

## Term Information

Effective Term Summer 2023  
*Previous Value* Autumn 2022

## Course Change Information

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

100% DL Approval

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

The faculty member would like to teach this class online.

What are the programmatic implications of the proposed change(s)?

(e.g. program requirements to be added or removed, changes to be made in available resources, effect on other programs that use the course)?

N/A

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

Is this a request to withdraw the course? No

## General Information

Course Bulletin Listing/Subject Area History  
Fiscal Unit/Academic Org History - D0557  
College/Academic Group Arts and Sciences  
Level/Career Undergraduate  
Course Number/Catalog 2675  
Course Title The Indian Ocean: Communities and Commodities in Motion  
Transcript Abbreviation Hist Indian Ocean  
Course Description This course examines the history of the Indian Ocean world, a dynamic inter-regional arena that touches three continents. The course will explore historical processes as they cross traditional boundaries between geographic regions. With its focus on communities and commodities, this course will expose students to the continuities and change that have created the modern Indian Ocean world.  
Semester Credit Hours/Units Fixed: 3

## Offering Information

Length Of Course 14 Week, 12 Week, 8 Week, 7 Week, 6 Week, 4 Week  
Flexibly Scheduled Course Never  
Does any section of this course have a distance education component? Yes  
Is any section of the course offered 100% at a distance  
*Previous Value* No  
Grading Basis Letter Grade  
Repeatable No  
Course Components Lecture, Recitation  
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**

Prereq or concur: English 1110.xx, or completion of GE Foundation Writing and Information Literacy Course, or permission of instructor.

*Previous Value*

*Prereq or concur: English 1110.xx, or permission of instructor.*

**Exclusions**

**Electronically Enforced**

Yes

## Cross-Listings

Cross-Listings

## Subject/CIP Code

**Subject/CIP Code**

54.0101

**Subsidy Level**

Baccalaureate Course

**Intended Rank**

Freshman, Sophomore, Junior, Senior

## Requirement/Elective Designation

General Education course:

Historical Study; Global Studies (International Issues successors); 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**

- Students will acquire a general knowledge of the Indian Ocean region and history.
- Students will understand and be able to explain the broad sweep of Indian Ocean history during the modern period.
- Students will develop their understanding of human history through focus on the Indian Ocean, and will develop knowledge of how past events influence the region today.
- Student will gain and deploy intellectual frameworks for approaching the history of human migration, trade, and empire, as practices that shape human activity.

**Content Topic List**

- The Indian Ocean world
- Populations, languages and faiths of Indian Ocean peoples
- Trade
- Land and maritime empires
- Industrialization and globalization
- Slavery and indentured labor
- Oil
- Colonialism and nationalism
- War and terrorism

**Sought Concurrence**

No

*Previous Value*

**COURSE CHANGE REQUEST**  
2675 - Status: PENDING

Last Updated: Vankeerbergen, Bernadette  
Chantal  
11/01/2022

**Attachments**

- 2675 History of the Indian Ocean - Respass AU22 (AR edits).docx: Syllabus  
*(Syllabus. Owner: Getson, Jennifer L.)*
- ASC Distance Approval Cover Sheet-HIS 2675.pdf: DL Cover Sheet  
*(Cover Letter. Owner: Getson, Jennifer L.)*
- History 2675 Syllabus In-Person (McDow).docx: In-person Syllabus  
*(Syllabus. Owner: Getson, Jennifer L.)*

**Comments**

**Workflow Information**

Status	User(s)	Date/Time	Step
Submitted	Getson, Jennifer L.	10/26/2022 04:17 PM	Submitted for Approval
Approved	Soland, Birgitte	10/26/2022 07:41 PM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	11/01/2022 01:36 PM	College Approval
Pending Approval	Cody, Emily Kathryn Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Hilty, Michael Vankeerbergen, Bernadette Chantal Steele, Rachel Lea	11/01/2022 01:36 PM	ASCCAO Approval



# SYLLABUS

## HIS/2675

History of the Indian Ocean: Communities and Commodities in Motion  
Spring 2023 (full term)  
3 credit hours  
Online

### COURSE OVERVIEW

#### Instructor

Instructor: Dr. Amanda Respass

Email address: (preferred contact method) [respass.1@osu.edu](mailto:respass.1@osu.edu)

Phone number: 740-725-6130

Office hours: Online, by appointment

**Contact Policy:** You may contact me directly by email and phone. I will respond to emails and voicemails within one to two business days. If you have reached out to me and not heard back within that time frame, please reach out again, in case there has been a technological error (missed email, etc). Please also feel free to ask me for a chat on Zoom to ask any questions, review course material, or talk about any concerns. Feel free to email me or leave me a voicemail if you need to talk privately and we can schedule an appointment. Throughout the semester I will respond to messages Monday-Friday, from 9am to 5pm. (Remember that you can call 614-688-4357(HELP) at any time if you have a technical problem with Carmen.)

#### Prerequisites

Prereq or concur: English 1110.xx, or completion of GE Foundation Writing and Information Literacy Course, or permission of instructor.

#### Course description

This course examines the premodern history of the Indian Ocean world, a dynamic inter-regional arena that spans multiple continents. The course will explore historical processes as they cross traditional

boundaries between geographic regions. With its focus on communities and commodities, this course will expose students to the continuities and change that have created the modern Indian Ocean world. In addition to introducing students to primary textual sources (in English translation) like travel narratives and port records from across the sea routes, we will also draw from the archaeological record of shipwrecks and port cities to better understand the patterns of movement across the premodern Indian Ocean over time.

## Course learning outcomes

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

- Demonstrate familiarity with the environmental and climatic contexts that have shaped human activity across the Indian Ocean since early times.
- Identify continuities and change across the trade routes of the Indian Ocean from the earliest development of seafaring to the fifteenth century CE, paying special attention to new linkages, technologies, and heightened cultural and economic connections.
- Students will explore primary textual and material evidence for human activity on the premodern Indian Ocean, and gain familiarity with where and how historians access these materials.
- Students will produce 1) written reflections, 2) an annotated, narrative map and 3) a short research presentation synthesizing broad understanding of the trade and cultural relationships that formed the premodern Indian Ocean arena.

## General education goals and expected learning outcomes

This course fulfills the Legacy GE category of **Historical Studies** and **Diversity: Global Studies** OR the current GE category of Foundations: **Historical and Cultural Studies**.

### Legacy GE: Historical Studies

#### **Goal:**

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

#### **Expected Learning Outcomes (ELOs):**

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.

#### **This course will fulfill the Legacy GE: Historical Studies in the following ways:**

Students will synthesize course material about multiple regions across the Indian Ocean littoral by creating an annotated, narrative map of the relationships across the water focused on a theme from the first half of the semester. Students will also produce a close reading of an object or artifact that embodies concepts related to Indian Ocean trade. Regular written reflections and discussion posts focused on the connections between the course material and the present will highlight continuities and change in the Indian Ocean world.

## **Legacy GE: Diversity: Global Studies**

### **Goal**

Students understand the pluralistic nature of institutions, society, and culture in the United States and across the world in order to become educated, productive, and principled citizens.

### **Expected Learning Outcomes (ELOs):**

1. Students understand some of the political, economic, cultural, physical, social, and philosophical aspects of one or more of the world's nations, peoples and cultures outside the U.S.
2. Students recognize the role of national and international diversity in shaping their own attitudes and values as global citizens.

### **This course will fulfill the Legacy GE: Diversity: Global Studies following ways:**

Students will complete readings and instruction on the diverse, cosmopolitan trade networks across the premodern Indian Ocean world that spanned the coasts of eastern Africa, the eastern Mediterranean, the Middle East, South Asia, Southeast Asia, and China. Students will explore the foundation and spread of the religions of Buddhism and Islam and develop familiarity with important centers of practice. In the second half of the semester, the connections between trade in the premodern Indian Ocean and early Modern Atlantic worlds will be discussed in the context of shared trade commodities and a survey of slavery in the Indian Ocean.

## **GE Foundations: Historical and Cultural Studies**

Successful students will meet the goals for either Historical Studies or Cultural Studies course. Historical Studies goals and ELOs are listed below.

### **Historical Studies Goal:**

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

### **Historical Studies Expected Learning Outcomes (ELOs):**

Successful students are able to ...

1. Identify, differentiate, and analyze primary and secondary sources related to historical events, periods, or ideas.
2. Use methods and theories of historical inquiry to describe and analyze the origin of at least one selected contemporary issue.
3. 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.
4. Evaluate social and ethical implications in historical studies.

### **This course will fulfill the current GE: Foundations HCS in the following ways:**

Students will examine primary sources in translation including travel narratives, port records, and religious texts and familiarize themselves with secondary scholarship to contextualize these materials. Students will complete a major project analyzing artifacts and material culture from the Indian Ocean and receive instruction on how researchers access and analyze these materials in their work. Throughout the semester, lectures, readings, and assignments will explore the historical origins of global trade routes that are still in use today, religious cosmopolitanism and conflict, Islamophobia, and slavery.

## HOW THIS ONLINE COURSE WORKS

Mode of delivery: This course is 100% online. There are no mandatory sessions when you must be logged in to Carmen at a scheduled time, though you are encouraged to attend optional live meeting times on Tuesdays and Thursdays if you are able. Don't worry if you cannot attend the optional meetings on Tuesdays and Thursdays, any lecture or class activity from those days will be recorded and made available to you to watch on your own. You will not be penalized for not attending the optional live meetings. You are, however, required to watch the recordings of the Tuesday and Thursday meetings at your own pace during the week if you cannot attend live because they are the foundation of the course. Pace of online activities: This course is divided into weekly modules that are released one week at a time. Students are expected to keep pace with weekly deadlines but may schedule their efforts freely within that time frame. 2 Credit hours and work expectations: This is a 3-credit-hour course. According to Ohio State policy ([go.osu.edu/credithours](http://go.osu.edu/credithours)), students should expect around 3 hours per week of time spent on direct instruction (instructor content and Carmen activities, for example) in addition to 6 hours of assigned homework (reading and assignment preparation, for example) to receive a grade of (C) average. I encourage you to take organized notes of lectures, videos, readings and other instructional materials.

### WEEKLY CLASS FORMAT:

Every week I will post the new Week's module in Carmen on Monday, where you will see a list of instructional activities and homework to complete that week. Instructional activities include my recorded lectures, recorded discussions, individual and group learning activities, short videos and other materials that illustrate important ideas from the lecture, readings, and visual aids. If any of the formats are not accessible to you or your device, please let me know immediately so that I can accommodate you. **Every week I will hold "live" class meetings during our course meeting times on Tuesdays and Thursdays from 9:30-10:50 am**, which are optional for you to attend "live" (synchronously.) I will record these sessions and post them in Carmen, so you can also watch them at another time during the week, asynchronously, if preferred. You will not be penalized for not attending these meetings "live." For those students who don't attend "live," (synchronously), you will just watch the recordings at your own pace during the week (asynchronously). Any learning activity we complete during those sessions will be available online for you to complete on your own during the week. Each week, I will lecture on Thursday during the Zoom meeting described above. On Mondays you will turn in your discussion posts and other homework related to the previous week's lecture, readings, and other instructional materials. Every Tuesday I will then lead an asynchronous, participatory discussion workshop during the Zoom meeting, based on your submissions, that delves further into the material. As stated above, you are welcomed and encouraged to attend both Zoom sessions "live," but if you cannot attend you will not be penalized and can just watch the recordings on your own during the week. I will hold optional office hours by appointment on Zoom or by phone, just contact me if you would like

to make an appointment. Please see the “Contact Policy” on the first page of the syllabus for the best ways and times to reach me.

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

**Attendance and participation requirements:** You are expected to complete all readings and assignments on time. Active, thoughtful, and respectful participation in class discussions and activities is required. Because this is an online course, your attendance is based on your online activity and participation. If you have an emergency or crisis that prevents you from completing work on time, please contact me as soon as possible so we can make a plan together to get you back on track.

The following is a summary of students’ expected participation:

**Participating in online activities for attendance:** AT LEAST ONCE PER WEEK (MINIMUM) 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. Your participation grade is dependent on logging in weekly, completing all assigned work satisfactorily, and demonstrating engagement with the course materials and themes through online discussion. **You must watch the recorded Zoom meetings if you cannot attend them live.** The live class meetings on Tuesdays and Thursdays will be recorded so that you can watch them at your own pace if you do not attend live.

**Office hours:** OPTIONAL. All live, scheduled events for the course, including my office hours which are by appointment, are optional.

**Participating in discussion:** 2+ TIMES PER WEEK

As part of your participation, each week you must submit discussion posts at least twice a question and an analysis paragraph) as part of our substantive class discussion on the week's topics. I will respond to your posts in class or in writing each week, and your posts will generate the topics we focus on in our weekly Zoom discussions.

ALL ASSIGNMENTS DUE BY 12PM (NOON, EASTERN STANDARD TIME) ON DUE DATES

## **COURSE MATERIALS AND TECHNOLOGIES**



# Textbooks

## Required

- No textbook purchase is required for this course. All readings and other course materials will be provided on Carmen or through the OSU library online. This is a 100% online course, and you will need access to the internet and a computer or other device to complete the assignments. If you are having technology or internet access issues at any point during the semester, please contact the professor right away for support and to discuss potential solutions.

# Course technology

## Technology support

For help with your password, university email, Carmen, watching assigned videos, or any other technology issues, questions, or requests, contact the Ohio State IT Service Desk. Standard support hours are available at [ocio.osu.edu/help/hours](https://ocio.osu.edu/help/hours), and support for urgent issues is available 24/7.

**If your device will not load an assigned video, please contact the Help Desk right away, they can talk you through how to fix it. Do it sooner rather than later, so you can stay up to date on your classwork.**

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

## Technology skills needed for this course

- Basic computer and web-browsing skills
- Navigating Carmen ([go.osu.edu/canvasstudent](https://go.osu.edu/canvasstudent))
- CarmenZoom virtual meetings ([go.osu.edu/zoom-meetings](https://go.osu.edu/zoom-meetings))
- Recording and uploading video ([go.osu.edu/video-assignment-guide](https://go.osu.edu/video-assignment-guide))

## 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

## Required software

- 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](http://go.osu.edu/office365help).

## Carmen access

You will need to use BuckeyePass ([buckeyepass.osu.edu](http://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 take the following steps:

- Register multiple devices in case something happens to your primary device. Visit the BuckeyePass - Adding a Device help article for step-by-step instructions ([go.osu.edu/add-device](http://go.osu.edu/add-device)).
- Request passcodes to keep as a backup authentication option. When you see the Duo login screen on your computer, click **Enter a Passcode** and then click the **Text me new codes** button that appears. This will text you ten passcodes good for 365 days that can each be used once.
- Download the Duo Mobile application ([go.osu.edu/install-duo](http://go.osu.edu/install-duo)) to all of your registered devices for the ability to generate one-time codes in the event that you lose cell, data, or Wi-Fi service

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

# GRADING AND FACULTY RESPONSE

## How your grade is calculated

ASSIGNMENT CATEGORY	POINTS
<b>Other Participation (Completing the readings, watching the Zoom classes, engaging with all the course material each week)</b>	7.5
<b>Weekly Discussion Posts</b>	30
<b>Tweet the Week Summaries</b>	7.5
<b>Quizzes</b>	4.5
<b>Reflection Responses</b>	13
<b>Annotated, Narrative Map</b>	7.5

<b>Midterm Exam</b>	15
<b>Final Exam (report and presentation)</b>	15
<b>Total</b>	<b>100</b>

*See course schedule below for due dates.*

## Descriptions of major course assignments

### Weekly Discussion Posts

**Description:** Every week you will post 1) a question about the week's course material and 2) a paragraph analyzing and reflecting on a major idea or theme in that week's class. You are welcome to reply to each other's posts on Carmen or live, in class, if you are able to join the Zoom sessions synchronously. I will use your posted questions and paragraphs as the basis of our weekly Zoom discussions.

**Academic integrity and collaboration:** Please provide the author's last name and the page number (if relevant) for any readings or other course material you refer to in your posts, and all work must be your own.

### Tweet the Week

**Description:** One of the best ways to learn new material is to summarize it for someone else. Putting big ideas into clear, concise language demonstrates mastery of the material.

Every week you will write a 140-character summary (the length of an old-school Tweet) of what we covered in the week's module. You can pick one reading, video, or lecture to summarize, or summarize big ideas that ran through all the assignments for the week. Be clear and concise, but feel free to be creative or funny- just be respectful.

The 140-character limit includes all letters, numbers, spaces, hashtags, and punctuation. You can go a little bit shorter than 140 characters if it is at least 130, but not longer. Write out your idea and then edit it down until it is short enough.

Here's a simple example:

"The Spice Routes did not begin in 1498, People were traveling and trading on the Indian Ocean routes many centuries before that. #Artifacts"

Have fun!! **Academic integrity and collaboration:** This is an open-book, open-note project.

### Reflection Responses

**Description:** Periodically throughout the semester, I will assign a reflection prompt and ask you to write a short paragraph in response. These prompts will ask you to think about how the material we have covered fits together and why it is important.

**Academic integrity and collaboration:** Please provide the author's last name and the page number (if relevant) for any readings or other course material you refer to in your posts, and all work must be your own.

## Quizzes

**Description:** There will be three Carmen quizzes this semester that will be published with your weekly modules and due the following Monday.

**Academic integrity and collaboration:** Each quiz is open-book and open-note and you can re-watch lectures and other course materials to prepare your answers. You may not collaborate on answering the quizzes or discuss your answers until they are graded- all work must be your own.

## Group Projects: Annotated, Narrative Maps

**Description:** You will be assigned into groups to collaborate on a creative research project. Your group will create an annotated map of the Indian Ocean World that highlights a transoceanic relationship between groups of people around the Indian Ocean littoral. You will choose a specific theme from Weeks 1-7 that connects different groups of people from multiple places. For example, themes could include the Monsoon, Bronze Age Trade, the Spice Trade, Shipbuilding, or Buddhism. Select four specific locations on your map around the Indian Ocean littoral that are important for understanding the relationships between people related to your theme and mark them on your map. For each location, write a 300-word narrative paragraph describing the significance of that location to the transoceanic relationship/theme you have chosen. These four annotations are the most important part of the assignment, and each one should include at least one cited source from our course material. You will use the ThingLink program available in Carmen to create your maps and annotations, and I will lead a tutorial in how to use the program (please contact me if you need a more accessible option). Make sure that you divide the labor equally between your group members and make your map legible and clear. Cite all of your sources using the Chicago Manual of Style.

**Academic integrity and collaboration:** You must cite your exact sources for each entry using the Chicago Manual of Style. Your entries should only come from our course.

## Midterm Exam

**Description:** Your Midterm Exam is a short, traditional written test covering the course material from weeks 1-7. **Academic integrity and collaboration:** This is an open-book and open-note exam, which means that you are welcome to refer to your notes and other course materials as you write your exam. You may not, however, talk to your classmates or receive outside help from another person as you complete your exam. Talking to your classmates about the exam or receiving outside help during the exam period is cheating and a violation of the Academic Integrity policy. You may contact me

directly during the exam period with any questions. The exam will be available on Carmen for one week.

## Final Research Report & Presentation

**Description:** Rather than take a traditional exam for your Final, I want you to practice conducting research and analysis. You will choose one artifact or object related to our discussions of the Indian Ocean from any point in the semester. For example, you could choose an object from Angkor Wat, Borobudur, or Nalanda, you could choose a ship that travelled the Indian Ocean trade routes, you could choose a spice, a variety of incense, or other commodity, an artifact from Quanzhou, or another object you select on your own.

You will conduct outside research on this object which you will summarize in a short research report and presentation.

**Academic integrity and collaboration:** This is an open-book and open-note exam, which means that you are welcome to refer to your notes and other course materials as you write your essays. You may not, however, talk to your classmates or receive outside help from another person as you write your essays. Talking to your classmates about the exam or receiving outside help during the exam period is cheating and a violation of the Academic Integrity policy. You may contact me directly during the exam period with any questions.

## Late assignments

Points will be deducted for unexcused late assignments. If you must turn in an assignment late due to an emergency or illness, contact me as soon as possible. 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

**Carmen Gradebook Warning:** Please keep in mind that although the Gradebook available on Carmen is useful for tracking your assignments, **it does not always project accurate estimations of your final grade.** It is very important to ask me directly, rather than rely on Carmen's estimation, of your current or projected final grade. Feel free to contact me at any time.

## Instructor feedback and response time

I am providing the following list to give you an idea of my intended availability throughout the course. Please see my contact policy on page 1 for information on how best to reach me. (Remember that you can call **614-688-4357(HELP)** at any time if you have a technical problem.)

- **Grading and feedback:** I will grade regular, weekly homework within an average of 7 days. Larger assignments usually require a little extra time to give you the detailed feedback you deserve.
- **Email:** I will reply to emails within 1-2 business days during the semester.
- **Discussion:** I will monitor and reply to messages in the weekly discussion posts every week, during the Tuesday discussion sessions on Zoom, in writing, or during lecture. Occasionally a question you ask one week might be perfect as a jumping off point for a lecture scheduled for an upcoming week, so occasionally I will schedule those answers for a later date.

## OTHER COURSE POLICIES

### Safety and health requirements:

All teaching staff and students are required to comply with University safety and health guidance which can be found at <https://safeandhealthy.osu.edu/>. Non-compliance will be warned first and disciplinary actions will be taken for repeated offenses. Additional public health guidance on wearing a face mask and maintaining a safe physical distance can be found here: <https://www.cdc.gov/coronavirus/2019-ncov/prevent-getting-sick/prevention.html>.

### Discussion and communication guidelines

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

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

## Academic integrity policy

See **Descriptions of major course assignments**, above, for my specific guidelines about collaboration and academic integrity in the context of this online class.

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](http://go.osu.edu/coam))
- Ten Suggestions for Preserving Academic Integrity ([go.osu.edu/ten-suggestions](http://go.osu.edu/ten-suggestions))

**Quizzes and Exams:** You must complete all quizzes and exams yourself, without any external help or communication.

**Written Assignments:** Your written assignments, including discussion posts, should be your own original work. In formal assignments, you should follow the **Chicago Manual of Style (CMOS)** format to cite the ideas and words of your research sources. Fully and accurately citing sources consulted for your work is a major component of academic integrity. Cite any information you get from a source other than your own mind every single time, both within the body of a paper and in a references list at the end. **Use the Chicago Manual of Style. If you use someone else’s words or ideas, cite them.**

The Chicago Manual of Style (CMOS) is available online through the library here:

<https://library.ohio-state.edu/record=b6525249~S7>

Additional summaries of the Chicago Manual of Style (CMOS) Author-Date and Notes-Bibliography formats are available from OSU here:

<https://guides.osu.edu/citation>

For additional guidance, Purdue University’s Online Writing Lab (OWL) is a great resource for applying Chicago Manual of Style (CMOS) in your writing:

[https://owl.purdue.edu/owl/research\\_and\\_citation/chicago\\_manual\\_17th\\_edition/cmos\\_formatting\\_and\\_style\\_guide/chicago\\_manual\\_of\\_style\\_17th\\_edition.html7](https://owl.purdue.edu/owl/research_and_citation/chicago_manual_17th_edition/cmos_formatting_and_style_guide/chicago_manual_of_style_17th_edition.html7)

**CAUTION:** You are strongly discouraged from using citation generators online, even those provided on reputable websites, because they are often wrong. Please save us both a lot of time and create your own citations using the CMOS format. If you want help using the CMOS format, feel free to reach out to me or to the Writing Center:

<https://u.osu.edu/marionwc/>

I may utilize Turnitin or similar plagiarism detection software to check written assignments for plagiarism. This means that if you steal wording from any source that is available online without properly quoting and citing it, the software will catch you. Please do not do this. You are encouraged to ask a trusted person to proofread your assignments before you turn them in--but no one else should revise or rewrite your work.

**What to Do if you Panic, Instead of Cheating:** Contact me. I understand that this is an overwhelming time, and if you are honest with me and tell me you need more time on an assignment before it is due I will likely agree to an extension if you talk to me about it first and we come up with something fair. The consequences of cheating are very severe and include receiving zero points on the assignment, failure of the course, disciplinary action and hearings, and expulsion. It is very serious. I would much rather give you an extension or an Incomplete and work with you on a reasonable plan to complete your work than see any of you cheat. Please be honest and reach out for help when you need it, I will respect that.

**Reusing Past Work:** In general, you are prohibited in university courses from turning in work from a past class to your current class, even if you modify it. You should also not recycle writing posts from one assignment to another within this class, unless I have instructed you to do so (rough drafts, etc). If you want to build on past research or revisit a topic you've explored in previous courses, please discuss the situation with me first.

**Falsifying Research or Results:** All research you will conduct in this course is intended to be a learning experience; you should never feel tempted to make your results or your library research look more successful than it was.

**Collaboration and Informal Peer-Review:** The course includes opportunities for collaboration with your classmates. While study groups and peer-review of major written projects is encouraged, remember that comparing answers on a quiz, exam, or assignment is not permitted. If you're unsure about a particular situation, please feel free just to ask ahead of time.

**Group Work:** This course may include group work, which can be stressful for students when it comes to dividing work, taking credit, and receiving grades and feedback. I have attempted to make the guidelines for any group work as clear as possible for each activity and assignment, but please let me know if you have any questions. **The quality of your participation in group assignments also counts towards your participation grade.** If your group is experiencing any issues of concern, please contact me right away. Group members who are not participating should not receive credit for work they did not collaborate on. **Each member of the group who worked on the assignment should add their name to the final submitted work.**



## 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

All students and employees at Ohio State have the right to work and learn in an environment free from harassment and discrimination based on sex or gender, and the university can arrange interim measures, provide support resources, and explain investigation options, including referral to confidential resources. If you or someone you know has been harassed or discriminated against based on your sex or gender, including sexual harassment, sexual assault, relationship violence, stalking, or sexual exploitation, you may find information about your rights and options at [titleix.osu.edu](http://titleix.osu.edu) or by contacting the Ohio State Title IX Coordinator at [titleix@osu.edu](mailto:titleix@osu.edu). Title IX is part of the Office of Institutional Equity (OIE) at Ohio State, which responds to all bias-motivated incidents of harassment and discrimination, such as race, religion, national origin and disability. For more information on OIE, visit [equity.osu.edu](http://equity.osu.edu) or email [equity@osu.edu](mailto:equity@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. 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

We would like to acknowledge the land that 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 Greenville and the forced removal of tribes through the Indian Removal Act of 1830. I/We want to honor the resiliency of these tribal nations and recognize the historical contexts that has and continues 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>

## Your mental health

**Counseling and Consultation Services:** 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: (614-292-5766; [www.ccs.osu.edu](http://www.ccs.osu.edu)). This service is free and confidential. If you find yourself feeling isolated, anxious or overwhelmed, on-demand resources are available at [www.go.osu.edu/ccsondemand](http://www.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 [www.suicidepreventionlifeline.org](http://www.suicidepreventionlifeline.org). The Ohio State Wellness app is also a great resource available at [www.go.osu.edu/wellnessapp](http://www.go.osu.edu/wellnessapp). Another resource is the **Buckeye Peer Access Line**, a non-emergency talk line that provides a space for students to engage in brief phone conversations in order to gain support and learn about campus resources. Student volunteers are available to provide peer-to-peer assistance that promotes and enhances student development and wellbeing. It operates Monday through Friday from 8 p.m. to midnight when classes are in session during fall and spring semesters. Call 614-514-3333. For more information check out: <https://swc.osu.edu/services/buckeye-peer-access-line/>

If you think you are at risk of harm to self or others, please call **911** or contact the **Columbus Suicide Prevention Hotline at 614-221-5445**. **The new, national Suicide and Crisis Lifeline can be reached 24/7 by calling 988**, you can read more about it here: <https://www.samhsa.gov/find-help/988>

If you are experiencing domestic violence or abuse, you can reach out to the **National Domestic Violence Hotline** at <https://www.thehotline.org/>. If you are in immediate danger call **911**. Safety Alert: Computer use can be monitored and is impossible to completely clear. If you are afraid your internet usage might be monitored by your abuser, you can call the National Domestic Violence Hotline by phone instead of accessing them online at **1-800-799-7233** or **TTY 1-800-787-3224**. You can also text **LOVEIS to 1-866-331-9474**.

If you are coping with sexual violence you call the **National Sexual Assault Hotline 800.656.HOPE** for help or access 24/7 help online by visiting [www.online.rainn.org](http://www.online.rainn.org)

If you are lesbian, gay, bisexual, transgender, queer or questioning (**LGBTQ**) and in crisis, you can call the **TrevorLifeline for crisis intervention and suicide prevention 24/7 at 1-866-7386**, or access a

crisis counselor online 24/7 at: <https://www.thetrevorproject.org/get-help-now/> . You can also reach a crisis counselor 24/7 by texting **START to 678-678**.

Additional OSU Mental Health and Wellness resources are also available here:  
<https://safeandhealthy.osu.edu/mental-health-wellness>

**COVID-19 INFORMATION AND RESOURCES:** The most important part of this semester is everyone's wellbeing. I care about your health and happiness first, so please contact me if you are struggling or facing challenges related to COVID or anything else. I want you to succeed in this class and I am here to help. We are all navigating the semester together during challenging times, and you have my understanding. If you are facing a challenge, contact me. There is a lot of flexibility built into the course because it is online and asynchronous, but there may still be times when you need accommodations. For example, if you get sick and can't do any work for a week, or if a family member is ill. If something like that happens, try to contact me as early as you can so we can make a plan together. Here are some resources our community can use to learn about protecting ourselves from and managing COVID-19:

Safe and Healthy Buckeyes: <https://safeandhealthy.osu.edu/>

Centers for Disease Control and Prevention: <https://www.cdc.gov/coronavirus/2019-ncov/index.html>

World Health Organization: <https://www.who.int/>

## ACCESSIBILITY ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

### Requesting accommodations

The University strives to make all learning experiences as accessible as possible. In light of the current pandemic, students seeking to request COVID-related accommodations may do so through the university's request process, managed by the Office for Disability Services (ODS). 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 the Office for 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.

**Marion Campus Office for Disability Services:** (740) 725-6247

[marionds@osu.edu](mailto:marionds@osu.edu)  
<https://osumarion.osu.edu/academics/academic-support-services/disability-services.html>

### 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](https://go.osu.edu/canvas-accessibility))
- Streaming audio and video
- CarmenZoom accessibility ([go.osu.edu/zoom-accessibility](https://go.osu.edu/zoom-accessibility))
- Collaborative course tools

## ADDITIONAL RESOURCES:

The **Academic Success Center (ASC)** now located in the Learning Center at the Library Classroom Building (room 105R) offers tutoring services (*at no additional cost to tuition*) to assist student learning. For questions pertaining to our center please visit the circulation desk in the Library Monday-Thursday 8 am-8 pm and Friday 8 am- 4 pm or check out the website. The Center consists of three parts: Math and Engineering Learning Center, Chemistry and Biology Center, and Writing Center, that each provide professional tutoring help on a drop-in and appointment basis. For the most up-to-date information regarding all aspects of the center, or to submit a request for peer tutoring in disciplines outside those listed above please visit our website (<https://u.osu.edu/marionasc/>), or email [AcademicSuccess@osu.edu](mailto:AcademicSuccess@osu.edu).

---

The Math and Engineering Learning Center is coordinated by Vijay Garapati who provides professional help with mathematics, engineering, statistics, and physics. He plans to host in-person drop-in hours throughout the semester. Please visit the website (<https://u.osu.edu/mathengineercenter/>) for further information and current details.

**The campus Writing Center (coordinated by Katie Braun and Amy Tibbals) offers help with writing at any stage of the writing process. During our sessions, we can work with you on any kind of writing, from papers/reports for classes to application materials to workplace documents. The Writing Center team plans to host in-person and Zoom drop-in hours this semester. Please visit the Writing Center website (<https://u.osu.edu/marionwc/>) for further details and information.**

The Chemistry and Biology Center offers assistance with courses in chemistry, biology, and biochemistry. Tiffany Rye-McCurdy plans to help students with concepts during both in-person and virtual drop-in hours. Please visit the website (<https://u.osu.edu/chembiocenter/>) for further details and information.

## COURSE SCHEDULE

Refer to the Carmen course for up-to-date assignment due dates.

<u>Week</u>	<u>Class Topics &amp; Instructional Activities</u>	<u>Assignments &amp; Due Dates</u>
		<b><u>ALL ASSIGNMENTS DUE BY 12 pm (Noon) ON DUE DATES</u></b>
<b>Week 1:</b> Jan 9-13	<b><i>Introductions &amp; The Indian Ocean World</i></b> → <i>Introductions</i> → <i>Tuesday Orientation:</i> <i>How This Class Works</i> → <i>Thursday Lecture:</i> <i>Studying the Indian Ocean World</i>	<b><u>Due January 17:</u></b> → Online Icebreaker → Write: Your Hopes, Goals, & Interests → Reading: <i>Syllabus</i> → Quiz: <i>The Syllabus</i> → Reading: "Oceans of World History: Delineating Aquacentric Notions in the Global Past" (Buschmann) → Discussion Posts → Tweet the Week
<b>Week 2:</b> Jan 16-20 <i>Jan 16: MLK Jr National Holiday- No Class</i>	<b><i>The Monsoon</i></b> → <i>Weekly Overview</i> → <i>Tuesday Discussion</i> → <i>Thursday Lecture: Climate &amp; Connections</i> → <i>Indian Ocean World Monsoon Documentary Clip Tour (runs about 23 minutes):</i> ◆ VIDEO: Monsoons on Andambitihy (4:07) ◆ VIDEO: Mechanisms of Monsoon Rain (1:37) ◆ VIDEO: Height of the Himalayas and the Indian Monsoon (1:48) ◆ VIDEO: Asian Monsoon (3:22) ◆ VIDEO: Summer Monsoon (2:59) ◆ VIDEO: Premodern Cambodian Mastery of the Monsoon (7:02) ◆ VIDEO: Importance of Monsoon to Traders (1:24)	<b><u>Due January 23:</u></b> → Reading: "Seasons of Sail" (Mahajan) → Reading: "The Ends of the Indian Ocean" (Prestholdt) → Discussion Posts → Tweet the Week
<b>Week 3:</b> Jan 23-27	<b><i>Early Maritime Cultures</i></b> → <i>Weekly Overview</i> → <i>Tuesday Discussion</i>	<b><u>Due Jan 30:</u></b> → Reading: "The Intricacies of Premodern

	<p>→ <i>Thursday Lecture: Early Navigation &amp; Migration</i></p>	<p>Asian Connections," (Tansen Sen)</p> <p>→ Reading: "Africa Bronze Age contact between Egypt, Mesopotamia, and Indus River Valley Civilizations" (Campbell)</p> <p>→ Reading: "India, Magadha, Nalanda Ecology and a Premodern World System" (Asher)</p> <p>→ Discussion Posts</p> <p>→ Tweet the Week</p>
<p><b>Week 4:</b> Jan 30- Feb 3</p>	<p><b><i>The Indian Ocean in Antiquity</i></b></p> <p>→ <i>Weekly Overview</i></p> <p>→ <i>Tuesday Discussion</i></p> <p>→ <i>Thursday Lecture: The Edges of a World-System in Contact</i></p> <p>→ <i>Primary Source in Translation: Periplus Maris</i></p>	<p><b><i>Due Feb 6:</i></b></p> <p>→ <i>Reading: "Indian Ocean Africa in the First Great Upswing in the Indian Ocean World Global Economy, ca 300 BCE to 17 Erythraei (or 'Voyage around the Erythraean Sea')</i></p> <p>→ <i>VIDEO: Indian Ocean in Antiquity (1:30)</i></p> <p>→ <i>VIDEO: India's Spice Trade with Rome (5:50) ca 300 CE" (Campbell)</i></p> <p>→ <i>Reading: "Maritime Southeast Asia Between South Asia and China to the Sixteenth</i></p>

		<p>Century” (Tansen Sen)</p> <ul style="list-style-type: none"> <li>→ Reflection</li> </ul> <p>Writing: Periplus</p> <ul style="list-style-type: none"> <li>→ Discussion Posts</li> <li>→ Tweet the Week</li> </ul>
<p><b>Week 5:</b> Feb 6-10</p>	<p><b><i>The Maritime Middle East</i></b></p> <ul style="list-style-type: none"> <li>→ Weekly Overview</li> <li>→ Tuesday Discussion</li> <li>→ Thursday Lecture: The Periplus, The Parthians, The Sassanians, &amp; The Persian Gulf</li> </ul>	<p><b>Due Feb 13:</b></p> <ul style="list-style-type: none"> <li>→ Reading: “The Persian Gulf Trade in Late Antiquity” (Daryae)</li> <li>→ Reading: “Patchworking the west coast of India: Notes on the Periplus of the Erythraean Sea” (De Romanis)</li> <li>→ Reflection Writing: Midterm Preparation</li> <li>→ Discussion Posts</li> <li>→ Tweet the Week</li> </ul>
<p><b>Week 6:</b> Feb 13-17</p>	<p><b><i>Technologies of Sea Travel</i></b></p> <ul style="list-style-type: none"> <li>→ Weekly Overview</li> <li>→ Tuesday Discussion → Midterm Preparation</li> <li>→ Thursday Lecture: Shipbuilding &amp; Navigation</li> <li>→ VIDEO: Art of Shipbuilding (2:30)</li> <li>→ VIDEO: Hand-stitched Sails (1:44)</li> <li>→ VIDEO: Vietnam’s Angry Squalls (3:41)</li> </ul>	<p><b>Due Feb 20:</b></p> <ul style="list-style-type: none"> <li>→ Reading: “Dynamics of East Asian Shipbuilding (Kimura) → Reading: “Ships of the Gulf: Shifting Names and Networks” (Staples) → Midterm Prep Check-In → Discussion Posts</li> <li>→ Tweet the</li> </ul>

		Week
<p><b>Week 7:</b> Feb 20-24</p>	<p><b><i>Buddhism by Sea</i></b></p> <ul style="list-style-type: none"> <li>→ Weekly Overview</li> <li>→ Tuesday Workshop Group Projects</li> <li>→ Thursday Lecture: Dharma Seas- Missionaries, Pilgrims, and Merchants</li> <li>→ VIDEO: Buddha’s Four Noble Truths (3:04)</li> <li>→ VIDEO: Borobudur (10:04)</li> </ul>	<p><b>Due February 27:</b></p> <ul style="list-style-type: none"> <li>→ Reading: “India Abroad” (Asher)</li> <li>→ Reading: “The Place of Nusantara in the Sanskrit Buddhist Cosmopolis” (Aciri) 18</li> <li>→ Midterm Group Submission</li> <li>→ Midterm Exam</li> <li>→ Discussion Posts</li> <li>→ Tweet the Week</li> </ul>
<p><b>Week 8:</b> Feb 27- March 3</p>	<p><b><i>Muslim Lake</i></b></p> <ul style="list-style-type: none"> <li>→ Weekly Overview</li> <li>→ Tuesday Discussion</li> <li>→ Thursday Lecture: The Oceanic Islamic World</li> <li>→ VIDEO: End in Sight (1:50)</li> </ul>	<p><b>Due March 6:</b></p> <ul style="list-style-type: none"> <li>→ Reading: Excerpt from “Before European Hegemony” (Abu-Lughod)</li> <li>→ Reading: “When Did the Swahili Become Maritime?” (Kusimba and Walz)</li> <li>→ Reading: “Eastern African doyens in South Asia: premodern Islamic intellectual interactions” (Koori)</li> <li>→ After Midterm Survey</li> <li>→ Discussion Posts</li> <li>→ Tweet the Week</li> </ul>
<p><b>Week 9:</b> March 6-10</p>	<p><b><i>Cosmopolitan Seas, Cosmopolitan Cities</i></b></p> <ul style="list-style-type: none"> <li>→ Weekly Overview</li> <li>→ Tuesday Discussion</li> </ul>	<p><b>Due March 20:</b></p> <ul style="list-style-type: none"> <li>→ Reading: “Quanzhou Archaeology: A Brief Review (Pearson, Li</li> </ul>



	<ul style="list-style-type: none"> <li>→ Thursday Lecture: Quanzhou, A Case Study</li> <li>→ VIDEO: "Quanzhou" (5:15)</li> <li>→ Primary Source in Translation: Zhao Rugua's Zhufan Zhi</li> </ul>	<p>and Li)</p> <ul style="list-style-type: none"> <li>→ Reading: "The Quanzhou Ship" (Kimura)</li> <li>→ Reading: "The Medieval Tamil-Language Inscriptions in Southeast Asia and China" (Wisseman Christie)</li> <li>→ Chart: Contents of Discovered Materials from the Quanzhou Ship (Kimura)</li> <li>→ Reflection Writing: Zhufan Zhi</li> <li>→ Discussion Posts</li> <li>→ Tweet the Week</li> </ul>
<b>Week 10</b> March 13-17	<b><i>SPRING BREAK</i></b>	
<b>Week 11:</b> March 20-24	<p><b><i>Commodities</i></b></p> <ul style="list-style-type: none"> <li>→ Weekly Overview</li> <li>→ Tuesday Discussion</li> <li>→ Thursday Lecture: Commodities &amp; Connections</li> <li>→ VIDEO: Omani Frankincense (2:06)</li> </ul>	<p><b>Due March 27:</b></p> <ul style="list-style-type: none"> <li>→ Reading: "The Role of Ordinary Goods in Premodern Exchange" (Smith)</li> <li>→ Reading: "Erythraean pearls in the Roman world Features and aspects of luxury consumption (late second century bce–second century ce)" (Schneider)</li> <li>→ Final Exam Preparation</li> <li>→ Discussion Posts</li> <li>→ Tweet the Week</li> </ul>

<p><b><u>Week 12:</u></b> March 27-31</p>	<p><b><i>Trade Diasporas</i></b></p> <ul style="list-style-type: none"> <li>→ Weekly Overview</li> <li>→ Tuesday Discussion</li> <li>→ Thursday Lecture: Communities in Motion</li> <li>→ Primary Source in Translation: Al-Sirafi’s Accounts of China and India</li> <li>→ VIDEO: George Town and Melaka, Malaysia: City Centers of the Far East Trade (14:55)</li> </ul>	<p><b>Due April 3:</b></p> <ul style="list-style-type: none"> <li>→ Reading: Excerpt from “The Graves of Tarim: Genealogy and Mobility across the Indian Ocean” (Ho)</li> <li>→ Reading: “Africans &amp; the Gulf: Between Diasporas and Cosmopolitanism” (Hopper)</li> <li>→ Reading: “Asú the Convert: A Slave Girl or a Nāyar Land Owner?”(Gamliel)</li> <li>→ Final Exam Check-In</li> <li>→ Discussion Posts</li> <li>→ Tweet the Week</li> </ul>
<p><b><u>Week 13:</u></b> April 3-7</p>	<p><b><i>Change</i></b></p> <ul style="list-style-type: none"> <li>→ Weekly Overview</li> <li>→ Tuesday Discussion &amp; Lecture: The Fourteenth Century at Sea</li> <li>→ Thursday: Workshop Final Projects</li> <li>→ Interactive Journey: The Travels of Ibn Battuta</li> </ul>	<p><b>Due April 10:</b></p> <ul style="list-style-type: none"> <li>→ Reading: “Uncertainties and European Intrusion: The IOW Global Economy, 1300 to 1830” (Campbell)</li> <li>→ Reading:”Lessons from the History of Quarantine, from Plague to Influenza A” 20 (Tognotti)</li> <li>→ Reflection Writing: Al-Sirafi &amp; Ibn Battuta</li> <li>→ Discussion Posts</li> <li>→ Tweet the Week</li> </ul>
<p><b><u>Week 14:</u></b> April 10-14</p>	<p><b><i>European Navigation of the Indian Ocean</i></b></p> <ul style="list-style-type: none"> <li>→ Weekly Overview</li> <li>→ Tuesday Discussion</li> </ul>	<p><b>Due April 17:</b></p> <ul style="list-style-type: none"> <li>→ Reading: From “Trade and Conquest in</li> </ul>

	<ul style="list-style-type: none"> <li>→ Thursday Lecture: The Portuguese, the Warship, and an Upended World</li> <li>→ Final Exam Prep Workshop</li> </ul>	<p>the Orient” (Wolf)</p> <ul style="list-style-type: none"> <li>→ Reading: “The European Impact in Indian Ocean Africa, 1500 to 1830” (Campbell)</li> <li>→ Reading: “The Asian Foundations of the Dutch Thalassocracy: Creative Absorption and the Company Empire in Asia” (Raben)</li> <li>→ Final Exam Follow-Up Check-In</li> <li>→ Discussion Posts</li> <li>→ Tweet the Week</li> </ul>
<p><b><u>Week 15:</u></b> April 17-21</p>	<p><b><i>Indian Ocean Slavery</i></b></p> <ul style="list-style-type: none"> <li>→ Weekly Overview</li> <li>→ Tuesday Discussion:</li> <li>→ Thursday Lecture: Slavery in the Indian Ocean</li> <li>→ VIDEO: Cape Agulhas (1:28)</li> <li>→ Slide Gallery &amp; VIDEO: Cape Town's slave ship secret, Shackles Beneath the Waves</li> <li>→ Reading: “Smithsonian to Receive Artifacts From Sunken 18th-Century Slave Ship” (Smithsonian)</li> <li>→ VIDEO: São José (6:24)</li> </ul>	<p><b>Due April 24:</b></p> <ul style="list-style-type: none"> <li>→ Reading: "The World's Oldest Trade": Dutch Slavery and Slave Trade in the Indian Ocean in the Seventeenth Century” (Vink)</li> <li>→ Reading: “Africa and Slavery in the Indian Ocean World” (Campbell)</li> <li>→ Reading: “Archaeology of Slavery in East Africa” (Kusimba)</li> <li>→ Discussion Posts</li> <li>→ Tweet the Week</li> <li>→ Last Quiz</li> <li>→ Reflection Writing: Past in the Present</li> </ul>
<p><b><u>Finals Week</u></b></p>	<p style="text-align: center;"><b>***FINAL EXAM WEEK***</b></p>	<p style="text-align: center;"><b><u>Final Submission Group Project Due</u></b></p> <p style="text-align: center;"><b><u>**Due April 26 at 12pm**</u></b></p>



The Ohio State University  
**History 2675: The Indian Ocean: Communities and Commodities in Motion**  
 Spring Semester 2018

**Instructor:** Thomas F. McDow, Ph.D., Assistant Professor, Department of History  
**Office:** Dulles Hall, Room 361  
**Phone:** 614.292.6722 (email preferred)  
**E-mail:** mcdow.4@osu.edu  
**Office hours:** Tuesdays, 1.30-3.00 (and by appointment)  
**Course Grader:** TBD

**Class meetings:** TBD

### **Course Description**

---

This course examines the history of the Indian Ocean world, a dynamic interregional arena that touches three continents. By focusing on an ocean, we can examine historical processes as they cross traditional boundaries between geographic regions. Movement is a key aspect of this history, and in this course we will follow people and goods as they move around the Indian Ocean world. As the historian Fernand Braudel argued for the Mediterranean, deep structures of a seascape shaped many things, including production and the movement of people. The monsoon winds of the Indian Ocean are one example of such a structure, and they have given rise to a long history of interactions across boundaries and of transregional trade. This thriving world attracted European interest in the late fifteenth century, though it was several centuries before the Europeans could affect lasting change. Despite colonization and its aftermath, however, long-standing patterns of interaction also persisted. This course, with its focus on communities and commodities, exposes students to the continuities and change that have created the modern Indian Ocean world.

This course fulfills the following General Education (GE) requirements: (1) Diversity: Global Studies and (2) Historical Study. This course is also applicable to the history minor typically requires only four courses to complete. The minor may overlap up to six hours with general education requirements. For history majors, History 2675 may be used toward either the pre- or post-1750 and Africa/Middle East/Asia/Latin America breadth requirements as well as three concentrations: (1) either Near East, Middle East, Central Asia, and/or South Asia OR Africa; (2) Race, Ethnicity, and Nation; and (3) Colonialism and Comparative Empires.

**This course fulfills the following GE categories:**

#### **Historical Study**

##### Goals

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

##### Expected Learning Outcomes

1. Students construct an integrated perspective on history and the factors that shape human activity.
2. Students describe and analyze the origins and nature of contemporary issues.
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.

### **Diversity: Global Studies**

#### Goals

Students understand the pluralistic nature of institutions, society, and culture in the United States and across the world in order to become educated, productive, and principled citizens.

#### Expected Learning Outcomes

##### Global Studies

1. Students understand some of the political, economic, cultural, physical, social, and philosophical aspects of one or more of the world's nations, peoples and cultures outside the U.S.
2. Students recognize the role of national and international diversity in shaping their own attitudes and values as global citizens.

### **GE Rationale**

---

This course focuses on the Indian Ocean to help understand human history; develop students' knowledge of how past events influence the region today; and help them understand how human beings view themselves.

1. Students will understand and be able to explain the broad sweep of Indian Ocean history during the modern period. (GE, Historical Study)
2. Students will acquire a general knowledge of the Indian Ocean region appropriate for a global citizen. This include the geography of the Indian Ocean rim as well as the ethnic, linguistic, and religious diversity that has shaped the region. (GE, Diversity: Global Studies.)
3. Students will build on their general knowledge to gain scholarly and specialist knowledge of key aspects of Indian Ocean history. This means being able to think critically, recognize stereotypes and common misunderstandings, and move beyond dichotomous thinking. (GE, Diversity: Global Studies; Historical Study)
4. Student will gain and deploy intellectual frameworks for approaching the history of human migration, trade, and empire, as practices that shape human activity (GE, Historical Study)
5. Students will learn to read primary sources critically and use them to support historical arguments (GE, Historical Study)

### **Required Texts**

---

Course readings include a text book, a novel, scholarly articles, and a series of primary sources. Most of these will be posted to (or linked to) from Carmen. Students must buy two books that are available from the campus Barnes and Nobles and widely available from on-line book vendors like Amazon.com:

- Edward A. Alpers, *The Indian Ocean in World History* (Oxford University Press, 2014)\*\*

- Amitav Ghosh, *Sea of Poppies* (2008)

\*\*note that we will read the Alpers textbook early in the semester, so you should order it as soon as possible. This information was included in an email to the class at the end of last semester.)

## Course Requirements, Policies, and Grades

---

**Enrollment:** All students must be officially enrolled in the course by the end of the second full week of the semester. No requests to add the course will be approved by the department chair after that time. Enrolling officially and on time is solely the responsibility of the student.

**Attendance and Participation:** Students are expected to attend all meetings of the course. Participation in discussion, providing feedback to peers, and submitting ungraded, in-class assignments are important to student learning and are weighed heavily in the final grade. Perhaps it is too obvious to note: students who are not in class are unable to participate. The highest participation grades will go to those who help build the discussions through their own contributions and their questions to peers. The most valuable contributions often begin with the words, “I don’t understand.” Answering questions from your peers and your instructor is also helpful.

In the event that you must miss class, you are responsible for the contents of the lecture and/or discussion. Furthermore, if you miss class on the day of a quiz or participation grade, you will not be permitted to make it up without prior arrangement with the instructor. Students who must miss class for religious observances must notify the instructor of their absence in advance.

**Cellphones, Tablets, and Laptops.** I encourage you to be *device free during class time*. Ideally phones, tablets, and laptops should be switched off and put away. Texting, typing, and surfing the internet during class creates an atmosphere of distraction and undermines the basic purpose of education: to listen, learn, think and discuss the topic at hand. Numerous studies have demonstrated that multi-tasking is detrimental to classroom learning. One makes clear that “multitasking on a laptop poses a significant distraction to both users and fellow students and can be detrimental to comprehension of lecture content.”<sup>1</sup> A more recent, randomized control study finds “that computer devices have a substantial negative effect on academic performance,” and those in the technology sections scored five points lower on the final exam.<sup>2</sup>

If you would like to take notes on your computer, please turn off your wi-fi for the duration of the class and close all other windows. If the use of devices is distracting to other students or the instructor, students will be notified and asked either to move to the back of the classroom or stop using the device. *The instructor reserves the right to impose a more comprehensive device policy should these prove on-going distractions.*

---

<sup>1</sup> Faria Sana, Tina Weston, and Nicholas Cepeda, “Laptop Multitasking Hinders Classroom Learning for Both Users and Nearby Peers,” *Computers and Education*, 62:2013, 24-31.

<sup>2</sup> Susan Payne Carter, Kyle Greenberg, Michael Walker, “The Impact of Computer Usage on Academic Performance: Evidence from a Randomized Trial at the United States Military Academy,” Working Paper #2016.02, MIT Department of Economics, May 2016.

**Quizzes and Writing/Assessments:** Students will complete several quizzes (including two map quizzes) and in-class writing assignments (on *Sea of Poppies*, at least). Students may also be asked to post to the course discussion page on Carmen.

**Reading:** This course draws on a wide variety of sources, and reading is one of the key ways students are expected to learn. The amount of reading varies each week, but the average week's reading is about 75 pages. (Some weeks, when reading a novel, we will read more.) As a general rule of thumb, students should plan to spend at least two hours studying and reading outside of class for every hour they spend in it. Thus for this course, students should allocate at least five and a half hours per work to complete their assignments.

**Final Project:** Students will complete a final historical project for which they will propose a topic and develop the project over the course of the semester. The two broad themes will be diaspora and commodity chains. Students may focus on either on a diasporic community within the Indian Ocean world (for example Hadrami Arabs, Chettiyar moneylenders, or Indian indentured labor) or on a commodity chain linked to an Indian Ocean commodity (such as pepper, nutmeg, ivory, pearls, cowry shells, opium, or qat). Students will submit proposals in Week 6 and their final projects in Week 13.

**Submission of work:** All written work is due at the time/date indicated on the syllabus. Some assignments will be due in class for peer review, and others must be submitted electronically via Carmen (aka Canvas). All written assignments—unless otherwise indicated—should be typed, double-spaced, with 1-inch margins and in a 12-point font. Your name should be on the first page and all pages should be numbered. (When submitting multiple pages in class, staple them together.) If you have trouble submitting via Carmen, please email the instructor (mcdow.4) and include a copy of your assignment.

**Late work:** All students are responsible for knowing and adhering to the deadlines for course assignments. Late work will be penalized five points per day. The only exception to this will be when you have explicit, advanced permission from the professor. If you anticipate a problem in completing or submitting your work on time, you must contact the instructor in a timely manner. If you do not hear back, you should assume that your work is due on the original date.

**Examinations:** The course will have a midterm and a final examination to test both factual knowledge and interpretive ability. Students must take the exams at the scheduled time. Make-up examinations will only be allowed for urgent reasons, such as medical or legal emergencies. Students are expected to inform the instructor of such emergencies in a timely manner. In accordance with departmental policy, the student will be expected to present proof of the emergency, such as an official statement from the University Medical Center. (The “Explanatory Statement for Absence from Class” that can be found on the Wilce Health Center website does not constitute an official statement.) Students who qualify for make-up exams must submit proof of the emergency to the instructor within five days of the scheduled exam.

**Statement on 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/>.

## Statement on Disability Services

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

**Email:** Electronic mail is a valuable tool, and I will send emails to the class. I am also happy to respond to your email messages that adhere to these guidelines. In academic and professional settings, all emails should have a descriptive subject line ("Question about History 2xxx assignment"), begin with a respectful salutation ("Dear Prof. McDow"), and conform to standard English with proper punctuation and capitalization. For an excellent overview of how students can most effectively use email with their professors, "How to e-mail a professor" <<http://mleddy.blogspot.com/2005/01/how-to-e-mail-professor.html>>

My intention is to answer all emails from students within twenty-four hours. If you have written to me and have not heard back, please resend the message and talk to me in class.

**Grading:** Final course grades will be calculated according to the following rubric using the grading scale below.

Participation, reading responses, in-class activities	20%
Quizzes (2 map quizzes, in-class writing, any pop quizzes)	10%
Midterm	25%
Final Project due in week 12	20%
Final exam	25%

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

To do well, come to class and participate, complete the reading outside of class. Above all, ask questions when you do not understand or need more information. The course is designed for you to succeed.

## **Course Schedule**

---

### **Week 1: Introductions and Deep Structures**

How do continents, islands, seascapes, and monsoons create an Indian Ocean world?

Read Alpers, Chapter 1 “Imagining the Indian Ocean” (1-18)

### **Week 2: Early History: People, Languages, and Faiths**

Population and linguistic dispersions around the Indian Ocean; Great faiths of the region: Islam, Hinduism, and Buddhism

Read Alpers Chapters 2 “The Ancient Indian Ocean” (19-40) and Chapter 3 “Becoming an Islamic Sea” (40-58)

Primary Source: Ibn Battuta

### **Week 3: Asia before Europe**

Land-based Empires, Littoral Peoples, Indigenous Capital, and Long-Distance Trade

Read Alpers, Chapter 4, “Intrusions and Transitions in the Early Modern Period” (69-97)

Map Quiz #1: The Ancient Indian Ocean World

### **Week 4: European Maritime Empires, Portuguese, Dutch, and English**

Chartered Companies, Commodities and Capitalism

Om Prakash, “European corporate enterprises and the politics of trade in India, 1600-1800” in Mukherjee and Subramanian (eds.), *Politics and Trade in the Indian Ocean World*, 165-182

### **Week 5: A Journey through the Nineteenth Century Indian Ocean World**

Begin Amitav Ghosh, *Sea of Poppies* (1-112)

Read Alpers, Chapter 5, “The Long Nineteenth Century” (98-127)

### **Week 6: New Commodities of Industrialization and Globalization: Ivory, Copal, and Opium**

Amitav Ghosh, *Sea of Poppies* (113-269)

Proposal for final project due

### **Week 7: Midterm review and midterm examination**

### **Week 8: Slavery and Indentured Labor in the Indian Ocean: Diasporas from Below**

Amitav Ghosh, *Sea of Poppies* (269-374)

Gwyn Campbell, "Slavery and Other Forms of Unfree Labor in the Indian Ocean," *The Structure of Slavery in the Indian Ocean, Africa, and Asia*, (London: Frank Cass Publishers, 2004):

Introduction.

Primary source: Extracts from Anti-Slavery Reporter, 20 October 1841 (from British and Foreign Anti Slavery Society Papers: Emigration from India: The Export of Coolies, and Other Labourers, to Mauritius)

### **Week 9: Wrapping up Sea of Poppies**

Amitav Ghosh, *Sea of Poppies* (375-468)

In-class writing on Sea of Poppies

### **Week 10: Crisis of Empire and India as Sub-Imperial Power**

From 1857 and the Crisis of Empire to 1947 and the Dissolution of Empire

### **Week 11: The 20<sup>th</sup> Century Spice: Oil and the Indian Ocean**

Read Peter R. Odell, "The Significance of Oil," *Journal of Contemporary History* 3:3 (July 1968): 93-110.

### **Week 12: Nationalism, Decolonization and Postcolonial Citizenship**

Read Alpers, Chapter 6, "The Last Century" (128-146)

Map Quiz #2

### **Week 13: From the Death of the Dodo to the Rising Seas**

Environmental history in the Indian Ocean

Watch: Jon Shenk, director, "The Island President" (2012): film on climate change in the Maldives

Final project due

### **Week 14: From the Cold War to the Global War on Terror**

Engeng Ho, "Empire through Diasporic Eyes: A View from the Other Boat," *Comparative Studies of Society and History* 46 (2): 210-246.

Primary source: Osama Bin Laden video transcript (2007) from ABC news:

<http://abcnews.go.com/images/Politics/transcript2.pdf>

Final Exam: 1:45 minutes, date and location to be determined

### **Concluding Notes**

---

This syllabus is subject to revision as the semester proceeds. Announcements will be made in class or via OSU email accounts. Students are responsible for being aware of any changes.

If you have any questions about the content or conduct of the course, please do not hesitate to contact Professor Thomas McDow <[mcdow.4\(at\)osu.edu](mailto:mcdow.4@osu.edu)>

# Distance Approval Cover Sheet

## For Permanent DL/DH Approval | College of Arts and Sciences

Course Number and Title: History 2675: The Indian Ocean: Communities and Commodities in Motion

### Carmen Use

When building your course, we recommend using the [ASC Distance Learning Course Template](#) for CarmenCanvas. For more on use of [Carmen: Common Sense Best Practices](#).

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

If no, why not?

### Syllabus

- Proposed syllabus uses the ASC distance learning syllabus template, 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.
- Syllabus is consistent and is easy to understand from the student perspective.
- Syllabus includes a schedule with dates and/or a description of what constitutes the beginning and end of a week or module.
- If there are required synchronous sessions, the syllabus clearly states when they will happen and how to access them.

Additional comments (optional):

### Instructor Presence

For more on instructor presence: [About 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.
- 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 course is structured around two Carmen Zoom sessions a week and weekly discussion of readings and course materials. I give written feedback on work on a weekly basis and address submitted discussion questions every week on Zoom. I also make a weekly announcement overview video and regular written announcements. Students are invited to join me synchronously for all Zoom sessions, but these sessions are all recorded for those who cannot attend live.

## Delivery Well-Suited to DL/DH Environment

*Technology questions adapted from the [Quality Matters](#) rubric. For information about Ohio State learning technologies: [Toolsets](#).*

- The tools used in the course support the learning outcomes and competencies.
- Course tools promote learner engagement and active learning.
- Technologies required in the course are current and readily obtainable.
- Links are provided to privacy policies for all external tools required in the course.

Additional technology comments (optional):

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.)

There are 2 weekly Zoom sessions that I offer live and invite students to join me synchronously for, but I record the sessions for those who must participate asynchronously. One Zoom session is a discussion based on their weekly written discussion posts and questions, and the other is a lecture.

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

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

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

Every Monday I post an overview video announcement describing the week's module of activities and publish the week's module. It includes two full class-length Zoom sessions, links to readings comprised of chapters and articles, a couple of short video documentary clips illustrating the themes of the week, and a discussion post assignment. The course time meets the requirements of direct instruction and out of class work, with approximately 3 hours of lecture/video discussion class time, and 6-9 hours of reading, writing, homework.

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

## Accessibility

For more information or a further conversation, contact the [accessibility coordinator](#) for the College of Arts and Sciences. 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.
- 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.

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

The flexibility of the structure of the course allows students with health issues to participate actively despite periods of illness and injury. The video recordings are transcribed, and I have provided my slides to students who find accessing them in advance useful. I can be flexible with due dates and times. I intentionally use multiple modalities to aid diverse student learning needs.

Additional comments (optional):

## Academic Integrity

For more information: [Academic Integrity](#).

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

Additional comments (optional):

## Frequent, Varied Assignments/Assessments

For more information: [Designing Assessments for Students](#).

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 submit a discussion question and analysis paragraph every week to ground our class discussion. They also submit a low-stakes, 140-character weekly summary in the form of a "Tweet of the Week" which helps them identify and articulate key concepts and builds engagement. Throughout the semester, they work on an annotated, narrative map of social and economic relationships in the Indian Ocean world. For the midterm, they take a formal exam, but for the final exam they conduct independent research on an object or artifact of their choosing. They write up their findings in a report and share them in a presentation.

## Community Building

For more information: [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):

See above.

## Transparency and Metacognitive Explanations

For more information: [Supporting Student Learning](#).

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):

See above.

## **Additional Considerations**

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

---

Syllabus and cover sheet reviewed *Jeremie Smith* on 10/3/2022

by Reviewer Comments:

*Comments on next page...*

Additional resources and examples can be found on [ASC's Office of Distance Education](#) website.

I have completed and signed off on the preliminary distance learning review for the **HIST 2675 History of the Indian Ocean: Communities and Commodities in Motion** 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:

- Though the Weekly Discussion posts are a significant amount of the grade for the course, expectations for students are a bit unclear. Is there expected to be any interaction or responses between students? If so, I recommend specifying this. Perhaps a due date early in the week for posts and another due date, later in the week for replies would help?
- It seems that some guidance on a tool to use for making annotated maps would be helpful to students. I believe ThingLink, a newly approved ASC tool, may be perfect for this: <https://ascode.osu.edu/news/thinglink-now-integrated-carmen-use-asc-instructors-and-students>. Our office even has student instructional videos available to include in your courses to introduce this easy-to-use tool.
- In the Descriptions of Major Assignments, there are not descriptions for what students should expect for quizzes and the Reflection Responses assignments as well as how “other participation” is earned. I recommend adding these for transparency.
- Regarding quizzes and Exams, since this class can be experienced as fully asynchronous, there needs to be more information about how these assessments will be administered. How long will they be available? Will there be a time limit once started?

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.