

Term Information

Effective Term Spring 2023
Previous Value Autumn 2022

Course Change Information

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

This is a cross-listed course with AAAS and the Department of African American and African Studies would like to offer AFAMAST 2081: African American History from 1877 as a 100% distance learning course.

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

We, African American and African Studies and History, can meet all the goals and objectives of the course online while providing students greater access to the class.

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)?

There are no programmatic changes.

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	2081
Course Title	African American History from 1877
Transcript Abbreviation	AfAm Hst 1877-Pres
Course Description	The study of the African American experience in the United States from the era of Reconstruction through the present.
Semester Credit Hours/Units	Fixed: 3

Offering Information

Length Of Course	14 Week, 12 Week, 8 Week, 7 Week, 6 Week, 4 Week
Flexibly Scheduled Course	Never
Does any section of this course have a distance education component?	Yes
Is any section of the course offered	100% at a distance
<i>Previous Value</i>	<i>Yes, Greater or equal to 50% at a distance</i>
Grading Basis	Letter Grade
Repeatable	No
Course Components	Lecture
<i>Previous Value</i>	<i>Lecture, Recitation</i>
Grade Roster Component	Lecture
<i>Previous Value</i>	<i>Recitation</i>
Credit Available by Exam	No

Admission Condition Course	No
Off Campus	Never
Campus of Offering	Columbus, Lima, Mansfield, Marion, Newark, Wooster

Prerequisites and Exclusions

Prerequisites/Corequisites	Prereq or concur: English 1110.xx.
Exclusions	Not open to students with AfAmASt 2081.
Previous Value	Not open to students with credit for 323.02 or AfAmASt 2081.
Electronically Enforced	No

Cross-Listings

Cross-Listings	Cross-listed in AfAmASt.
-----------------------	--------------------------

Subject/CIP Code

Subject/CIP Code	54.0102
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; Historical and Cultural Studies
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	<ul style="list-style-type: none">• Students will be able to examine primary and secondary sources.• Students will be able to understand how historical moments impacted the lived realities of Black people in the US.• Students will be able to identify and analyze important political, social, cultural, religious, and intellectual histories of Black people in the US
---	---

[Previous Value](#)

COURSE CHANGE REQUEST
2081 - Status: PENDING

Last Updated: Vankeerbergen, Bernadette
Chantal
08/29/2022

Content Topic List

- Reconstruction
- Nadir
- Disenfranchisement
- WWI
- Harlem Renaissance
- Jazz Age
- Great Migration
- Urbanization
- New Deal
- WWII
- Civil Rights and Black Power Movements
- Hip Hop
- Contemporary African American Politics

Sought Concurrence
Previous Value

No

Attachments

- HISTORY, AFAMAST 2081 distance_approval_cover_sheet_Updated13July2022.pdf: DL Cover Sheet
(Other Supporting Documentation. Owner: Getson, Jennifer L.)
- HISTORY, AFAMAST_2081_Syllabus_Updated_12July2022.docx: Syllabus
(Syllabus. Owner: Getson, Jennifer L.)
- 2081 Syllabus Au 19 nwsltr.pdf: In-person Syllabus
(Syllabus. Owner: Getson, Jennifer L.)

Comments

- Uploaded in-person syllabus. *(by Getson, Jennifer L. on 07/18/2022 01:33 PM)*
- Please upload in-person syllabus as well. *(by Vankeerbergen, Bernadette Chantal on 07/18/2022 10:15 AM)*

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Getson, Jennifer L.	07/14/2022 01:24 PM	Submitted for Approval
Approved	Soland, Birgitte	07/14/2022 09:39 PM	Unit Approval
Revision Requested	Vankeerbergen, Bernadette Chantal	07/18/2022 10:15 AM	College Approval
Submitted	Getson, Jennifer L.	07/18/2022 01:33 PM	Submitted for Approval
Approved	Soland, Birgitte	07/18/2022 01:46 PM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	08/29/2022 05:07 PM	College Approval
Pending Approval	Cody, Emily Kathryn Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Hilty, Michael Vankeerbergen, Bernadette Chantal Steele, Rachel Lea	08/29/2022 05:07 PM	ASCCAO Approval

African American History from 1877 Syllabus

HISTORY / AFAMAST2081 Autumn 2022

Course Information

- **Course times and location:** No required schedule meetings; all instruction occurs in Carmen each week
- **Credit hours:** 3
- **Mode of delivery:** Distance Learning

Instructor

- **Name:** Dawn Chisebe
- **Email:** chisebe.1@osu.edu
- **Office location:** 386E University Hall
- **Office hours:** Tues/Thurs 10am-12pm via Zoom
- **Preferred means of communication:**
 - My preferred method of communication for questions is **email**.
 - My class-wide communications will be sent through the Announcements tool in CarmenCanvas. Please check your [notification preferences](https://go.osu.edu/canvas-notifications) (go.osu.edu/canvas-notifications) to be sure you receive these messages.

Course Prerequisites

English 110, Not open to students with credit for 323.02 or History 2081.

Course Description

This course is a survey of African American history from Reconstruction through the present. We will be examining this history through the Black experience in order to highlight the ways in which Black people shaped their own paths here in the United States. We will also examine the Black experience throughout the Diaspora as it relates to the political and social movements of African Americans.



Learning Outcomes

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

- Students will be able to examine primary and secondary sources
- Students will be able to understand how historical moments impacted the lived realities of Black people in the US.
- Students will be able to identify and analyze important political, social, cultural, religious, and intellectual histories of Black people in the US

General Education

The course fulfills the **Historical Studies** foundation category of the General Education curriculum.

Goal (Historical Studies)

1A. Successful students will critically investigate and analyze historical ideas, events, persons, material culture and artifacts to understand how they shape society and people.

Expected Learning Outcomes (Historical Studies)

Successful students are able to:

1.1A Identify, differentiate and analyze primary and secondary sources related to historical events, periods or ideas.

1.2A Use methods and theories of historical inquiry to describe and analyze the origin of at least one selected contemporary issue.

1.3A Use historical sources and methods to construct an integrated perspective on at least one historical period, event or idea that influences human perceptions, beliefs and behaviors.

1.4A Evaluate social and ethical implications in historical studies.

Rationale: This course fulfills these learning outcomes by examining primary and secondary sources, actively facilitating course discussions, and having assignments that challenge students to apply the knowledge they are gaining.

Legacy GE Curriculum:

This course also fulfills the **Historical Studies** category of the legacy GE curriculum.

Goal

Students recognize how past events are studied and how they influence today's society and the human condition.

Expected Learning Outcomes

1. Students construct an integrated perspective on history and the factors that shape human activity.
2. Students describe and analyze the origins and nature of contemporary issues.
3. Students speak and write critically about primary and secondary historical sources by examining diverse interpretations of past events and ideas in their historical contexts.

How This Online Course Works

Mode of delivery: This course is 100% online. There are no required sessions when you must be logged in to Carmen at a scheduled time.

Pace of online activities: This course is divided into **weekly modules** that are released one week ahead of time. Students are expected to keep pace with weekly deadlines but may schedule their efforts freely within that time frame.

Credit hours and work expectations: This course is worth 3 credit-hours. According to the Ohio State University policy ([go.osu.edu/credit hours](http://go.osu.edu/credit%20hours)), all students should expect approximately 3 hours of work per week spent on direct instruction. Such instruction may include the instructor's recorded lectures, supplemental video and listening assignments, and other assigned Carmen activities. In addition, students should expect approximately 6 hours of homework per week. This will usually include approximately 3 hours of reading, 1 hour of participation in discussion boards forums, 1 hour of writing (weekly response papers), and another hour of study (for quizzes and exams) and assignment preparation.

Attendance and participation requirements: Research shows regular participation is one of the highest predictors of success. With that in mind, I have the following expectations for everyone's participation:

- **Participating in online activities for attendance: at least twice per week**
You are expected to log in to the course in Carmen 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*.
- **Zoomoffice hours: optional**
All live, scheduled events for the course, including my office hours, are optional. I will post recordings of synchronous sessions for those who cannot attend.
- **Participating in discussion forums: two or more times per week**
As part of your participation, each week you can expect to post at least twice as part of our substantive class discussion on the week's topics.

Course Materials, Fees and Technologies

Required Materials and/or Technologies

- **Freedom on My Mind: A History of African Americans with Documents Volume One: To 1885 3rd Edition** Written by: Deborah Gray White, Mia Bay and Waldo E. Martin
ISBN978-0-319-24300-5

Required Equipment

- **Computer:** current Mac (MacOS) or PC (Windows 10) with high-speed internet connection
- **Webcam:** built-in or external webcam, fully installed and tested
- **Microphone:** built-in laptop or tablet mic or external microphone
- **Other:** a mobile device (smartphone or tablet) to use for BuckeyePass authentication

If you do not have access to the technology you need to succeed in this class, review options for technology and internet access at go.osu.edu/student-tech-access.

Required Software

Microsoft Office 365: All Ohio State students are now eligible for free Microsoft Office 365. Visit the [installing Office 365](https://go.osu.edu/office365help) (go.osu.edu/office365help) help article for full instructions.

CarmenCanvas Access

You will need to use [BuckeyePass](https://buckeyepass.osu.edu) (buckeyepass.osu.edu) multi-factor authentication to access your courses in Carmen. To ensure that you are able to connect to Carmen at all times, it is recommended that you do each of the following:

- Register multiple devices in case something happens to your primary device. Visit the [BuckeyePass - Adding a Device](https://go.osu.edu/add-device) (go.osu.edu/add-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.
- [Install the Duo Mobile application](https://go.osu.edu/install-duo) (go.osu.edu/install-duo) on 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 \(HELP\)](tel:614-688-4357) and IT support staff will work out a solution with you.

Technology Skills Needed for This Course

- Basic computer and web-browsing skills
- [Navigating CarmenCanvas](https://go.osu.edu/canvasstudent) (go.osu.edu/canvasstudent)
- [CarmenZoom virtual meetings](https://go.osu.edu/zoom-meetings) (go.osu.edu/zoom-meetings)
- [Recording a slide presentation with audio narration and recording, editing and uploading video](https://go.osu.edu/video-assignment-guide) (go.osu.edu/video-assignment-guide)

Technology Support

For help with your password, university email, CarmenCanvas, or any other technology issues, questions or requests, contact the IT Service Desk, which offers 24-hour support, seven days a week.

- **Self Service and Chat:** ocio.osu.edu/help
- **Phone:** [614-688-4357 \(HELP\)](tel:614-688-4357)
- **Email:** servicedesk@osu.edu
- **TDD:** [614-688-8743](tel:614-688-8743)

Standard support hours are available at ocio.osu.edu/help/hours.

Grading and Faculty Response

How Your Grade is Calculated

Assignment Category	Points
Discussion Board	25
Weekly Reflections	25
Reading Worksheets	25
Final Paper/Project	25

See [Course Schedule](#) for due dates.

Descriptions of Major Course Assignments

Discussion Board (25%)

Every other week you must make at least one initial post and two reply posts. The instructor will also engage in discussion, at times, by posting a topic that students can choose to respond to and engaging with the responses. Each week the instructor will provide a verbal response via a zoom recording that places the discussions in the proper historical context and offer feedback on the topics explored. Your post needs to be original in order to earn full credit (which means you need to read everything posted prior to your submission), and your posts need to be in your own words (not utilizing on-line sources or copy/paste). **These are due EVERY OTHER WEEK beginning the first week of the semester.**

Length:

Initial posts need to be *at least* 250 words in length and must be posted by 11:59pm on Friday of each week. You must also include at least one question for classmate 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 Sunday of each week. You must complete at least two reply posts 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.

Reading Worksheets (25%)

There are scheduled reading worksheets that need to be completed, these are open-book BUT must be in your own words. You cannot copy and paste or simply repeat what the book has offered. These worksheets will guide your reading. The questions will all be open ended and require you to build on details from week to week. These are due every Friday. **Your lowest two grades will be dropped at the end of the semester.**

Weekly Reflections/Responses (25%)

Each week you must upload a weekly reflection on the readings. These are informal and should be at least 2 pages in length. You want to reflect on the themes presented in the readings (erasure of Black women, resistance, love, strength, family, and so on). You can make connections to current issues but be careful not to inappropriately remove moments from their time and space. Ex: What happens in 1670 Virginia is not EXACTLY the same as what happens in 2020 Ohio and what is happening in 2021 Ghana is not exactly the same as what is happening in 2021 USA. You do not need to spend an immense amount of time editing these as they should really be just a moment for you to process what you have learned that week and will NOT be graded on grammar/style you will ONLY be graded on content (meaning I need to know that you actually read and viewed and what you thought about what you read and viewed). **The four lowest scores will be dropped at the end of the semester.**

Final Paper/Project (25%)

There are two options for the final paper/project

1. You can write a traditional research paper (6-8 pages in length).
2. You can create a visual media project that is 8-10 minutes in length (with a two-page summary)

Detailed description and guidelines will be posted to Carmen. This project will require a proposal that is worth 10% of the Final paper/project grade. Students without an approved proposal will not be able to upload a final paper/project for the course.

Late Assignments

Please refer to Carmen for due dates. Due dates are set to help you stay on pace and to allow timely feedback that will help you complete subsequent assignments.

[Example: Due to the collaborative nature of class discussions, I am not able to grade posts submitted after the final weekly deadline for this assignment type.]

Instructor 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 [614-688-4357 \(HELP\)](tel:614-688-4357) at any time if you have a technical problem.

- **Preferred contact method:** If you have a question, please contact me first through my Ohio State email address. I will reply to emails within **24 hours on days when class is in session at the university**.
- **Class announcements:** I will send all important class-wide messages through the Announcements tool in CarmenCanvas. Please check [your notification preferences](http://go.osu.edu/canvas-notifications) (go.osu.edu/canvas-notifications) to ensure you receive these messages.
- **Discussion board:** I will check and reply to messages in the discussion boards once mid-week and once at the end of the week.
- **Grading and feedback:** For assignments submitted before the due date, I will try to provide feedback and grades within **seven days**. Assignments submitted after the due date may have reduced feedback, and grades may take longer to be posted.

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



Other Course Policies

Discussion and Communication Guidelines

[Example: 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. I will provide specific guidance for discussions on controversial or personal topics.
- **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

See [Descriptions of Major Course Assignments](#) for specific guidelines about collaboration and academic integrity in the context of this online class.

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](http://studentconduct.osu.edu) (studentconduct.osu.edu), 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:

- [Committee on Academic Misconduct](http://go.osu.edu/coam) (go.osu.edu/coam)
- [Ten Suggestions for Preserving Academic Integrity](http://go.osu.edu/ten-suggestions) (go.osu.edu/ten-suggestions)
- [Eight Cardinal Rules of Academic Integrity](http://go.osu.edu/cardinal-rules) (go.osu.edu/cardinal-rules)

Copyright for Instructional Materials

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.

Creating an Environment Free from Harassment, Discrimination, and Sexual Misconduct

The Ohio State University is committed to building and maintaining a community to reflect diversity and to improve opportunities for all. All Buckeyes have the right to be free from harassment, discrimination, and sexual misconduct. Ohio State does not discriminate on the basis of age, ancestry, color, disability, ethnicity, gender, gender identity or expression, genetic information, HIV/AIDS status, military status, national origin, pregnancy (childbirth, false pregnancy, termination of pregnancy, or recovery therefrom), race, religion, sex, sexual orientation, or protected veteran status, or any other bases under the law, in its activities, academic programs, admission, and employment. Members of the university community also have the right to be free from all forms of sexual misconduct: sexual harassment, sexual assault, relationship violence, stalking, and sexual exploitation.

To report harassment, discrimination, sexual misconduct, or retaliation and/or seek confidential and non-confidential resources and supportive measures, contact the Office of Institutional Equity:

1. Online reporting form at equity.osu.edu,
2. Call 614-247-5838 or TTY 614-688-8605,
3. Or email equity@osu.edu

The university is committed to stopping sexual misconduct, preventing its recurrence, eliminating any hostile environment, and remedying its discriminatory effects. All university employees have reporting responsibilities to the Office of Institutional Equity to ensure the university can take appropriate action:

- All university employees, except those exempted by legal privilege of confidentiality or expressly identified as a confidential reporter, have an obligation to report incidents of sexual assault immediately.
- The following employees have an obligation to report all other forms of sexual misconduct as soon as practicable but at most within five workdays of becoming aware of such information: 1. Any human resource professional (HRP); 2. Anyone who supervises faculty, staff, students, or volunteers; 3. Chair/director; and 4. Faculty member.

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. No matter where you are engaged in distance learning, The Ohio State University's Student Life Counseling and Consultation Service (CCS) is here to support you. If you find yourself feeling isolated, anxious or overwhelmed, [on-demand mental health resources](https://go.osu.edu/ccsondemand) (go.osu.edu/ccsondemand) are available. You can reach an on-call counselor when CCS is closed at [614- 292-5766](tel:614-292-5766). **24-hour emergency help** is available through the [National Suicide Prevention Lifeline website](https://www.nationalsuicideline.org/) (suicidepreventionlifeline.org) or by calling [1-800-273-8255\(TALK\)](tel:1-800-273-8255). [The Ohio State Wellness app](https://go.osu.edu/wellnessapp) (go.osu.edu/wellnessapp) is also a great resource.

Student Services and Advising

University Student Services are accessed through BuckeyeLink. More information is available at <https://contactbuckeyelink.osu.edu/>

Advising resources for students taking undergraduate courses are available here: <http://advising.osu.edu>

Accessibility Accommodations for Students with Disabilities

Requesting Accommodations

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 \(SLDS\)](#). After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. In light of the current pandemic, students seeking to request COVID-related accommodations may do so through the university's request process, managed by Student Life Disability Services.

Disability Services Contact Information

- Phone: [614-292-3307](tel:614-292-3307)
- Website: slds.osu.edu
- Email: slds@osu.edu
- In person: [Baker Hall 098, 113 W. 12th Avenue](#)

Accessibility of Course Technology

This online course requires use of CarmenCanvas (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 as early as possible.

- [CarmenCanvas accessibility](http://go.osu.edu/canvas-accessibility) (go.osu.edu/canvas-accessibility)
- Streaming audio and video
- [CarmenZoom accessibility](http://go.osu.edu/zoom-accessibility) (go.osu.edu/zoom-accessibility)

Course Schedule

Refer to the CarmenCanvas course for up-to-date due dates.

1	<ul style="list-style-type: none"> Review of Syllabus <u>Confronting Hard History</u> Dr. Hasan Kwame Jeffries <u>The Urgency of Intersectionality</u> Dr. Kimberlè Crenshaw 	<p>Wed:</p> <ul style="list-style-type: none"> Initial DB Post <p>Fri:</p> <ul style="list-style-type: none"> DB Reply Posts X2
2	<p>Read:</p> <ul style="list-style-type: none"> Black Life and Culture during the Nadir, 1877-1915. <p>Watch:</p> <ul style="list-style-type: none"> <i>Ida B Wells A Passion for Justice</i> 	<p>Wed:</p> <ul style="list-style-type: none"> Reading Worksheet <p>Fri:</p> <ul style="list-style-type: none"> Weekly Reflection
3	<p>Read:</p> <ul style="list-style-type: none"> The New Negro Comes of Age 1915-1930. <p>Watch</p> <ul style="list-style-type: none"> <i>Ethnic Notions: African American Stereotypes and Prejudice</i> 	<p>Wed:</p> <ul style="list-style-type: none"> Initial DB Reading Worksheet <p>Fri:</p> <ul style="list-style-type: none"> Weekly Reflection DB Reply Posts
4	<p>Read</p> <ul style="list-style-type: none"> Tuskegee Documents pg. 520-523 "A Notoriously Syphilis-Soaked Race" in <i>Medical Apartheid</i> <p>Watch</p> <ul style="list-style-type: none"> <i>Miss Evers Boys</i> 	<p>Wed:</p> <ul style="list-style-type: none"> Reading Worksheet <p>Fri:</p> <p>Weekly Reflection</p>

5	<p>Read:</p> <ul style="list-style-type: none"> • Catastrophe, Recovery, and Renewal <p>Watch:</p> <ul style="list-style-type: none"> • <i>Strange Fruit: The Biography of a Song</i> 	<p>Wed:</p> <ul style="list-style-type: none"> • Initial DB • Reading Worksheet <p>Fri:</p> <ul style="list-style-type: none"> • Weekly Reflection • DB Reply Posts
6	<p>Read:</p> <ul style="list-style-type: none"> • Fighting for a Double Victory in the WWII Era <p>Watch:</p> <ul style="list-style-type: none"> • <i>Freedom Flyers of Tuskegee: The Tuskegee Airman</i> 	<p>Wed:</p> <ul style="list-style-type: none"> • Reading Worksheet <p>Fri:</p> <ul style="list-style-type: none"> • Weekly Reflection
7	<p>Read:</p> <ul style="list-style-type: none"> • The Early CRM <p>Watch:</p> <ul style="list-style-type: none"> • <i>The Road to Brown</i> 	<p>Wed:</p> <ul style="list-style-type: none"> • Initial DB • Reading Worksheet <p>Fri:</p> <ul style="list-style-type: none"> • Weekly Reflection • DB Reply Posts
8	<p>Read:</p> <ul style="list-style-type: none"> • The Multiple Meanings of Freedom <p>Watch:</p> <ul style="list-style-type: none"> • <i>Fannie Lou Hamer: Voting Rights Activist</i> 	<p>Wed:</p> <ul style="list-style-type: none"> • Reading Worksheet <p>Fri:</p> <ul style="list-style-type: none"> • Weekly Reflection

9	<p>Read:</p> <ul style="list-style-type: none"> • The Black Stork in <i>Medical Apartheid</i> <p>Watch:</p> <ul style="list-style-type: none"> • <i>When the Bough Breaks</i> 	<p>Wed:</p> <ul style="list-style-type: none"> • Initial DB • Reading Worksheet <p>Fri:</p> <ul style="list-style-type: none"> • Weekly Reflection • DB Reply Posts
10	<p>Read:</p> <ul style="list-style-type: none"> • Racial Progress in the Era of Backlash <p>Watch:</p> <ul style="list-style-type: none"> • <i>The Lost Tapes of Malcolm X</i> 	<p>Wed:</p> <ul style="list-style-type: none"> • Initial DB • Reading Worksheet <p>Fri:</p> <ul style="list-style-type: none"> • Weekly Reflection • DB Reply Posts
11	<p>Read:</p> <ul style="list-style-type: none"> • Excerpts from <i>Eyes on the Prize</i> <p>Watch:</p> <ul style="list-style-type: none"> • <i>I am Not Your Negro</i> 	<p>Wed:</p> <ul style="list-style-type: none"> • Reading Worksheet <p>Fri:</p> <ul style="list-style-type: none"> • Weekly Reflection

12	<p>Read:</p> <ul style="list-style-type: none"> • African American in the age of Progress <p>Watch:</p> <ul style="list-style-type: none"> • #StayWoke 	<p>Wed:</p> <ul style="list-style-type: none"> • Initial DB • Reading Worksheet <p>Fri:</p> <ul style="list-style-type: none"> • Weekly Reflection • DB Reply Posts
13	<p>Read:</p> <ul style="list-style-type: none"> • Caged Subjects in Medical Apartheid <p>Watch</p> <ul style="list-style-type: none"> • <i>13th</i> 	<p>Wed:</p> <ul style="list-style-type: none"> • Reading Worksheet <p>Fri:</p> <ul style="list-style-type: none"> • Weekly Reflection
14	<p>Read:</p> <ul style="list-style-type: none"> • <i>Black Mama's Matter</i> • <i>Battling Over Birth</i> <p>Watch:</p> <ul style="list-style-type: none"> • <i>The American Dream</i> 	<p>Wed:</p> <ul style="list-style-type: none"> • Initial DB • Reading Worksheet <p>Fri:</p> <ul style="list-style-type: none"> • Weekly Reflection • DB Reply Posts
15	<p>Read:</p> <ul style="list-style-type: none"> • African Americans in the 21st Century <p>Watch:</p> <ul style="list-style-type: none"> • <i>P.S. I Can't Breathe</i> 	<p>Wed:</p> <ul style="list-style-type: none"> • Reading Worksheet <p>Fri:</p> <ul style="list-style-type: none"> • Weekly Reflection



YOUR INSTRUCTOR:

Dr. Tiyi M. Morris
 morris.730@osu.edu
 740-366-9113
 Office Hours:
 T/Th 11am-noon and
 by appointment
 2072 Founders

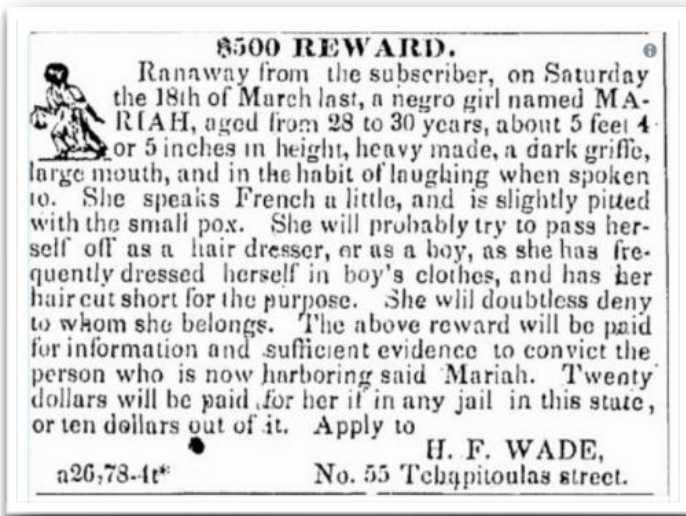


IN THIS SYLLABUS:

- Course Requirements....2
- Course Schedule.....3-5
- Class Policies.....5
- University Policies.....6-7
- Learning Outcomes.....8



AFRICAN AMERICAN HISTORY FROM 1877



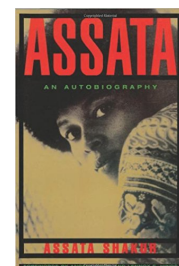
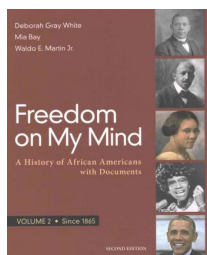
Course Description:

African American History from 1877 provides a post-Emancipation survey of the Black experience in America focusing on the impact of various social, political, and economic forces upon Blacks as well as ways in which Blacks have contributed to the development of the United States. In addition to introducing students to some of the major themes of African American History, this course also aims to enhance students' ability to think critically about issues of diversity

in American society and to develop the skills necessary to critically read and evaluate primary and secondary historical materials. Topics to be explored include: African American protest and resistance and the evolving meaning of freedom and equality; variations in the African American experience as a result of factors such as gender, socio-economic status, and region; the role of African American intellectual thought in shaping American society; and the influence of African American culture on mainstream American culture.

"FREEING YOURSELF
 WAS ONE THING.
 CLAIMING
 OWNERSHIP OF THAT
 FREED SELF WAS
 ANOTHER."
 — TONI MORRISON

Required Texts:



Course Requirements:

Attendance is mandatory. Everyone is allowed four (4) absences from class. There are no excused or unexcused absences. Any absence after four, for any reason, will result in a deduction of 15 points per absence from your final grade. Therefore, it is wise to save your absences for religious observations, required university activities and/or real emergencies. Coming to class late or leaving early 3 times will count as 1 absence. Missing half of class will count as an absence. **Seven (7)** absences results in **automatic failure** of the course.

Participation (75) points) This is a reading intensive and participation centered course. I will give mini-lectures to supplement, not summarize, the assigned readings. Readings are due on the date they are listed on the syllabus. You should come to class having completed all the readings and prepared to engage in serious and constructive dialogue. The classroom is a place to debate and explore ideas. Everyone must be respected, even if you do not agree with their comments. Personal attacks are unacceptable as are sexist, racist, classist, or homophobic language or any other forms of discrimination and expressions of intolerance. Participation will be graded on both the frequency and quality of your contributions to discussions. Remember that class participation means speaking and listening. Make sure that you practice equal parts of both. The Participation Grading Rubric is available on Carmen.

While participation is required, to earn full participation points, you must also come to class with the necessary materials (text(s), paper, writing utensil, etc.).

Occasionally, in-class assignments will serve as an additional means of assessing your completion and comprehension of the reading.

Midterm Exam (100 points) **Final Exam** **Optional** (100 points)

"This may only be a dream of mine, but I think it can be made real."

- Ella Baker



ASSIGNMENTS (DETAILED GUIDELINES ARE ON CARMEN):

Pop Quizzes (50 points) Quizzes over the assigned readings will be given during the semester. Missed quizzes cannot be made up.

Research Paper (100 points) The goal of this 6-page paper is to explore a contemporary issue/concern for the African American community within the context of African American history. The assignment will be completed in stages. The final draft is due on December 3rd.

Literature Circle Notes (30 points) Literature circles are small groups of students that will discuss *Assata* together during class. On those days, the majority of class time will be devoted to discussion of the book with your group. You will be assigned a role for your group's discussion for which you must submit written comments.

Film Analysis (20 points) In 2.5 pages, discuss how your chosen documentary contributes to current understandings of The Black Panther Party or Malcolm X.

Extra Credit - Discussion Leader Students can write a 2-paragraph (double-spaced) critical analysis of one of the assigned primary documents and serve as discussion leader on the day for which the reading has been assigned.

Course Schedule

Week	Date	Reading Assignment	Written Assignment
1	Aug. 20	Introductions	
	Aug. 22	Reconstruction <u>Carmen</u> : Carol Anderson, from <i>White Rage</i>	
2	Aug. 27	Black Life and Culture at the turn of the Century <i>Freedom</i> – Introduction for Students, pp. xliii-xlvi Chap. 9, pp. 342-355, 378-381; Appendix, A24-25, <i>Plessy v. Ferguson</i> <u>Carmen</u> : “Testimony of Benjamin Singleton (1880)” Henry M. Turner, “The American Negro and his Fatherland”	
	Aug. 29	<i>Freedom</i> – Chap. 9, pp. 356-366, 382-386 <u>Carmen</u> : Anna Julia Cooper, from <i>A Voice from the South</i>	
3	Sept. 3	<i>Freedom</i> – Chap. 9, pp. 367-376; Appendix, A28, Booker T. Washington, “The Atlanta Exposition” <u>Carmen</u> : Manifesto of the 2nd Pan African Congress	
	Sept. 7	<i>Freedom</i> – Chap. 10, pp. 390-402 <u>Carmen</u> : W. E. B. DuBois, “Close Ranks” and “Returning Soldiers” Hubert Harrison, “Black Rev. Nationalist” and “The Descent of DuBois” “People we can get along without”	
4	Sept. 10	The New Negro <i>Freedom</i> – Chap. 10, pp. 402-414 <u>Carmen</u> : Langston Hughes, “The Negro Artist & the Racial Mountain” Gwendolyn Bennett, “To a Dark Girl” Marcus Garvey, “An Appeal to the Conscience of the Black Race...” Amy Jacques Garvey, “Women as Leaders”	Research Paper Proposal
	Sept. 12	<i>Freedom</i> – Chap. 10, pp. 414-434 <u>Carmen</u> : <i>Black Women Workers During the Great Depression</i>	
5	Sept. 17	WWII – Fighting for a Double Victory <i>Freedom</i> – Chap. 11, pp. 438-448, 467-475 <u>Carmen</u> : “Why We Should March”	
	Sept. 19	<i>Freedom</i> – Chap. 11, pp. 448- 466	
6	Sept. 24	The (Early) Civil Rights Movement <i>Freedom</i> – Chap. 12, pp. 480-492, 515-521; Appendix, A25-26, <i>Brown v. Board of Education</i> <u>Carmen</u> : Claudia Jones, “An End to the Neglect of the Problems of the Negro Woman”	
	Sept. 26	<i>Freedom</i> – Chap. 12, pp. 492-503 <u>Carmen</u> : Martin Luther King, Jr., “Letter from a Birmingham Jail”	
7	Oct. 1	<i>Freedom</i> – Chap. 12, pp. 503-513 <u>Carmen</u> : Ella Baker, “We Need Group Centered Leadership” John Lewis, “The Revolution is at Hand”	
	Oct. 3	TBA	

Week	Date	Reading Assignment	Written Assignment
8	Oct. 8	Midterm (Required)	
	Oct. 9	Non-class day - Online Assignment due by 5pm	
	Oct. 10	Autumn Break - No class	
9	Oct. 15	The Black Power Movement <i>Freedom</i> – Chap. 13, pp. 524-538, 599-60; Appendix, A21, The Voting Rights Act of 1965 <u>Carmen</u> : Malcolm X, “The Ballot or the Bullet” Organization of Afro-American Unity Statement	Research Paper Thesis/Outline
	Oct. 17	<i>Freedom</i> – Chap. 13, pp. 538-548, 557-559, 561-565 <u>Carmen</u> : Fred Hampton, “The People Have to Have the Power” Angela Davis, “I am a Revolutionary Black Woman”	
10	Oct. 22	<i>Freedom</i> – Chap. 13, pp. 548-556, 565-66 <u>Carmen</u> : Martin Luther King, Jr., “To Atone for Our Sins in Vietnam” Fannie Lou Hamer, “The Special Plight and the Role of Black Women”	
	Oct. 24	No class meeting - Secured Media Library assignment Watch two films: 1) <i>BaddDDD Sonia Sanchez</i> and 2) <i>The Black Panthers</i> or <i>Malcolm X: Make it Plain</i>	
11	Oct. 29	<i>Freedom</i> – Chap. 14, pp. 570-581 <u>Carmen</u> : Shirley Chisholm, “Facing the Abortion Question” Henry Winston, “A Letter to my Brothers and Sisters”	Film Analysis
	Oct. 31	<i>Assata</i> , Chap. 1-5	Lit. Circle Notes
12	Nov. 5	<i>Assata</i> , Chap. 6-12	Lit. Circle Notes
	Nov. 7	Finish <i>Assata</i>	
13	Nov. 12	Intersectionality and the Black Freedom Struggle <i>Freedom</i> – Chap. 14, pp. 581-592, 603-605 <u>Carmen</u> : Audre Lorde, “Age, Race, Class, and Sex: Women...” Gary Convention	
	Nov. 14	<i>Freedom</i> – Chap. 14, pp. 592-602, 605-610 <u>Carmen</u> : <i>African American Women in Defense of Ourselves</i>	
14	Nov. 19	African Americans and the New Century <i>Freedom</i> – Chap. 15, pp. 614-627 <u>Carmen</u> : World Conference Against Racism Black Radical Congress, “Principles and Agenda”	Rough Draft verification from Writer’s Studio in class
	Nov. 21	<i>Freedom</i> – Chap. 15, pp. 627-634 <u>Carmen</u> : Attica, “The Fury of Those Who are Oppressed” Sing Sing Prisoners Barbara Lee interview	

Week	Date	Reading Assignment	Written Assignment
15	Nov. 26	<i>Freedom</i> – Chap 15, pp. 634-668; Appendix A30-36, Barack Obama, "A More Perfect Union" <u>Carmen</u> : Barbara Ransby, <i>Making all Black Lives Matter</i> , "Introduction"	
	Nov. 28	Thanksgiving - No Class	
16	Dec. 3	Wrapping Up	Research Paper
17	Dec. 12	Final Exam (Optional)	12:40-2:20pm

"IN ORDER FOR NON-VIOLENCE TO WORK, YOUR OPPONENT MUST
HAVE A CONSCIENCE. THE UNITED STATES HAS NONE."
- STOKELY CARMICHAEL

Class Policies:

- **Changes to the syllabus may be made at the professor's discretion.**
- This is a tentative schedule and may change to accommodate class needs. The online syllabus always has the most recent version of the syllabus.
- I will only read and respond to emails from OSU accounts; do not email me from your personal account.
- Always bring the assigned readings to class. As a class that centers on discussion of the text, you must come to class with a copy of the readings so that you can discuss and refer to them during class.
- We will not discuss each reading with the same level of depth. You are, however, responsible for all the assigned material, whether or not we discuss it in class.
- Eating is not allowed during class.
- All homework assignments must be typed using Times New Roman size 12 font. Margins should be set at 1 inch on all sides. Staple and number multiple pages. Handwritten assignments will not be accepted, with the exception of the Literature Circle Reporter's notes.
- Carmen is necessary for both submitting assignments and checking for announcements and information. Thus, you are responsible for being able to access and use Carmen. If you are having problems accessing Carmen, contact the help desk or use one of the computer labs.
- For your submission to be complete, I will need both an electronic and hard copy of your assignment. All assignments are due in class and must also be submitted to Carmen. Do not email me assignments. Assignments not submitted to Carmen will not be graded.
- If class is cancelled, it is your responsibility to check Carmen and your email for information on work that needs to be completed in lieu of the class meeting and what you need to do for the next class period.
- Students are expected to use appropriate language with the instructor and with each other. In other words, profanity is not allowed in class.
- If you miss class, it is your responsibility to obtain any material or information discussed during your absence.
- Please silence cell phones before class begins. Cell phone usage (calls, texts, emails, etc.) is not permitted during class. If a student uses the phone at any point during the class or if a student's cell phones rings during class, the student will be asked to leave and 5 points will be deducted from their final grade for each infraction.
- With the exception of class discussions, personal conversations are not allowed.
- Students may not use laptops, iPads, e-readers, or other electronic devices during class, unless previously approved by the professor.
- Do not put your feet on the furniture.

General Education Requirements

This course fulfills one of OSU's General Education (GE) requirements -

Historical Study. The following information can be found at <http://asccas.osu.edu/curriculum/ge-goals-and-learning-outcomes#Historical%20Study>.

Students recognize how past events are studied and how they influence today's society and the human condition.

Historical Study expected learning outcomes:

1. Students construct an integrated perspective on history and the factors that shape human activity.
2. Students describe and analyze the origins and nature of contemporary issues.
3. Students speak and write critically about primary and secondary historical sources by examining diverse interpretations of past events and ideas in their historical contexts.

University Policies:

Land Acknowledgement

The Ohio State University acknowledges that its campuses have long served as sites of meeting and exchange for Indigenous peoples, including those in historical times known as the Shawnee, Miami, Wyandotte, Delaware, and the People of Fort Ancient, Hopewell, and Adena cultures also known as the earthworks builders, as well as other tribal nations of the region. The Ohio State University honors and respects the diverse Indigenous peoples connected to this land on which we gather.

Disability Services

Any student who needs accommodations due to any type of disability must first register with Student Life Disability Services (SL-DS). Please call Student Life at 740-364-9578 or stop by Warner Center 226 to discuss procedures for getting accommodations.

After accommodations are authorized, you will receive an Access Letter to share with your professors to help with the conversation about your needs. You do not need to disclose your disability to faculty. Although accommodations may be authorized any time in a term, it is to your best interest to disclose your needs during the first week of class.

Regardless of whether or not you have registered with Student Life Disability Services, if you anticipate or experience academic barriers due to a disability (including mental health, chronic or temporary medical conditions), please inform me as soon as possible so that we can discuss options to support your academic success. Additional information can be found at <http://newark.osu.edu/students/student-life/disability-services.html>.

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 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 33356-5-487). For additional information, see the Code of Student Conduct <https://trustees.osu.edu/bylaws-and-rules/code>.

University Policies, cont.:**Diversity Statement**

The Ohio State University affirms the importance and value of diversity in the student body. Our programs and curricula reflect our multicultural society and global economy and seek to provide opportunities for students to learn more about persons who are different from them. We are committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among each member of our community; and encourages each individual to strive to reach her or his own potential. Discrimination against any individual based upon protected status, which is defined as age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited.

**Course Objectives:**

1. Students will gain a working knowledge of African American history and thereby a more comprehensive understanding of American history.
2. Students will gain a basic understanding of how African Americans have shaped their visions of self and community as well as how they have defined, envisioned, and pursued freedom.
3. Students will understand how Blacks have influenced the development of American institutions, society, and culture from Reconstruction to the present.
4. Students will understand the influence/impact of racial constructions and racial oppression in American society in both an historical and contemporary context.
5. Students will understand the value of intersectionality in analyzing systems of oppression.
6. Students will develop their ability to critically read and evaluate primary and secondary historical materials.

LEARNING OUTCOMES (corresponding to the above course goals and to satisfy the Historical Study GE Requirement):

1a. Students will explain how the inclusion of the experiences of Black Americans transforms the traditional narrative of American history.

1b. Students will identify various African American historical actors and their contributions to American history.

1c. Students will explain the importance of various social, cultural, and political movements in African American history.

2a. Students will explain how the concept of Blackness has been used as both a tool of oppression and a tool of resistance.

2b. Students will explain how concepts of Blackness within African American communities have been influenced by diasporic connections and identities.

2c. Students will explain how and why the meaning of freedom has evolved from Reconstruction to the present.

2d. Students will explain various ways that Blacks have asserted agency in resisting oppression including institution building and societal transformation

2e. Students will explain the benefits and deficits of various protest strategies.

2f. Students will explain the role and significance of Black expressive culture.

3a. Students will explain how Black culture has influenced and shaped mainstream American culture.

3b. Students will explain how Black activism has shaped public policy.

3c. Students will explain how African Americans' institution and community building has transformed American institutions and culture.

4a. Students will explain the impact and legacy of institutional racism on individuals and communities.

4b. Students will explain the catalysts for various Black social justice movements.

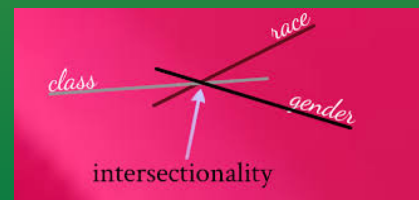
4c. Students will illustrate the ways that contemporary issues of racial, gender, and class injustice are impacting Blacks.

5a. Students will explain the concept of intersectionality.

5b. Students will explain in what contexts intersectionality has been used.

5c. Students will describe why intersectionality is a useful framework.

5d. Students will explain the consequences of a non-intersectional approach.



"WE CAN DISAGREE AND STILL LOVE EACH OTHER UNLESS YOUR DISAGREEMENT IS ROOTED IN MY OPPRESSION AND DENIAL OF MY HUMANITY AND RIGHT TO EXIST." - JAMES BALDWIN

Distance Approval Cover Sheet

For Permanent DL/DH Approval

Course Number and Title: **AFAMAST 2081: African American History from 1877**

Faculty Preparer Name and Email: **Ryan Skinner.176 and Jerrell Beckham.4**

Carmen Use

For more on use of Carmen: <https://teaching.resources.osu.edu/teaching-topics/carmen-common-sense-best-practices>

A Carmen site will be created for the course, including a syllabus and gradebook at minimum. Yes

If no: Enter additional details if you responded no...

Syllabus

Proposed syllabus uses the ODEE distance learning syllabus template (or own college distance learning syllabus template based on ODEE model), includes boilerplate language where required, as well as a clear description of the technical and academic support services offered, and how learners can obtain them. Yes

Syllabus is consistent and is easy to understand from the student perspective. Yes

Syllabus includes a schedule with dates and/or a description of what constitutes the beginning and end of a week or module. Yes

If there are required synchronous sessions, the syllabus clearly states when they will happen and how to access them. Yes

Additional comments (optional):
Enter any additional comments about syllabus...

Instructor Presence

For more on instructor presence: <https://teaching.resources.osu.edu/teaching-topics/online-instructor-presence>

Students should have opportunities for regular and substantive academic interactions with the course instructor. Some ways to achieve this objective:

- Regular instructor communications with the class via announcements or weekly check-ins
- Instructional content, such as video, audio, or interactive lessons, that is visibly created or mediated by the instructor
- Regular participation in class discussion, such as in Carmen discussions or synchronous sessions

IXI Regular opportunities for students to receive personal instructor feedback on assignments

Please comment on this dimension of the proposed course (or select/explain methods above):

The following will be shared with all students enrolled in the courses.

If students have a question, they can contact me first through my Ohio State email address. I will reply within 24 hours on days when class is in session at the university.

Class announcements: Each week, I will send all important class-wide messages through the Announcements tool in CarmenCanvas.

Discussion board: I will check and reply to messages in the discussion boards once mid-week and once at the end of the week.

For assignments submitted on time, I will provide individual feedback in 7 days. Assignments submitted after the due date may have a reduced grade, less feedback, and take longer to post. For students who have missed more than one assignment, I will send them an email to check in.

I will also email my students at least twice during the term to see how things are going for them and include meaningful comments based on their progress to date.

Delivery Well-Suited to DL/DH Environment

Technology questions adapted from the [Quality Matters](#) rubric. For information about Ohio State learning technologies: <https://teaching.resources.osu.edu/toolsets>

The tools used in the course support the learning outcomes and competencies. **Yes**

Course tools promote learner engagement and active learning. **Yes**

Technologies required in the course are current and readily obtainable. **Yes**

Links are provided to privacy policies for all external tools required in the course. **Yes**

Additional technology comments:

Enter any additional comments about course technology...

Which components of this course are planned for synchronous delivery and which for asynchronous delivery? (For DH, address what is planned for in-person meetings as well.)

Enter details about synchronous and asynchronous components...

The course is designed to be 100% asynchronous.

If you believe further explanation would be helpful, please comment on how course activities have been adjusted for distance learning:

Workload Estimation



For more information about calculating online instruction time: [ODEE Credit Hour Estimation](#)

Course credit hours align with estimated average weekly time to complete the course successfully. **Yes**

Course includes direct (equivalent of “in-class”) and indirect (equivalent of “out-of-class”) instruction at a ratio of about 1:2. **Yes**

Provide a brief outline of a typical course week, categorizing course activities and estimating the approximate time to complete them or participate:

This course is worth 3 credit-hours. According to the Ohio State University policy (go.osu.edu/credithours), all students should expect approximately 3 hours of work per week spent on direct instruction. Such instruction may include the instructor’s recorded lectures, supplemental video and listening assignments, and other assigned Carmen activities. In addition, students should expect approximately 6 hours of homework per week. This will typically include approximately 3 hours of reading, 1 hour of participation in discussion boards forums, 1 hour of writing (weekly response papers), and another hour of study (for quizzes and exams) and assignment preparation.

In the case of course delivery change requests, the course demonstrates comparable rigor in meeting course learning outcomes. **Yes**

Accessibility

For tools and training on accessibility: [Digital Accessibility Services](#)

Instructor(s) teaching the course will have taken Digital Accessibility training (starting in 2022) and will ensure all course materials and activities meet requirements for diverse learners, including alternate means of accessing course materials when appropriate. **Yes**

Information is provided about the accessibility of all technologies required in the course. All third-party tools (tools without campus-wide license agreements) have their accessibility statements included. **Yes**

Description of any anticipated accommodation requests and how they have been/will be addressed.
Enter comments...

I expect I will have students who will have a positive Covid test or other medical concerns. I will help these students contact the appropriate campus health care services, and I will work with these students on a case-by-case basis to give them a fair chance to succeed. That may, for example, mean that I will extend a deadline for assignments due during the period of concern and provide additional instruction. To establish reasonable accommodations, I will request that a student with apparent ongoing similar concerns register with Student Life Disability Services (SLDS).

Additional comments:
Enter any additional comments about accessibility...

Academic Integrity

For more information: <https://go.osu.edu/teaching-resources-academic-integrity>

The course syllabus includes online-specific policies about academic integrity, including specific parameters for each major assignment: **Yes**

Assignments are designed to deter cheating and plagiarism and/or course technologies such as online proctoring or plagiarism check or other strategies are in place to deter cheating: **Yes**

Additional comments:

Enter additional comments about academic integrity...

Frequent, Varied Assignments/Assessments

For more information: <https://teaching.resources.osu.edu/teaching-topics/designing-assessments-student>

Student success in online courses is maximized when there are frequent, varied learning activities. Possible approaches:

Opportunities for students to receive course information through a variety of different sources, including indirect sources, such as textbooks and lectures, and direct sources, such as scholarly resources and field observation

Variety of assignment formats to provide students with multiple means of demonstrating learning

Opportunities for students to apply course knowledge and skills to authentic, real-world tasks in assignments

Comment briefly on the frequency and variety of assignment types and assessment approaches used in this course (or select methods above):

Enter comments, 1-3 sentences...

Students will be asked to participate in discussion boards, weekly reflections, complete reading worksheets, and complete a final project. For the final projects, the students will choose a topic relevant to the content of the course. This will provide the student with room to explore a topic that interests them more than another. Students are also allowed to create a visual media project as opposed to a traditional paper. In terms of "the weekly readings", some of the assignments will be documentaries and videos that I will ask students to watch. Some students may learn better through seeing a video or film as opposed to reading a paper or book. I will also provide written, video recorded, and individualized feedback to students.

Community Building

For more information: <https://teaching.resources.osu.edu/teaching-topics/student-interaction-online>

Students engage more fully in courses when they have an opportunity to interact with their peers and feel they are part of a community of learners. Possible approaches:

Opportunities for students to interact academically with classmates through regular class discussion or group assignments



Opportunities for students to interact socially with classmates, such as through video conference sessions or a course Q&A forum

Attention is paid to other ways to minimize transactional distance (psychological and communicative gaps between students and their peers, instructor, course content, and institution)

Please comment on this dimension of the proposed course (or select methods above):

Enter comments, 1-3 sentences...

Transparency and Metacognitive Explanations

For more information: <https://teaching.resources.osu.edu/teaching-topics/supporting-student-learning-your>

Students have successful, meaningful experiences when they understand how the components of a course connect together, when they have guidance on how to study, and when they are encouraged to take ownership of their learning. Possible approaches:

Instructor explanations about the learning goals and overall design or organization of the course

Context or rationale to explain the purpose and relevance of major tasks and assignments

Guidance or resources for ancillary skills necessary to complete assignments, such as conducting library research or using technology tools

Opportunities for students to take ownership or leadership in their learning, such as by choosing topics of interest for an assignment or leading a group discussion or meeting

Opportunities for students to reflect on their learning process, including their goals, study strategies, and progress

Opportunities for students to provide feedback on the course

Please comment on this dimension of the proposed course (or select methods above):

Enter comments, 1-3 sentences...

As students are working on their final projects, they will be encouraged to reach out to their peers and share plans and ideas for their project. This will be a particular discussion board prompt on Carmen Canvas. While each of the projects should be unique, there are many ideas and approaches that students will be able to offer and share with each other. Moreover, when students participate in the weekly discussion board forum, they will be responding to each other's thoughts, opinions, and comments. There are also six question and answer forums to address any concerns students have about the course, exams, projects, and/or assignments. If the students decide to attend, then this will be an additional opportunity for them to interact with me and their peers. The forums will be recorded for those students who are unable to attend.

Additional Considerations

Comment on any other aspects of the online delivery not addressed above:

Enter any additional considerations...

I have completed and signed off on the preliminary distance learning review for the **AFANST 2081 African American History 1877-Present Syllabus** course approval proposal (see signed Cover Sheet attached). This syllabus includes all required syllabus elements and provides an overview of the course expectations. I have a few *recommendations* that I think will improve the course design, add clarity to the syllabus, and support a successful review by the faculty curriculum committee:

- On page 2, under “General Education Expected Learning Outcomes”, I do not recognize these ELOs and suspect they are actually course specific and not the prescribed GE ELOs. I know this course has already been approved for the Historical Studies category of the Legacy GE and I assume converted to the same category in the New GE. If this is the case, you should simply copy and paste the predefined Goals and ELOs for this category in the New GE. You can find these here: <https://oaa.osu.edu/ohio-state-ge-program>. If you wish to also include the goals and ELOs from the Legacy GE historical studies category (since you will likely have students fulfilling both programs with the course for the next few transition years), you can find these here: <https://asccas.osu.edu/curriculum/general-education-goals-and-expected-learning-outcomes>. In the event that you’d like to propose this course for the new REGD category, you can find those same GE Goals/ELOs in the same place. You can view some excellent examples of what this should look like here: <https://asccas.osu.edu/new-ge-sample-proposals>
- When reviewing the course proposal, the amount of Direct Instruction is difficult to access. I think it likely the faculty panel will request additional information about this for an asynchronous course, to verify that the course plan includes 3 hours per week of direct instruction. In the DL Cover Sheet, you mention a weekly video recording response to discussion. I recommend clarifying this by specifying the average length of weekly lectures/commentary and fleshing out the Workload Estimation section of the Cover Sheet to include specific expectations of student workload (ie... 90 minutes viewing recording, 3 hours independent reading, 1 hour writing and responding to discussion questions, etc...). These should add up to 9 total hours per week of instruction for a 3-credit course, 3 of which considered “direct instruction”. I also recommend including a summarized version of this in the “How This Online Course Works” section of the course syllabus, to increase transparency and encourage student metacognitive reflection on what success looks like in this asynchronous course.
- When considering the course design from the perspective of facilitating student interaction and a community of learners, it seems the course would benefit from structured activity that will support this, in addition to the discussion board activities. I wonder if a peer review assignment in between the paper/project proposal and final submission might be worthwhile. The TLRC recently published an informative article on how to structure this within Carmen: <https://teaching.resources.osu.edu/teaching-topics/implementing-peer-review-your>

- There are several different types of writing assignments for this course (Discussion forums, Reading Worksheets, Weekly Reflections, and Final Paper). Providing rubrics for each assignment would greatly benefit student understanding of course expectations. Our office recently published a great article that provides a guide to using Rubrics in Carmen:
<https://ascode.osu.edu/guide-using-carmen-rubrics>

The ASC Office of Distance Education strives to be a valuable resource to instructors and departments in the College of Arts and Sciences. In addition to managing the [DL course review](#) process, [hosting ASC Teaching Forums](#), and developing an ever-expanding catalog of [instructor support resources](#), we also provide one-on-one instructional design consultation to ASC instructors interested in redesigning any aspect of their online course. If your department or any of your individual instructors wish to [meet with one of our instructional designers](#) to discuss how we can provide advice, assistance, and support, please do let me know.

Jeremie Smith

July 8, 2022