We intend to insure that the proposed courses adequately articulate these goals, teach toward them, test for them, and help students realize their individual potential to meet them. Assessments will be summarized and used to alter the course for the next teaching.

B. Diversity- Global Studies

ELO 1: 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.

1. Direct Measure:

Specific Question/Assignment: a question will appear on the midterm or final to assess students' ability to understand the economic, political, cultural, and social dimensions of the past and present societies of the African Great Lakes region and will learn to weigh the various aspects of these dimensions in their understanding of past and present

Sample: Weigh and analyze how political, economic, and cultural causes all contributed to the Rwanda genocide.

Assessment Rubric:

Excellent	Good	Fair	Poor
Demonstrates an excellent understanding of the varied aspects of the cultures and communities of the African Great Lakes region.	Demonstrates adequate understanding of the varied aspects of the cultures and communities of the African Great Lakes region.	Demonstrates modest understanding of the varied aspects of the cultures and communities of the African Great Lakes region.	Demonstrates little or no understanding of the varied aspects of the cultures and communities of the African Great Lakes region.

2. Indirect measure:

Students will complete an informal feedback survey that rates their experience. They will hand these in before the final.

Directions: In order to assess the effectiveness of this General Education course, we are asking for students' input on learning objectives. Please place an X in grid below to indicate how strongly you agree that this course provided you with opportunities to meet the learning objectives. You may type in comments in the space provided. All responses are anonymous.

This course provided opportunities for me to meet this objective.

Agree Strongly	Agree	Neutral	Disagree	Disagree strongly
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Please explain:

Level of student achievement expected for the ELO: Expected score: 75% of students good or better and agree or agree strongly that course meets objectives.

Assessment Evaluation Goals:

A brief summary report will be written and be made available to the Chair of the department's Undergraduate Teaching Committee. Assessments will be summarized and used to alter the course for the next teaching.

ELO 2: Students recognize the role of national and international diversity in shaping their own attitudes and values as global citizens.

1. Direct Measure:

Specific Question/Assignment: a question will appear on the midterm or final to assess students' ability to be able to situate current events and societies in their global and historical contexts, and their ability to understand their own place in this economic context both as US and as global citizens.

Sample: Describe how the history of precolonial Africa helped shape the world of today? What are its legacies?

Assessment Rubric:

Excellent	Good	Fair	Poor
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Demonstrates an excellent understanding of the role of national and international diversity in shaping their worlds.	Demonstrates adequate understanding of the role of national and international diversity in shaping their worlds	Demonstrates modest understanding of the role of national and international diversity in shaping their worlds.	Demonstrates little or no understanding of the role of national and international diversity in shaping their worlds.
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2. Indirect measure:

2.

Students will complete an informal feedback survey that rates their experience. They will hand these in before the final.

Directions: In order to assess the effectiveness of this General Education course, we are asking for students’ input on learning objectives. Please place an X in grid below to indicate how strongly you agree that this course provided you with opportunities to meet the learning objectives. You may type in comments in the space provided. All responses are anonymous.

This course provided opportunities for me to meet this objective.

Agree Strongly	Agree	Neutral	Disagree	Disagree strongly

Please explain:

Level of student achievement expected for the ELO: Expected score: 75% of students good or better and agree or agree strongly that course meets objectives.

Assessment Evaluation Goals:

A brief summary report will be written and be made available to the Chair of the department's Undergraduate Teaching Committee. Assessments will be summarized and used to alter the course for the next teaching.

Spring 2017

History 2301: African Peoples and Empires

Tuesday/Thursday 9:35-10:55

Instructor: Professor Ahmad Sikainga

Office: Dulles Hall 171

Office Hours: Tuesday & Thursday: 11-12, and by appointment

Course Description:

The continent of Africa, where the earliest human species had evolved, is the home of some of the oldest civilizations such as Pharaonic Egypt, Nubia, Axum, Zimbabwe, Mali, and Songhay, just to name a few. Africa was also the site of dynamic, complex, and innovative cultures that confronted a variety of social, political, and environmental challenges. Moreover, the continent has always been connected to the wider world through trade, migration, intermarriage, and conquest. These themes are the primary focus of this course. The course is designed to introduce the students to the social, political, economic, and cultural history of Africa from the pre-historic era to the early nineteenth century. Students will gain an overview of some of the most significant developments in African history including state building and the rise of empires, Africa's global connections, trade and migration, spread of Christianity and Islam, the rise of cities and the development of urban life, European involvement in Africa, and the Atlantic slave trade and its impact.

Course Objective

The main academic goal of this course is to enable the students to develop the skills and the techniques for critical reading and analyses of primary and secondary sources as well as the ability to analyze global events from an historical perspective. To meet these goals, the students will take several exams and quizzes, write short papers, and engage in class room discussions.

Credit Hours: 3.0

GE historical study course.

Expected Learning Outcomes

By the end of this course, students are expected to;

- Appreciate the significance of precolonial Africa within local and global historical processes
- Develop a broad understanding of how various African societies evolved before the imposition of European colonial rule
- Interpret primary sources for major themes and episodes in African history within their own social, cultural, political, and economic contexts
- Demonstrate the ability to analyze and discuss material dealing with Africa's past in writing, with sensitivity to those African historical contexts.

- Understand the connections between Africans and other peoples of the world and the ways in which those connections have changed over time.

Course Requirements

1 Enrollment

All students must be officially enrolled in the course by the end of the second full week of the semester (Friday January 20th). No requests to add the course will be approved after that time. Enrolling officially and on time is solely the responsibility of the student.

2 Attendance

Regular attendance and active participation is mandatory. To enforce this requirement, attendance will be taken at the beginning of lectures. Three unexcused absences will result in the deduction of 2 points from the student's total grade. Excused absence is limited only to medical emergency, illness, death in the immediate family and will only be accepted with proper documentation.

4 Readings and Lectures

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

Texts

Students are required to obtain the following text

Erik Bilbert and Jonathan Reynolds, eds., Africa in World History, 2012

D T Niane, Sundiata: An Epic of Old Mali, Pearson, 2006

5 Taking Exams and Submitting Assignments

All assignments are due at the time/date indicated on the syllabus. All written assignments should be typed, double-spaced, with 1-inch margins and in a 12-point font. Your name should be on the first page and all pages should be numbered. All assignments must be submitted through Carmen

6 Late Submission

A late submission of assignments is unacceptable. Each day of lateness will result in a reduction of 2 points from the assignment's total points. Requests for extension of scheduled assignments

will not be granted except under extraordinary and verifiable circumstances.

Please Read This Statement Carefully

My main goal as an instructor, is to help you succeed in this course. Hence, I strongly encourage you to bring to my attention any difficulties you may encounter and I will make every effort to accommodate your needs but in ways that will not give you undue advantage over your colleagues. **It is important to note that it is much better to raise any difficulties at the beginning of the term rather than wait until the end when it is too late.**

As in all human interaction, I expect you to be courteous in your communications with the instructor as well as with your colleagues. Discourteous behavior and or the use of unacceptable language violate(s) The Ohio State University's rules of classroom conduct that apply to virtual space as well. Failure to observe academic decorum will be reported to the appropriate authorities.

To maintain a good learning environment, students should not engage in any disruptive activities such as coming late to class, leaving the class room before the end of the lecture, or talking. The use of mobile phones in class is strictly prohibited.

Communications and Announcements: All communications and announcements and updates will be posted on Carmen or direct email. Hence, students should check Carmen regularly. Office hours will be at my office in 171 Dulles Hall. I will do my best to respond to your email as soon as possible, but you should note that I am not on line all the time. As a rule, I will respond to your emails between 8:00 am-5:00 pm Monday-Friday. I will inform you in advance when I will be away attending academic conferences and other professional functions.

Pilgrims Academic Misconduct

The Committee on Academic Misconduct (COAM) is to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term "academic misconduct" includes all forms of student academic misconduct wherever committed, illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations and other types of tests. Plagiarism is presenting another person's words, ideas, or sequence of arguments as your own without attribution. We will discuss what constitutes plagiarism and how to cite sources properly in this course. If at any point, however, you have a question about this, please ask. If you are tempted to plagiarize or find yourself using material from the Internet or any other source and trying to pass it off as your own, stop working on the assignment and contact the instructor. It is better to submit work late than to violate the Code of Student Conduct. It is the instructors' responsibility to report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487), and the professor and discussion section leaders take this responsibility seriously. Because this is an online course, we pay closer

attention to activities that can be defined as plagiarism. All writing assignments will include instructions on how to cite external sources. For additional information, please consult the Code of Student Conduct at: (http://studentaffairs.osu.edu/resource_csc.asp). Here is a direct link for discussion of plagiarism: http://cstw.osu.edu/writingCenter/handouts/research_plagiarism.cfm.

Resources: The following resources are available to students

Disability Services

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

OSU Writing Center

Since your grade for this course will be largely determined by the quality of your writing, I strongly recommend that you make good use of the Writing Center. **Seeking assistance from the Writing Center DOES NOT constitute academic misconduct.** Consult the Center's website for further information. <http://cstw.osu.edu>

Assignments and Grades (total points 100)

The assignments and the breakdown of the grades will be as follows

Map Quiz

5 points

Africa is a huge continent with diverse population, regions, and cultures. Indeed, geography played a crucial role in shaping African history. In this course, we will be dealing with a wide range of African countries. Hence, it is crucial that the students understand the location of these African countries. You will be provided with a political map of Africa, showing the names of African countries and their geographical boundaries. In the quiz, you will be provided with a blank map of Africa on which you will identify the various African countries.

4 Quizzes (each 10 points)

40 points

Please note that quizzes will be taken at the beginning of class, so make sure that you come early

Class discussion analyzing historical documents 15 points

These documents are included in the following books:

Basil Davidson, African Civilization Revisited, (ancient Egypt and Nubia) pp 54-70

Said Hamdun and Noel King, Ibn Battuta in Black Africa:

West Africa 27-88, East Africa, 13-27

Each student is required to write 1-2-page paper on these documents

Paper on Sundiata (3-4 pages)**15 points**

The paper should analyze the story, stressing the historical significance of the main character and what it reveals about the history of Mali, the role of the griots and oral history. **Due March 21st**

Written in Class Exam**25 points**

This exam will consist of two sections. The first section is identifications and the second section consist of elaborate and analytical essays.

Syllabus Quiz**3 points**

It is crucial that the students read of the syllabus carefully and understand the course requirements, the readings for each topic, and the dates of exams and assignments. To motivate you to read the syllabus carefully and to comprehend the assignments and their due dates, you will take a quiz and you will earn 3 bonus points.

Grading Scale

93-100 = A; 90-92 = A-; 87-89 = B+; 83-86 = B; 80-82 = B-; 77-79 = C+;
73-76 = C; 70-72 = C-; 67-69 = D+; 63-66 = D; 60-62 = D-; 0-59 =

Course Schedule

January 12: Historical and Geographical Setting
Gilbert and Reynolds, 4-12

January 17 Syllabus Quiz

January 17: Human Evolution in Africa

Readings: Eric Gilbert and Jonathan Reynold, Africa in World History, pp. 14-25 (on Carmen)

January 19: Map Quiz**January 19-26 Nile Valley Civilizations**

Egypt and Nubia

Readings

Gilbert and Reynolds, 67-82

Basil Davidson, African Civilization Revisited, pp. 54-70

January 26: Response Papers and Discussion of Basil Davidson, pp 49-73**January 31: First Quiz****January 31-February 2: Early Christianity**

North Africa and Axum

Readings

Gilbert and Reynolds, 85-98

February 7-9 Spread of Islam in Africa

Readings:

Gilbert and Reynolds, pp. 98-105

February 24-16 Trans-Saharan Trade and West African Kingdoms

Rise of Ghana, Mali, Songhay

Gilbert and Reynolds, pp. 105-119

February 21: Response Papers and Discussion of Travelers Description of West Africa (on Carmen)

February 23: Midterm Exam

February 28 East Africa and the Indian Ocean

Readings

Gilbert and Reynolds, 120-139, 220-226

March 2-7 West and Central Africa, 1500-1880

Readings:

Gilbert, 175-198

March 9 : Second Quiz

March 13-17th: Spring Break

March 23: Paper on Sundiata Due on Carmen

March 21-28: Arrival of the Europeans and the Atlantic Slave Trade

Readings

Gilbert and Reynolds, pp. 139-173

Basil Davidson, African Civilization Revisited, pp. 250-257, 265-277

March 28: Response Papers and Discussion of African Civilization Revisited

March 30- Egypt and North Africa 10th -18th centuries

Readings

Gilbert and Reynolds, pp. 200-204

March 30 Third Quiz

April 4-6: North Africa 16th- 19th centuries

Gilbert and Reynolds, 204-216

April 11-Islamic Movements in West Africa

April 11: Fourth Quiz

April 13: Prelude to European Imperialism

April 18: Review

April 20 Second Exam

MEMORANDUM

TO: Arts and Sciences Committee on Curriculum and Instruction

**FROM: Nicholas Breyfogle, Associate Professor and Calendar Conversion
Coordinator, Department of History**

**RE: Assessment Plan for proposed GEC courses: Historical Study Category, Social
Diversity in the U.S., and Diversity: International Issues**

Assessment Goals and Objectives

1. Both the GEC and course-specific learning objectives for all History courses might be summarized as follows:

Historical Study GE Requirements:

Goals:

Students develop knowledge of how past events influence today's society and help them understand how humans view themselves.

Expected Learning Outcomes:

1. Students acquire a perspective on history and an understanding of the factors that shape human activity.
2. Students display knowledge about the origins and nature of contemporary issues and develop a foundation for future comparative understanding.
3. Students think, speak, and write critically about primary and secondary historical sources by examining diverse interpretations of past events and ideas in their historical contexts.

Goals of the courses that fulfill the GE Learning Outcomes:

History courses develop students' knowledge of how past events influence today's society and help them understand how humans view themselves through the following ways:

1. critically examine theories of ethnicity, race, and nationalism
2. engage with contemporary and historical debates on ethnicity and nationalism
3. access and critically examine ethnically or nationally framed movements in a wider socio-cultural context
4. carry out in-depth analysis in a final paper comparing distinct moments of ethnic, racial, or nationalist mobilization or social movements and their effects

2. Both the GEC and course-specific learning objectives for History courses requesting Social Diversity in the U.S. might be summarized as follows:

Social Diversity GE Requirements:

Goals:

Courses in **social diversity** will foster students' understanding of the pluralistic nature of institutions, society, and culture in the United States.

Expected Learning Outcomes:

1. Students describe the roles of such categories as race, gender, class, ethnicity and religion in the pluralistic institutions and cultures of the United States.
2. Students recognize the role of social diversity in shaping their own attitudes and values regarding appreciation, tolerance, and equality of others.

Goals of the course that fulfill the GE Learning Outcomes: Students will achieve the social diversity goals and learning outcomes by

1. completing readings, attending lectures, and participating in class discussions and in-class assignments that will help students understand how the categories of race, gender, class, ethnicity, religion, and nation have shaped peoples' identities and the distribution of power and resources in the U.S. and elsewhere
2. describe theories of racial, ethnic, class, national, gender, and religious formation on exams and written assignments.

3. Both the GEC and course-specific learning objectives for History courses requesting Diversity in International Issues might be summarized as follows:

International Issues GE Requirements:

Goals:

International Issues coursework help students become educated, productive, and principled citizens of their nation in an increasingly globalized world.

Expected Learning Outcomes:

1. Students exhibit an understanding of some combination of political, economic, cultural, physical, social, and philosophical differences in or among the world's nations, peoples and cultures outside the U.S.
2. Students are able to describe, analyze and critically evaluate the roles of categories such as race, gender, class, ethnicity, national origin and religion as they relate to international/global institutions, issues, cultures and citizenship.
3. Students recognize the role of national and international diversity in shaping their own attitudes and values as global citizens.

Goals of the course that fulfill the GE Learning Outcomes: Students will achieve the social diversity goals and learning outcomes by

1. completing readings, attending lectures, and participating in class discussions and in-class assignments that will help students understand the complexity of debates over international issues such as health and healing in Africa, or pandemics such as HIV-AIDS reshaped debates world-wide, etc. and help students understand and analyze the

relationships between historical debates and practices about international issues such as health and healing.

2. describe theories of international issues on exams and written assignments.

II. Methods

An assessment of whether these objectives are met is effectively carried out by an examination of the work students are actually required to do for the course. Contributions in class discussions will be considered, but weighted more lightly, given the tendency for more confident students to contribute more to such discussions. Paper and exams will provide an understanding of students' abilities to think historically and to engage in analysis. This can be gauged by their responses to specific exam questions—asking students to provide a perspective on history and relate that perspective to an understanding of the factors that shape human activity. Thus, exams for Historical Study courses will have at least one question that requires students to provide a perspective on the factors that shaped an event or theory. Similarly, for courses that include Diversity in the U.S. GE requirements, we will have at least one question that requires students to provide a description of the roles of categories such as race, gender, class, ethnicity and religion and how those roles have helped shape either their perspective or the country's perspective on diversity. For courses that include Diversity of International Issues, we will ask one question that requires students to provide an understanding of some combination of political, economic, cultural, physical, social, and philosophical differences in or among the world's nations, peoples and cultures outside the U.S. In this way, we hope to measure the courses (and the students') progress toward the multiple objectives of the GE. In this way we should be able to ascertain whether they are acquiring the desired skills and not simply learning (and regurgitating) specific information.

Summary of Data:

An advanced graduate student, supervised by the UTC Chair, will be asked to evaluate the sampled questions and papers, and to gauge how well the goals of the course seem reflected in them. Assessment of Historical Study, Social Diversity, and Diversity International Issues from the GE goals will be carried out primarily through the evaluation of formal graded assignments and ungraded in-class assignments, including class discussions. Students will complete an informal feedback survey halfway through the semester to assess their own performance, the pace of the class, and the instructor's effectiveness. Students will also be surveyed to assess their mastery of the General Education objectives through a survey instrument at the end of the semester. We will compare these data with the exams and papers mentioned above. We will be interested to assess improvement over time, so that we will compare each of the selected student's answers from the surveys, papers, and exams to those on the finals to see if any has in fact occurred. A brief summary report will be written by the grad student and UTC Chair, and that, as well as the sampled questions themselves, will be made available to the instructor and to the Chair of the department. We intend to insure that the proposed

courses adequately articulate these goals, teach toward them, test for them, and help students realize their individual potential to meet them. Assessments will be summarized and used to alter the course for the next teaching.

Arts and Sciences Distance Learning Course Component Technical Review Checklist

Course: Hist 2301

Instructor: Dr. Sarah Van Beurden

Summary: African Peoples and Empires in World History

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"> • Carmen • Office 365
6.2 Course tools promote learner engagement and active learning.	X			<ul style="list-style-type: none"> • Carmen • Discussion Boards • CarmenWiki
6.3 Technologies required in the course are readily obtainable.	X			All software is available for free via OSU site license.
6.4 The course technologies are current.	X			All are updated regularly.
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 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			Accessibility links are provided for all tools.
8.3 The course provides alternative means of access to course materials in formats that meet the needs of diverse learners.	X			Instructions are provided.
8.4 The course design facilitates readability	X			
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: 5/27/20
- Reviewed by: Ian Anderson

Notes: Format for online office hours should be noted. CarmenConnect should be replaced with Carmen Zoom. Dates need to be added to the weekly schedule.

^aThe 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; slds.osu.edu.

^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/welcome.shtml>

^cAdd 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.