

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?)

The Department of African American and African Studies is proposing to offer AFAMAST 1112: Introduction to Black World 100% at a distance.

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

We believe such a change will foster greater enrollment in the course and offer individuals who may not otherwise have an opportunity to take the course a chance to now take the course.

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)?

We envision no programmatic changes other than possibly increasing the number of sections of AFAMAST 1112.

Is approval of the request contingent upon the approval of other course or curricular program request? No

Is this a request to withdraw the course? No

General Information

Course Bulletin Listing/Subject Area	African American & African Std
Fiscal Unit/Academic Org	African-Amer & African Studies - D0502
College/Academic Group	Arts and Sciences
Level/Career	Undergraduate
Course Number/Catalog	1112
Course Title	Introduction to the Black World
Transcript Abbreviation	Intro Black World
Course Description	This course introduces students to the history & present of the global Black World(s) encompassing Africa & its diasporas. It explores the racial ideologies that shaped Blackness, & looks to its political, cultural, social, & religious expressions. Students discuss Black movements, diversity, & anti-black politics. They learn to look at lived realities of blackness through an intersectional lens.
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>No</i>
Grading Basis	Letter Grade
Repeatable	No
Course Components	Lecture
Grade Roster Component	Lecture
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

Exclusions

Electronically Enforced No

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code 05.0201
Subsidy Level General Studies Course
Intended Rank Freshman, Sophomore, Junior

Requirement/Elective Designation

Race, Ethnicity and Gender Diversity

Course Details

Course goals or learning objectives/outcomes

- Students will become familiar with the diversity (geography, peoples, cultures, and political contexts) of Black communities across the world. They will be able to analyze these comparatively.
- Students will be introduced to historical events and eras that are of significance to Black communities across the world and will learn to understand these in their local and global context.
- Students will explore contemporary global black movements and political, cultural, social and economic issues black communities are confronted with across the world.
- Students will understand how ideas about race were constructed historically & socially. They will learn to think critically about the ways in which the category of race intersects with other categories of identity (notably gender, ethnicity, & class)
- Students will be able to interpret, assess, and evaluate various ideas, events, issues, and expressions relevant to the cultural study of Black communities.

Content Topic List

- Global Black World(s) Yesterday and Today
- The Trans-Atlantic Slave Trade and the Rise of the Atlantic World
- The Rise of Racial Ideologies
- Afro-European Cultures: Paris and London
- Afro-Latin Cultures

Sought Concurrence No

COURSE CHANGE REQUEST
1112 - Status: PENDING

Last Updated: Vankeerbergen, Bernadette
Chantal
09/08/2022

Attachments

- asc_distance_learning_syllabus__finalAAAS1112.docx: Online Syllabus
(Syllabus. Owner: Beckham, Jerrell)
- AFAMAST_1112_ Introduction_to_the_Black_World_RevisedSyllabus_9Dec2021.docx: Syllabus in person
(Syllabus. Owner: Beckham, Jerrell)
- AFAMAST 1112 distance_approval_cover_sheet.pdf: Distance Approval Cover Sheet
(Other Supporting Documentation. Owner: Beckham, Jerrell)

Comments

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Beckham, Jerrell	08/03/2022 03:15 PM	Submitted for Approval
Approved	Skinner, Ryan Thomas	08/03/2022 03:16 PM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	09/08/2022 11:40 AM	College Approval
Pending Approval	Cody, Emily Kathryn Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Hilty, Michael Vankeerbergen, Bernadette Chantal Steele, Rachel Lea	09/08/2022 11:40 AM	ASCCAO Approval



SYLLABUS

AFAMAST 1112

Introduction to Black World
Spring 2023 (full term)
3 credit hours
Online

COURSE OVERVIEW

Instructor Information

Instructor:

Email address: (preferred contact method)

Phone number:

Office hours:

Prerequisites

There are no prerequisites for this course.

Course Description

This course introduces students to the history and present of the global Black World(s), encompassing both the African continent and its diasporas. It will explore the historical events and the racial ideologies that shaped global Blackness, and look to its political, cultural, social, and religious expressions. Students will also discuss contemporary Black movements, diversity within the Black world, and anti-black politics. They will learn to look at constructions and lived realities of blackness through an intersectional lens.

Course Learning Outcomes

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

- **Students will become familiar with the diversity (geography, peoples, cultures, and political contexts) of Black communities across the world. They will be able to analyze these comparatively.**
- **Students will be introduced to historical events and eras that are of significance to Black communities across the world and will learn to understand these in their local and global contexts.**
- **Students will explore contemporary global black movements and political, cultural, social, and economic issues black communities are confronted with across the world.**
- **Students will understand how ideas about race were constructed historically and socially, and they will learn to think critically about the ways in which the category of race intersects with other categories of identity (notably gender, ethnicity, and class).**
- **Students will be able to interpret, assess, and evaluate various ideas, events, issues, and expressions relevant to the cultural study of Black communities.**

General Education Goals and Expected Learning Outcomes

GE (Foundations): Race, Ethnicity, and Gender Diversity

GOAL 1: Successful students will engage in a systematic assessment of how historically and socially constructed categories of race, ethnicity, and gender, and possibly others, shape perceptions, individual outcomes, and broader societal, political, economic, and cultural systems.

- **Expected Learning Outcome 1.1: Successful students are able to describe and evaluate the social positions and representations of categories including race, gender, and ethnicity, and possibly others.**
- **Expected Learning Outcome 1.2: Successful students are able to explain how categories including race, gender, and ethnicity continue to function within complex systems of power to impact individual lived experiences and broader societal issues.**

- **Expected Learning Outcome 1.3: Successful students are able to analyze how the intersection of categories including race, gender, and ethnicity combine to shape lived experiences.**
- **Expected Learning Outcome 1.4: Successful students are able to evaluate social and ethical implications of studying race, gender, and ethnicity.**

GOAL 2: Successful students will recognize and compare a range of lived experiences of race, gender, and ethnicity.

- **Expected Learning Outcome 2.1: Successful students are able to demonstrate critical self- reflection and critique of their social positions and identities.**
- **Expected Learning Outcome 2.2: Successful students are able to recognize how perceptions of difference shape one's own attitudes, beliefs, or behaviors.**
- **Expected Learning Outcome 2.3: Successful students are able to describe how the categories of race, gender, and ethnicity influence the lived experiences of others.**

GE Rationale:

The purpose of this course is to introduce students to the ways in which race has structured the conditions and lived experiences of Black people across the world. Students will be taught to employ an intersectional approach in the analysis of past and present, taking into account not just race but also for example gender, class, and ethnicity in their understanding of past and present lived experiences of black communities

HOW THIS ONLINE COURSE WORKS

Mode of delivery: This course is 100% online (asynchronous).

Pace of online activities: Course work will be divided into weekly modules that will be published to the Carmen Canvas course page at least one week in advance. The expectation is for students to complete all the assignments and activities within each weekly module before moving on to the next. Students are encouraged to plan ahead to ensure their weekly assignments are completed on time. If there is ever confusion about any of the required work, students are encouraged to email the instructor for clarification.

Credit hours and work expectations: 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.

Attendance and participation requirements: Students attendance and participation is based on their online activity. The following represents two ways in which attendance and participation will be evaluated:

1. Participating in online activities:

Every week students are expected to log in to the course in Carmen (Most weeks students will log in several times.) Students must log in to complete the assignments. Regular participation in online activities is worth 50 pts, or 10% of the overall grade.

2. Participating in weekly discussion board forums:

As part of the participation and attendance grade, each week students should expect to post a brief comment or question to the Canvas discussion board, referring to the assigned readings and media. Questions, comments, and prompts will be provided by the instructor to help guide responses, but students may also choose their own topics and lines of inquiry. Comments and questions may be taken from students' response papers (see assignment description below), or they may address other pertinent issues to weekly texts and topics. After posting a comment or question, students should interact with (comment on or ask a question of) at least 2 of their peers' posts. Ten discussion board posts are required during the semester, including peer engagement. Each comment/question + responses is worth 5 pts. Discussion board posts and responses are due mid-week, by 11:59pm on Wednesday (see course schedule below). Participation in discussion board forums is worth a total of 50 pts., or 10% of the overall grade.

COURSE MATERIALS AND TECHNOLOGIES

Required

Saidiya Hartman, *Lose Your Mother. A Journey Along the Atlantic Slave Route.* (2007)
 Olivette Otele, *African Europeans. An Untold Story* (2021)

Books can be purchased at the campus Bookstore, The Ohio State University, Barnes and Noble, or via online vendors. Students may also request texts through OhioLink or Inter-

Library Loan (ILL). Additional readings, media assignments, and primary sources will be available via Carmen. Students may also purchase an electronic version of text when they are available.

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Course Technology

Technology Support

Students who need technology assistance with your password, university email, Carmen, and/or any other technology issues should contact the Ohio State IT Service Desk. Hours of availability can be found at ocio.osu.edu/help/hours. For urgent issues, support is available at any time day or night.

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

Technology Skills Needed for Course

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

Required Equipment, Software, and Technology Skills

- Basic computer and web-browsing skills
- Exploring Carmen (go.osu.edu/canvasstudent)
- Using CarmenZoom virtual meetings (go.osu.edu/zoom-meetings)
- Recording a slide presentation with audio narration (go.osu.edu/video-assignment-guide)
- Recording, editing, and uploading video (go.osu.edu/video-assignment-guide)

Every student must have the following equipment and software no exceptions:

- Computer: current Mac (MacOs) or PC (Windows 10) and high-speed internet connection
- Webcam: built-in or external webcam, completely installed and tested before class

- Microphone: built-in laptop or tablet mic or external microphone
- Other: a mobile device (smartphone or tablet) for BuckeyePass authentication
- Microsoft Office 365: All Ohio State students are now eligible for free Microsoft Office 365. Full instructions for downloading and installation can be found [at go.osu.edu/office365help](https://go.osu.edu/office365help).

Carmen Access

- Students need to use BuckeyePass (buckeyepass.osu.edu) multi-factor authentication to access their courses in Carmen. To ensure students are able to connect to Carmen at all times, students are strongly encouraged to do the following:
- Register multiple devices. Visit the BuckeyePass - Adding a Device help article for step-by-step instructions (go.osu.edu/add-device).
- Request passcodes to keep as a backup authentication option. When students see the Duo login screen on their computer, they click Enter a Passcode and then click the Text new codes button that appears. This will text a student ten passcodes good for 365 days that can each be used once.
- Download the Duo Mobile application (go.osu.edu/install-duo) to all registered devices for the ability to generate one-time codes in the event that cell, data, or Wi-Fi service is lost.

If none of these options will meet the needs of the situation, students should contact the IT Service Desk at 614-688-4357(HELP) and IT support staff will work out a solution.

GRADING AND FACULTY RESPONSE

Assessment/Grading:

- Participation and Attendance (20%) See online participation and attendance policy.
- Weekly Quizzes (10%)
- Weekly Response Papers (20%)
- Midterm (20%)
- Final (30%)

Please refer to Carmen for due dates.

Major Course Assignments and Descriptions

Weekly Quizzes:

Students will take a total of ten quizzes during the semester. Quizzes are delivered online, through the Carmen course pages. Quizzes will address weekly course topics and issues, not cumulative content. Quizzes are taken after weekly modules (assigned readings and activities) have been completed and should be taken no later than 11:59pm on Friday of each week (see course schedule below). When

activated, students will have one hour to complete the quiz. Each quiz is worth 5 pts. In total, quizzes are worth 50 pts., or 10% of the overall grade.

Weekly Response Papers:

Students will post a 300-400 word response paper each week to the Carmen course page. This includes an overview and critical response to the reading and related media assigned for the week. Response papers should place these “texts” in conversation with course content already covered and relevant discussion topics. Students should not merely summarize weekly course content. This is a space for critical and constructive interpretation of key ideas, issues, events, and works. It is also a space to reflect on the social and ethical implications of such inquiry. Responses papers will not be graded on style, but on the quality of engagement with weekly course content. Students will write a total of ten response papers during the semester. Response papers are due no later than 11:59pm on Monday of each week (see course schedule below). Each paper is worth 5 pts. In total, response papers are worth 50 pts., or 10% of the overall grade.

Midterm Exam:

Exam with multiple choice questions and short identifications (describing selected cultural phenomena, events, and ideas) and a short essay question (demonstrating informed analysis of a cultural phenomenon, event, or idea). Students may take the midterm at any time during the assigned week (Module 8, see course schedule below) but are encouraged to do so only after review activities have been completed. Once begun, students will have three hours to complete the exam. The Midterm Exam is worth 100 pts., or 20% of the overall grade. The midterm exam is open note.

Final Exam:

Exam based around an essay question. For this exam, students will describe, interpret, and analyze a relevant cultural issue, event, idea, or expression relevant to the study of Africa today. Essays will be modeled on analytic and interpretive methods encountered in course readings. Sources cited in the essay should be properly referenced and cited in the text and bibliography. Successful essays will apply appropriate sources and methods when responding to the question posed. The Final Exam will become available at 12:01am on Monday of the final week of class (Module 15). It must be turned in by 11:59pm of the same week. The final exam is open book/note.

Final Essay Exam Rubric (150 pts., or 30% of overall grade):

Content:	50 pts.
Description:	20 pts.
Analysis:	20 pts.
Style:	10 pts.
Organization/Structure:	50 pts.
Introduction:	15 pts.
Body:	20 pts.
Conclusion:	15 pts.
Citations (MLA):	50 pts.
Number and relevance:	10 pts.

In-text citations:	10 pts.
Bibliography:	30 pts.

Note: Late assignments will not be accepted. 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)

Instructor Feedback and Response Time

- Grading and feedback: For large weekly assignments, in generally expect feedback within **7 days**.
- Email: Emails will be replied to within **24 hours Monday through Friday**.
- Discussion board: Replies will be made to messages in the discussion every **24 hours on school days**.

The above list should give students an idea of my intended availability throughout the course. (Remember a student can call **614-688-4357(HELP)** at any time if he or she has a technical problem.)

OTHER COURSE POLICIES

Discussion and Communication Guidelines:

Please remember to be respectful and thoughtful whether students agree or disagree with each other remarks.

Writing style: You should remember to write using good grammar, spelling, and punctuation. A more conversational tone is fine when responding or commenting on response papers, but you should still aim to use good grammar, spelling, and punctuation.

Tone: At all times the goal is to maintain a supportive learning community where individuals are safe

and where people can express themselves as well as disagree or agree amicably.

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 all your work: Compose all academic work to be posts in a word processor first, and save your work judiciously, and then copy to the Carmen discussion.

Academic Integrity Policy

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

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 web page (go.osu.edu/coam) · Ten Suggestions for Preserving Academic Integrity (go.osu.edu/ten-suggestions)

Student Services and Advising:

University Student Services can be accessed through BuckeyeLink. More information is available here: <https://contactbuckeyelink.osu.edu/>

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

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.

Statement on Title IX(Sexual Misconduct/Relationship Violence)

Whether in person or online, 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 at titleix@osu.edu

Commitment to a diverse and inclusive learning environment

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. Whether in person or online, 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 his or her 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.

Land Acknowledgement

Whether in person or online, we acknowledge that the land The Ohio State University occupies is the ancestral and contemporary territory of the Shawnee, Potawatomi, Delaware, Miami, Peoria, Seneca, Wyandotte, Ojibwe and Cherokee peoples. Specifically, the university resides on land ceded in the 1795 Treaty of Greeneville and the forced removal of tribes through the Indian Removal Act of 1830. We want to honor the resiliency of these tribal nations and recognize the historical contexts that have and continue to affect the Indigenous peoples of this land.

More information on OSU's land acknowledgement can be found here:

<https://mcc.osu.edu/about-us/land-acknowledgement>

ACCESSIBILITY ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

THE UNIVERSITY STRIVES TO MAKE ALL LEARNING EXPERIENCES AS ACCESSIBLE AS POSSIBLE. WHETHER IN PERSON OR ONLINE, IF

YOU ANTICIPATE OR EXPERIENCE ACADEMIC BARRIERS BASED ON YOUR DISABILITY (INCLUDING MENTAL HEALTH, CHRONIC OR TEMPORARY MEDICAL CONDITIONS), PLEASE LET ME KNOW IMMEDIATELY SO THAT WE CAN PRIVATELY DISCUSS OPTIONS. TO ESTABLISH REASONABLE ACCOMMODATIONS, I MAY REQUEST THAT YOU REGISTER WITH STUDENT LIFE DISABILITY SERVICES. AFTER REGISTRATION, MAKE ARRANGEMENTS WITH ME AS SOON AS POSSIBLE TO DISCUSS YOUR ACCOMMODATIONS SO THAT THEY MAY BE IMPLEMENTED IN A TIMELY FASHION. SLDS CONTACT INFORMATION: 614-292-3307; SLDS.OSU.EDU; 098 BAKER HALL, 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 with your instructor.

- Canvas accessibility (go.osu.edu/canvas-accessibility)
- Streaming audio and video

- CarmenZoom accessibility (go.osu.edu/zoom-accessibility)
- Collaborative course tool

Mental Health

Whether in person or online, 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 resources are available at go.osu.edu/ccsondemand. You can reach an on-call counselor when CCS is closed at 614- 292-5766, and 24-hour emergency help is also available through the 24/7 National Prevention Hotline at 1-800-273-TALK or at suicidepreventionlifeline.org. The Ohio State Wellness app is also a great resource available at go.osu.edu/wellnessapp.

COURSE SCHEDULE

Module 1

Global Black History: The Making of Blackness

- Global Medieval Black Worlds
 - Reading: Otele, chapters 1 + 2; Excerpts Ibn Battuta's travel descriptions
 - Visual material: Black people in Renaissance art

Module 2

The Trans-Atlantic Slave Trade

- The Rise of the Atlantic World
 - Reading: Otele chapter 3; Hartman chapters 1-3
- The Rise of Racial Ideologies
 - Reading: Otele chapter 4 (on gender and race); primary sources on scientific racism (Lamarck, visual material on scientific racism)

Response Paper #1

Module 3

The Black Indian Ocean World

- Indian Ocean slave narrative
 - Reading: primary source Indian Ocean slave narratives
 - Explore Schomburg on-line exhibit: The African Diaspora in the Indian Ocean World
- The Invention of Africa
 - Reading: Hartman, chapters 4, 5, 6, 7

Response Paper #2

Quiz #1

Module 4

Resistance and Organization

- The Many Histories of Pan-Africanism
 - Reading: Hartman, 8, 9, 10; primary sources (DuBois, Senghor, the 5th pan-African congress, Abdias do Nascimento, Paulette Nardal)

Response Paper #3

Quiz #2

Module 5

Black Europe

- Afro-European Cultures: Paris and London
 - Reading: Otele, chapters 5, 6, 7

Response Paper #4

Quiz #3

Module 6

Afro-Latin Cultures

- The example of Candomblé
 - Viewing: *Yemanjá. Wisdom from the African Heart of Brazil.* (2013)

Response Paper #5

Quiz #4

Module 7

Midterm Review (no quiz or response paper this week!)

Module 8

Midterm Exam (no quiz or response paper this week!)

Module 9

Global Black World(s) Today

- Theorizing Diaspora
 - Reading: set of excerpts that allow students to trace the evolution of concept of African diaspora (DuBois, Joseph Harris, Paul Gilroy, Stuart Hall, Tsitsi Ella Jaji, artwork by Maria Magdalena Campos-Pons)

Response Paper #6

Quiz #5

Module 10

Anti-Blackness and Capitalism

- The struggle for liberation
 - Reading: Hartman, chapters 11+ 12; Alves, Jaime Amparo. 2013. "From Necropolis to Blackpolis: Necropolitical governance and black spatial praxis in São Paulo, Brazil." *Antipode* 46.2: 323–339.

Response Paper #7

Quiz #6

Module 11

Global Black Cultural Movements

- Practices of diaspora
 - Reading: Selection of primary sources from *Indigéniste* movement, *Négrismo*, *Négritude*, and *Harlem Renaissance*

Response Paper #8

Quiz #7

Module 12

Global Black Music Cultures

- Global hip-hop cultures
 - Viewing: selection of Youtube videos with music from Tanzanian, Congolese, Haitian, and French artists (lyrics provided)
 - Reading: Saunders, Tanya. (2016) "Towards A Hemispheric Analysis of Black Lesbian Feminist Activism and Hip-Hop Feminism: Artist Perspectives from Cuba and Brazil." In *No Tea: No Shade: New Writings in Black Queer Studies*. Edited by E. Patrick Johnson.

Response Paper #9

Quiz #8

Module 13

Global Black Resistance

- Black Lives Matter
 - Reading: media sources on BLM in USA, Dominican Republic, Cuba, Brazil, UK, and South Africa
- Black Feminist Thought: Past and Present
 - Reading: Combahee River Collective Declaration (1977); Mosby, Dorothy E. 2016. “Traveling words: A reflection on “Rotundamente negra” and Afro-descendant women’s cultural politics.” *Meridians* 14.2: 25–45.

Response Paper #10

Quiz #9

Module 14

Afrofuturism

- Imagining Black futures
 - Viewing: Akomfrah, John, dir. *The Last Angel of History*. New York: Icarus Films, 1996.
 - Reading: Dery, Mark. “Black to the Future: Interviews with Samuel R. Delany, Greg Tate, and Tricia Rose.” In *Flame Wars: The Discourse of Cyberculture*. Edited by Mark Dery, 179–222. Durham, NC: Duke University Press, 1994.

Quiz #10

Module 15

Final Exam

The Ohio State University

Department of African American and African Studies

AFAMAST 1112

Introduction to the Black World

GE: Race, Ethnicity, and Gender Diversity (Foundation)

3 Credit Hours

Professor:

Term:

Meeting Time/Place: Two class meetings/week (Mon/Wed, or Tues/Thurs), 80 mins/class;

location: TBD

Office Hours Time/Place:

Course Description:

This course introduces students to the history and present of the global Black World(s), encompassing both the African continent and its diasporas. It will explore the historical events and the racial ideologies that shaped global Blackness, and look to its political, cultural, social, and religious expressions. Students will also discuss contemporary Black movements, diversity within the Black world, and anti-black politics. They will learn to look at constructions and lived realities of blackness through an intersectional lens.

Course Goals and Objectives:

- 1- Students will become familiar with the diversity (geography, peoples, cultures, and political contexts) of Black communities across the world. They will be able to analyze these comparatively.
- 2- Students will be introduced to historical events and eras that are of significance to Black communities across the world and will learn to understand these in their local and global contexts
- 3- Students will explore contemporary global black movements and political, cultural, social, and economic issues black communities are confronted with across the world.
- 4- Students will understand how ideas about race were constructed historically and socially, and they will learn to think critically about the ways in which the category of race intersects with other categories of identity (notably gender, ethnicity, and class).

6- Students will be able to interpret, assess, and evaluate various ideas, events, issues, and expressions relevant to the cultural study of Black communities.

GE (Foundations): Race, Ethnicity, and Gender Diversity

GOAL 1: Successful students will engage in a systematic assessment of how historically and socially constructed categories of race, ethnicity, and gender, and possibly others, shape perceptions, individual outcomes, and broader societal, political, economic, and cultural systems.

- Expected Learning Outcome 1.1: Successful students are able to describe and evaluate the social positions and representations of categories including race, gender, and ethnicity, and possibly others.
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- Expected Learning Outcome 1.3: Successful students are able to analyze how the intersection of categories including race, gender, and ethnicity combine to shape lived experiences.
- Expected Learning Outcome 1.4: Successful students are able to evaluate social and ethical implications of studying race, gender, and ethnicity.

GOAL 2: Successful students will recognize and compare a range of lived experiences of race, gender, and ethnicity.

- Expected Learning Outcome 2.1: Successful students are able to demonstrate critical self- reflection and critique of their social positions and identities.
- Expected Learning Outcome 2.2: Successful students are able to recognize how perceptions of difference shape one's own attitudes, beliefs, or behaviors.
- Expected Learning Outcome 2.3: Successful students are able to describe how the categories of race, gender, and ethnicity influence the lived experiences of others.

GE Rationale:

The purpose of this course is to introduce students to the ways in which race has structured the conditions and lived experiences of Black people across the world. Students will be taught to employ an intersectional approach in the analysis of past and present, taking into account not just race but also for example gender, class, and ethnicity in their understanding of past and present lived experiences of black communities

Required Text(s)

Saidiya Hartman, *Lose Your Mother. A Journey Along the Atlantic Slave Route*. (2007)

Olivette Otele, *African Europeans. An Untold Story* (2021)

Additional readings, media assignments, and primary sources will be available via Carmen

Texts will be made available for purchase at the campus Barnes & Noble Bookstore. Books can also be purchased via online vendors. Further, texts will be placed on reserve at the Thompson Library for short term (2-hour) loans. Students may also request texts through OhioLink or Inter-Library Loan (ILL).

Course Assignments

- 1. Attendance:** The instructor will register attendance on Carmen Canvas at the beginning of class and note late arrivals. All absences or late arrivals must be cleared with the instructor in advance or, in the case of a medical emergency, be accounted for in writing after the fact. Absences and lateness will be assessed on a percentage basis. Thus, three unexcused absences will amount to a 10% reduction in your overall attendance grade. An unexcused late arrival will count as 80% of attendance on a given day.
- 2. Participation (Weekly Quizzes):** To promote preparation and participation, students will take a short quiz at the outset of class on Monday (for Mon/Wed classes) or Tuesday (for Tuesday/Thursday classes), surveying their knowledge of the weekly reading assignments. Students will take a total of ten quizzes during the semester.
- 3. Weekly Response Papers:** 400 words, an overview and critical response to the reading and related media assigned for the week, placing these “texts” in conversation with course content already covered. For these papers, students should not merely summarize weekly course content. This is a space for critical and constructive interpretation of key ideas, issues, events, and works. It is also a space to reflect on the social and ethical implications of such inquiry. Questions and prompts will be provided to help students orient themselves in the content of the assigned readings/media.
- 4. Midterm Exam:** in-class exam with short identifications (describing selected cultural phenomena, events, and ideas) and an essay question (demonstrating informed analysis of a cultural phenomenon, event, or idea)
- 5. Final Exam:** open book, take-home exam based around an essay question. For this exam, students will describe, interpret, and analyze a relevant cultural issue, event, idea, or expression relevant to the study of black worlds today. Essays will be modeled on analytic and interpretive methods encountered in class throughout the semester. Essays should include both primary and secondary sources, properly referenced and cited in the text and bibliography. Successful essays will apply appropriate sources and methods when responding to the question posed.

Assessment/Grading:

- **Class Attendance (10%)**
- **Participation (10%)**
- **Weekly Response Papers (30%)**
- **Midterm (20%)**
- **Final (30%)**

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)

Course Policies and Resources

Land Acknowledgement

We acknowledge that the land The Ohio State University occupies is the ancestral and contemporary territory of the Shawnee, Potawatomi, Delaware, Miami, Peoria, Seneca, Wyandotte, Ojibwe and Cherokee peoples. Specifically, the university resides on land ceded in the 1795 Treaty of Greeneville and the forced removal of tribes through the Indian Removal Act of 1830. We want to honor the resiliency of these tribal nations and recognize the historical contexts that have and continue to affect the Indigenous peoples of this land.

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 3335-5-487). For additional information, see the Code of Student Conduct <http://studentlife.osu.edu/csc/>.

Disability Services

The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. SLDS contact information: slds@osu.edu; 614-292-3307; slds.osu.edu; 098 Baker Hall, 113 W. 12th Avenue.

Mental Health

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life's Counseling and Consultation Service (CCS) by visiting ccs.osu.edu or calling 614-292-5766. CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on call counselor when CCS is closed at 614-292-5766 and 24 hour emergency help is also available through the 24/7 National Suicide Prevention Hotline at 1-800-273-TALK or at suicidepreventionlifeline.org.

Sexual Misconduct/Relationship Violence

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 at titleix@osu.edu

Diversity

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 his or her 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 schedule

A. *Global Black History: The Making of Blackness*

1. Global Medieval Black Worlds

To read: Otele, chapters 1 + 2

Excerpts Ibn Battuta's travel descriptions

visual material: black people in Renaissance art

2. The Trans-Atlantic Slave Trade and the Rise of the Atlantic World

To read: Otele chapter 3

Hartman chapters 1-3

3. The Rise of Racial Ideologies

To read: Otele chapter 4 (on gender and race),

primary sources on scientific racism (Lamarck, visual material on scientific racism)

4. The Black Indian Ocean World

To read: primary sources: Indian Ocean slave narratives

Explore Schomburg on-line exhibit: The African Diaspora in the Indian Ocean World

5. The Invention of Africa?

To read: Hartman, chapters 4, 5, 6, 7

6. Resistance and Organization: The Many Histories of Pan-Africanism

To read: Hartman , 8, 9, 10,

primary sources (DuBois, Senghor, the 5th pan-African congress, Abdias do Nascimento, Paulette Nardal)

7. Afro-European Cultures: Paris and London

To Read: Otele, chapters 5, 6, 7

8. Afro-Latin Cultures: the example of Candomblé

To watch: *Yemanjá. Wisdom from the African Heart of Brazil*. (2013)

B. *Global Black World(s) Today*

1. Theorizing Diaspora

To read: set of excerpts that allow students to trace the evolution of concept of African diaspora (DuBois, Joseph Harris, Paul Gilroy, Stuart Hall, Tsitsi Ella Jaji, artwork by Maria Magdalena Campos-Pons)

2. Anti-Blackness and Capitalism

To read: Hartman, chapters 11+ 12

Alves, Jaime Amparo. 2013. "From Necropolis to Blackpolis: Necropolitical governance and black spatial praxis in São Paulo, Brazil." *Antipode* 46.2: 323–339.

3. Global Black Cultural Movements

To read: Selection of primary sources from *Indigéniste* movement, *Négrismo*, *Négritude*, and *Harlem Renaissance*

4. Global Black Music Cultures: global hip-hop cultures

To watch: selection of Youtube videos with music from Tanzanian, Congolese, Haitian, and French artists (lyrics provided)

To read: Saunders, Tanya. (2016) "Towards A Hemispheric Analysis of Black Lesbian Feminist Activism and Hip Hop Feminism: Artist Perspectives from Cuba and Brazil." In *No Tea: No Shade: New Writings in Black Queer Studies*. Edited by E. Patrick Johnson.

5. Global Black Resistance: BLM

To read: media sources on BLM in USA, Dominican Republic, Cuba, Brazil, UK, and South Africa

6. Black Feminist Thought: Past and Present

To read: Combahee River Collective Declaration (1977)

Mosby, Dorothy E. 2016. "Traveling words: A reflection on "Rotundamente negra" and Afro-descendant women's cultural politics." *Meridians* 14.2: 25–45.

7. Afrofuturism

In-class film: Akomfrah, John, dir. *The Last Angel of History*. New York: Icarus Films, 1996.

To Read: Dery, Mark. "Black to the Future: Interviews with Samuel R. Delany, Greg Tate, and Tricia Rose." In *Flame Wars: The Discourse of Cyberculture*. Edited by Mark Dery, 179–222. Durham, NC: Duke University Press, 1994.

Distance Approval Cover Sheet

For Permanent DL/DH Approval

Course Number and Title: AFAMAST 1112: Introduction to Black World

Distance Learning

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



[X]Regular participation in class discussion, such as in Carmen discussions or synchronous sessions

[X]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 or concern, the instructor can be contacted through their Ohio State email address. The instructor will reply within 24 hours on weekdays and Sunday.

Each week, the instructor will send out a class-wide messages through the announcement tool in CarmenCanvas.

The instructor will check and reply to messages in the discussion boards once mid-week and once at the end of the week.

When an assignment is submitted on time, the instructor will provide individual feedback in 7 days.

Assignments submitted after the due date, may have a reduced grade, amount of feedback, and take longer to post. For students who have missed more than one assignment, the instructor will send an email to the students to check in.

All students will receive at least two communications during the term to see how things are going for them and the instructor will also 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:

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.)

This course is 100% online (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:

Course work will be divided into weekly modules that will be published to the Carmen Canvas course page at least one week in advance. The expectation is for students to complete all the assignments and activities within each weekly module before moving on to the next. Students are encouraged to plan ahead to ensure their weekly assignments are completed on time. If there is ever confusion about any of the required work, students are encouraged to email the instructor for clarification.

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.

We expect there will be students who will have a positive covid test or other medical concerns. The instructor will be encouraged to ask these students to reach out to student life disability services and the instructor will be asked to work with these students on a case by case basis to give them a fair chance to succeed. That may, for example, mean that s/he will extend a deadline for assignments due during the period of concern and provide additional instruction.

To establish reasonable accommodations, we will encourage the instructor to 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):

Students will be asked to participate in discussion boards, complete readings, take quizzes, and complete a midterm and a final exam. In terms of "the weekly readings", some of the assignments will be documentaries and videos that the instructor will ask students to watch. Some students may learn better through seeing a video or film because they are more oriented toward visual learning. The instructor will also provide written, video recorded, and some individualized "feedback" to students. On the midterm, final, and some quizzes, there will be at least one music excerpt that student will have to interpret and/or identify. The instructor will also encourage students who may be more oriented toward auditory learning to read quiz and test questions aloud or to have them read aloud using available speech software.

Additionally, the instructor will be paying close attention to the US news as well as the world news and incorporate ideas, concepts, and themes that students will be able to readily see are affecting the Black World now. The instructor will also encourage students to see how events happening right now relate to what they have been learning throughout the term (Expected Learning Outcome 1.2, 1:3, 1.4, 2.2 and 2.3).



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):

As students are working on their response papers and preparing for the midterm and final exam, they will be encouraged to reach out to their peers and share plans and ideas. There are many ideas and approaches to studying. The students will be able to help each other focus and think critically about the themes they have been discussed throughout the course. Moreover, every week when students participate in the discussion forum, they will be responding to each other's thoughts, opinions, and comments.

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):

Each week, the instructor will provide students with a short summary statement that discusses where the class is in the semester and what s/he believes they have learned to date. In this brief statement, the instructor will be reiterating the themes and goals of the course in terms of those they have explored as well as those they are approaching. This statement will also include comments about the assignments that they have done and will be doing and how they relate to the goals as well as expected learning outcomes.

Students will be taking a midterm and a final. The instructor will be providing the students with prompts and information throughout the term that will be useful as they prepare and study.

Every week there will be opportunities to reflect because the instructor will be continually asking students to connect ideas, concepts and themes they have discussed in previous discussion boards and on response paper to what they are currently learning.

In addition to continually asking students how the course is going, the instructor will also create his or her own midterm evaluation. Toward the middle of the terms, s/he will ask the students to anonymously fill out the electronic evaluation survey form and then s/he will make adjustments based on students' meaningful comments and concerns.

Reviewer Notes:

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:

- The course syllabi significantly departs from the [ASC distance learning syllabus template](#). The template has been designed to be both user-friendly and accessible: it uses pre-formatted headers and lists, section breaks, color contrast, and more to help instructors quickly and easily create well-structured syllabi. All provided items are designed with consistent visual and semantic design in order to help instructors create materials that are clear in keeping with Ohio State's [Digital Accessibility Policy](#) and with good pedagogical practices. I recommend adapting your course syllabus to this template to increase accessibility, provide a presentation of courses information that is consistent with other online courses in the College, and support increased efficiency of the online course proposal review by the faculty curriculum panels.
- Though the relative grade value and frequency of quizzes and exams is described, the specific mechanics of how these will be completed in an asynchronous format is unclear. Specifically, I recommend including information about how long these assessments will be open in Canvas and if there are time limits for completing these after students begin. Adding specific dates for these assessments and other assignments to the course schedule would also increase transparency.
- The limited description of student expectations for weekly discussion board participation is unlikely to lead to substantive class discussion. I recommend providing more clarity as to what types of comments and peer responses constitute full participation. Additionally, if this is a very large enrolling course, breaking up the class into smaller groups for asynchronous discussion has been shown to increase engagement and broader participation,
- 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 activities that will support this, in addition to the discussion board activities. Perhaps the weekly response papers could require a peer review or peer response of some kind?

Jeremie Smith

07/20/2022

