# Term Information

| | |
|---|---|
| **Effective Term** | Summer 2023 |
| *Previous Value* | *Spring 2017* |

# Course Change Information

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

DL Approval. Also updating writing prereq for new GE.

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

The department regularly teaches this course 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** | 3365 |
| **Course Title** | History of Afghanistan |
| **Transcript Abbreviation** | Afghan History |
| **Course Description** | This course will address Afghan society, its historical foundations, and the challenges that confront it. |
| *Previous Value* | *This course will address Afghan society, its historical foundations, and the challenges that confront it. Sometimes this course is offered in a distance-only format.* |
| **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 |
| | Greater or equal to 50% at a distance |
| *Previous Value* | *Yes, Greater or equal to 50% at a distance* |
| **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 |
| *Previous Value* | *Columbus, Lima, Mansfield, Marion, Newark* |

# 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: English 1110.xx, or permission of instructor.* |
| **Exclusions** | |
| *Previous Value* | Not open to students with credit for 355 |
| **Electronically Enforced** | No |

# Cross-Listings

**Cross-Listings**

# Subject/CIP Code

| | |
|---|---|
| **Subject/CIP Code** | 54.0101 |
| **Subsidy Level** | Baccalaureate Course |
| **Intended Rank** | Sophomore, Junior, Senior |

# Requirement/Elective Designation

Required for this unit's degrees, majors, and/or minors
General Education course:
    Historical Study
The course is an elective (for this or other units) or is a service course for other units

# Course Details

| | |
|---|---|
| **Course goals or learning objectives/outcomes** | • This course will equip students with an understanding of modern Afghan society, the challenges that confront it, and the historical foundations on which it is established. |
| **Content Topic List** | • Durrani Empire |
| | • Anglo-Russian "Great Game" |
| | • Islamic Reform |
| | • Communist Coup |
| | • Mujahidin |
| | • Civil War |
| | • Taliban |
| | • Hamid Karzai |
| | • Heroin trade |
| **Sought Concurrence** | No |

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## Attachments

- History 3365 syllabus - Honchell - Nov 17 REVISED.docx: Syllabus - DL

  *(Syllabus. Owner: Getson,Jennifer L.)*

- 3365 - History of Afghanistan - DL Coversheet SIGNED.pdf: DL Cover Sheet

  *(Other Supporting Documentation. Owner: Getson,Jennifer L.)*

- History 3365 Syllabus IN PERSON.doc: Syllabus - In-Person

  *(Syllabus. Owner: Getson,Jennifer L.)*

## Comments

- Apologies! In-person syllabus is attached. *(by Getson,Jennifer L. on 11/30/2022 02:45 PM)*

- Please remember to upload in-person syllabus for comparative purposes. *(by Vankeerbergen,Bernadette Chantal on 11/30/2022 02:03 PM)*

## Workflow Information

| Status | User(s) | Date/Time | Step |
|---|---|---|---|
| Submitted | Getson,Jennifer L. | 11/29/2022 04:25 PM | Submitted for Approval |
| Approved | Soland,Birgitte | 11/29/2022 07:27 PM | Unit Approval |
| Revision Requested | Vankeerbergen,Bernadette Chantal | 11/30/2022 02:03 PM | College Approval |
| Submitted | Getson,Jennifer L. | 11/30/2022 03:00 PM | Submitted for Approval |
| Approved | Soland,Birgitte | 11/30/2022 09:23 PM | Unit Approval |
| Approved | Vankeerbergen,Bernadette Chantal | 12/01/2022 03:35 PM | College Approval |
| Pending Approval | Cody,Emily Kathryn Jenkins,Mary Ellen Bigler Hanlin,Deborah Kay Hilty,Michael Vankeerbergen,Bernadette Chantal Steele,Rachel Lea | 12/01/2022 03:35 PM | ASCCAO Approval |

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# History of Afghanistan

History 3365
Autumn 2022

# Course Information

- **Course times and location:** All instruction occurs in Carmen each week.
- **Credit hours:** 3
- **Mode of delivery:** Distance Learning

## Instructor

- **Name:** Dr. Stephanie Honchell Smith
- **Email:** Honchell.4@osu.edu
- **Office hours:** By appointment 8am-11am weekdays via Zoom
- **Preferred means of communication:**
  - My preferred method of communication for questions is **email.**
  - My class-wide communications will be sent through the Announcements tool in CarmenCanvas. Please check your notification preferences (go.osu.edu/canvas-notifications) to be sure you receive these messages.

## Course Prerequisites

Prereq or concur: English 1110.xx, or permission of instructor. Not open to students with credit for 1211.

## Course Description

Afghanistan is often popularly presented as the "graveyard of empires" - a war-torn and backwards place. It is a country where the British, Soviets, and the US have embarked on seemingly endless and unwinnable wars. At this moment, the resurgence of the Taliban is making international headlines. But who are the Afghans and how does history look from their perspective? In this course, we will study the history of Afghanistan in order to better understand its people and culture, as well as its complex confrontations with modernity.

This course has been designed with multiple audiences in mind - including those who know nothing about Afghanistan, those with pre-existing knowledge of Central Asian history or Islam generally, and those who are from or have served in Afghanistan. The goal of the course is not for you to memorize a series of names and dates related to Afghanistan's history so you can impress your friends at pub trivia nights. The goal, instead, is to impart knowledge about Afghanistan's unique story and empower you to engage in informed and critical conversations about it.

# Who is my professor?

I am a cultural historian specializing in Islamic history with a focus on Central and South Asia. I earned my Ph.D. in History from OSU in 2015 and have since taught at Fort Lewis College, Fairleigh Dickinson University, and the University of Cape Town. I've been teaching fully asynchronous online courses, such as this one, since my relocation to South Africa five years ago. You are welcome to call me Dr. Honchell, Dr. H, Professor Honchell Smith, Stephanie, etc. Please don't call me Miss, Ms., or Mrs. Honchell/Smith.

I will respond to emails within 24 hours during the week (Monday-Friday). I live in South Africa and, due to the 6-hour time difference (7 hours after Daylight Savings), I cannot guarantee immediate responses. Additionally, I have a very energetic toddler at home who may require my attention unexpectedly or want to make an appearance on Zoom to say hello. Please be patient and understanding, but also don't hesitate to schedule sessions with me.

# General Education Expected Learning Outcomes

As part of the **Historical Studies** category of the Legacy General Education curriculum, this course is designed to prepare students to be able to do the following:

## 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.

This course fulfills these learning outcomes by situating the history of Afghanistan within the larger context of world history, exploring how the region has been shaped by ongoing historical processes, including the movement of people and ideas via military, artistic, economic, and religious networks. (ELO 1). Various perspectives on both historical and contemporary events are explored using a variety of primary, secondary, and visual sources. Students critically respond to these materials through a variety of written assignments, including reflective quizzes, group discussions, and essays. (ELO 3). The latter half of the course focuses specifically on understanding the historical roots of the myriad issues facing Afghanistan today, including the complex ethno-linguistic and socio-economic landscape, the tension between tradition and modernity, its role in the Cold War, the Soviet Invasion and its aftermath, the rise and evolution of the Taliban, and the US occupation and withdrawal. (ELO 2)

# How This Online Course Works

**Mode of delivery:** I've worked hard to make this course a positive and intellectually engaging experience. This is a fully asynchronous, online course, meaning you'll complete each weeks' work at your own pace and in your own time. This course is 100% online. There are no required sessions when you must be logged in to Carmen at a scheduled time.

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

**Credit hours and work expectations:** This is a **3-credit-hour course** and you should expect to spend a total of **about 9 hours per week on coursework**. According to Ohio State policy (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. you are struggling to keep up with the coursework, please email me to set up a Zoom meeting so we can discuss strategies to help you work more effectively and efficiently.

**Instruction and Feedback:** As an introduction to the content for each week, I will post a 10-15-minute introductory video where I explain the main assignments and themes for the week and explain how they fit into the larger narrative of the course. I also explain the week's assignments and any changes to the syllabus in these videos. Additionally, I leave extensive feedback on all written assignments. These include suggestions for improvement, additional observations, clarifications where there may be a point of confusion, and suggestions for additional readings or videos that may be of interest. Please make sure to read my feedback on your assignments, as it is intended to create a one-on-one dialogue between each student and myself.

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

- **Participating in online activities for attendance**: **at least once per week**
  You are expected to log in to the course in Carmen every week. During most weeks you will probably log in many times. If you have a situation that might cause you to miss an entire week of class, discuss it with me *as soon as possible.*

- **Zoom meetings and office hours**: **optional**
  All live, scheduled events for the course, including my office hours, are optional. I will post recordings of synchronous sessions for those who cannot attend.

- **Participating in discussion forums**: **two or more times per week**
  As part of your participation, each week you can expect to post at least twice as part of our substantive class discussion on the week's topics.

# Course Materials, Fees and Technologies

## Required Materials and/or Technologies

- Ansary, Tamim. *Games without Rules: The Often-Interrupted History of Afghanistan.**
- Gopal, Anand. *No Good Men Among the Living: America, The Taliban, and the War through Afghan Eyes.**

  *Ebook/kindle edition available

## Required Equipment

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

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

## Required Software

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

## CarmenCanvas Access

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

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

# Technology Skills Needed for This Course

- Basic computer and web-browsing skills

- Navigating CarmenCanvas (go.osu.edu/canvasstudent)

- CarmenZoom virtual meetings (go.osu.edu/zoom-meetings)

- Recording a slide presentation with audio narration and recording, editing and uploading video (go.osu.edu/video-assignment-guide)

# Technology Support

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

- **Self Service and Chat**: go.osu.edu/it

- **Phone:** 614-688-4357 (HELP)

- **Email:** servicedesk@osu.edu

# Grading and Faculty Response

## How Your Grade is Calculated

| Assignment Category | Percentage |
|---------------------|------------|
| Discussions | 35% |
| Reading Quizzes | 40% |
| Map "Quiz" | 5% |
| Final Exam | 20% |

**On weeks without a discussion, reading quizzes will be due by 11:59pm on Sundays**
**On weeks with a discussion and reading quiz, the reading quiz will be due on Thursday**
See Course Schedule for due dates.

## Descriptions of Major Course Assignments

### Discussions

**Description:** You must complete 6 of the 7 discussions found in the syllabus. **Any discussion post that does not include specific examples from the assigned materials (i.e. proving you've done the work), will not receive credit.** If you participate in all 7 discussions, your lowest discussion grade will be dropped.

Your **first post** must:
1. Answer the main discussion question using specific evidence from the assigned materials in at least 2 paragraphs
2. Pose a follow-up question drawn from the assigned materials for your classmates to answer. a. Note: Questions should not be based on hypotheticals ("what if…?") or on drawing connections to the present (ex. "how does XX event shape the world today?") – focus on questions that ask your classmates to analyze the history of what actually happened.

After you've submitted your first post, you'll be able to see the other posts that have been made.
Your **second post** will consist of:
1. At least one paragraph thoughtful response to a classmates' original post and
2. One paragraph answering their question using specific examples from the assigned materials.

*All discussions posts must be submitted before 11:59pm on Sundays (end of the week)*

*If you miss a discussion for a legitimate reason and need to make it up, you must email me before submitting your posts late. Without prior permission, late discussion posts will not receive credit.*

**Academic integrity and collaboration:** Your written assignments, including discussion posts, should be your own original work. 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.

## Reading Quizzes

**Description:** For each reading in Ansary and Gopal, you will complete a short reading quiz asking the following 5 questions:
1. Identify three things from this reading that connect to what we have discussed previously in the course.
2. What is at least one thing that surprised you as you read these chapters? What did you not know (or not expect)?
3. What is one way that your knowledge from previous readings (your answer to question 1) was either confirmed, expanded upon, or challenged by what you read in these chapters?
4. How do these chapters connect to the broader themes of this book? (as outlined in Ansary and Gopal's introductions)
5. What is one topic introduced in these chapters that you would like to learn more about and why?

Reading quizzes will be graded on a simple grade-letter scale:
• A = Exceptional engagement with reading
• B = Substantial engagement with reading
• C = Adequate engagement with reading
• D = Insufficient engagement with reading

Any quizzes that don't answer all five questions will earn a maximum grade of "C"

**Academic integrity and collaboration:** Your reading quizzes are open-note/book should be your own original work and completed alone.

## Map "Quiz"

**Description:** For the map "quiz" you must print out the blank map and fill in all the places on the term list (use google!). You are welcome to use more than one blank map if it gets too crowded. You will then submit a photo/scan/file of your completed map. You should keep these maps to refer to as you complete the reading and video assignments. You must submit the map "quiz" by the end of the third week.

**Academic integrity and collaboration:** Your map quiz should be your own original work and completed alone.

## Final Exam

**Description:** The final exam will consist of 5 short essay questions, of which you will be required to answer 3. Each response must have between 300 and 500 words. Answers under the minimum word count will not be graded. The questions will require you to make critical connections across units. The point of the exam is to synthesize and reflect on the assigned materials from throughout the course in a thoughtful and detailed way. You are not allowed to consult outside materials for the exam. You will have one week to complete the exam. More specific details, including the grading rubric, will be provided when the exam is released.

**Academic integrity and collaboration:** should be your own original work and completed alone.

## Late Assignments

Please refer to Carmen for due dates. Due dates are set to help you stay on pace and to allow timely feedback that will help you complete subsequent assignments. Assignments submitted late without an approved extension will receive a 10% deduction per day.

## Instructor Feedback and Response Time

I am providing the following list to give you an idea of my intended availability throughout the course. Remember that you can call 614-688-4357 (HELP) at any time if you have a technical problem.

- **Preferred contact method:** If you have a question, please contact me first through my Ohio State email address. I will reply to emails within **24 hours on days when class is in session at the university**.

- **Class announcements:** I will send all important class-wide messages through the Announcements tool in CarmenCanvas. Please check your notification preferences (go.osu.edu/canvas-notifications) to ensure you receive these messages.

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

- **Grading and feedback:** For assignments submitted before the due date, I will try to provide feedback and grades within **seven days**. Assignments submitted after the due date may have reduced feedback, and grades may take longer to be posted.]

## Grading Scale

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

# Other Course Policies

## Discussion and Communication Guidelines

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

- **Writing style**: While there is no need to participate in class discussions as if you were writing a research paper, you should remember to write using good grammar, spelling, and punctuation. A more conversational tone is fine for non-academic topics.

- **Tone and civility**: Let's maintain a supportive learning community where everyone feels safe and where people can disagree amicably. Remember that sarcasm doesn't always come across online. I will provide specific guidance for discussions on controversial or personal topics.

- **Citing your sources**: When we have academic discussions, please cite your sources to back up what you say. For the textbook or other course materials, list at least the title and page numbers. For online sources, include a link.

- **Backing up your work**: Consider composing your academic posts in a word processor, where you can save your work, and then copying into the Carmen discussion.

- **Synchronous sessions**: During our Zoom sessions I ask you to use your real name and a clear photo of your face in your Carmen profile. During our full-group lecture time, you may turn your camera off if you choose. When in breakout rooms or toher small-group discussions, having cameras and mics on as often as possible will help you get the most out of activities. You are always welcome to use the free, Ohio State-themed virtual backgrounds (go.osu.edu/zoom-backgrounds). Remember that Zoom and the Zoom chat are our classroom space where respectful interactions are expected.]

## Academic Integrity Policy

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

### Ohio State's Academic Integrity Policy

Academic integrity is essential to maintaining an environment that fosters excellence in teaching, research, and other educational and scholarly activities. Thus, The Ohio State University and the Committee on Academic Misconduct (COAM) expect that all students have read and understand the university's Code of Student Conduct (studentconduct.osu.edu), and that all students will complete all academic and scholarly assignments with fairness and honesty. Students must recognize that failure to follow the rules and guidelines established in the university's *Code of Student Conduct* and this syllabus may constitute "Academic Misconduct."

The Ohio State University's *Code of Student Conduct* (Section 3335-23-04) defines academic misconduct as: "Any activity that tends to compromise the academic integrity of the university or

subvert the educational process." Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the university's *Code of Student Conduct* is never considered an excuse for academic misconduct, so I recommend that you review the *Code of Student Conduct* and, specifically, the sections dealing with academic misconduct.

**If I suspect that a student has committed academic misconduct in this course, I am obligated by university rules to report my suspicions to the Committee on Academic Misconduct.** If COAM determines that you have violated the university's Code of Student Conduct (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the university.

If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact me.

Other sources of information on academic misconduct (integrity) to which you can refer include:

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

## Copyright for Instructional Materials

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

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

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

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

1. Online reporting form at [equity.osu.edu](equity.osu.edu),

2. Call 614-247-5838 or TTY 614-688-8605,

3. Or email equity@osu.edu

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

- All university employees, except those exempted by legal privilege of confidentiality or expressly identified as a confidential reporter, have an obligation to report incidents of sexual assault immediately.

- The following employees have an obligation to report all other forms of sexual misconduct as soon as practicable but at most within five workdays of becoming aware of such information: 1. Any human resource professional (HRP); 2. Anyone who supervises faculty, staff, students, or volunteers; 3. Chair/director; and 4. Faculty member.

# Your Mental Health

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. No matter where you are engaged in distance learning, The Ohio State University's Student Life Counseling and Consultation Service (CCS) is here to support you. If you find yourself feeling isolated, anxious or overwhelmed, on-demand mental health resources (go.osu.edu/ccsondemand) are available. You can reach an on-call counselor when CCS is closed at 614- 292-5766. **24-hour emergency help** is available through the National Suicide Prevention Lifeline website (suicidepreventionlifeline.org) or by calling 1-800-273-8255(TALK). The Ohio State Wellness app (go.osu.edu/wellnessapp) is also a great resource.

# Accessibility Accommodations for Students with Disabilities

## Requesting Accommodations

The university strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability including mental health, chronic or temporary medical conditions, please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services (SLDS). After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. In light of the current pandemic, students seeking to request COVID-related accommodations may do so through the university's request process, managed by Student Life Disability Services.

### Disability Services Contact Information

- Phone: 614-292-3307

- Website: slds.osu.edu

- Email: slds@osu.edu

- In person: Baker Hall 098, 113 W. 12th Avenue

## Accessibility of Course Technology

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

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

# Course Schedule

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

**Week 1 (Aug 23-Aug 28)**
Watch: Course intro video
Read: Barfield, Chapter 1 (on Carmen)
Introductory Video on Islam: https://www.youtube.com/watch?v=TpcbfxtdoI8
Read: Islam 101: The Basics (on Carmen)
Optional Content: Buzkashi Boys (short film) https://www.youtube.com/watch?v=V2sYUtzxRBQ
Discussion 1 due by 11:59pm on Sunday

**Week 2 (Aug 29-Sept 4)**
Read: "Ancient Afghanistan," https://www.worldhistory.org/Ancient_Afghanistan/
Watch: "Afghanistan: The lasting legacy of Alexander the Great in Afghanistan" (4 minutes)
https://www.youtube.com/watch?v=b9mBLNOr8rw&t=24s
Read: New Documents in Ancient Bactrian Reveal Afghanistan's Past
https://www.iias.asia/sites/default/files/2020-10/IIAS_NL27_1213.pdf
Optional content: Documentary on the Buddhas of Afghanistan
https://www.youtube.com/watch?v=VXXmcGirPMA&list=PLi4XjY2G2uBUVJGryTNy62U1DPhOrx
QQo&index=3
Discussion 2 due by 11:59pm on Sunday

**Week 3 (Sept 6-11)**
LABOR DAY – NO CLASS MONDAY
Read: "Medieval Islamic Empires" (on Carmen)
Read: "From Mongols to Mughals" (on Carmen)
Watch: "History vs. Tamerlane," TED-Ed https://www.youtube.com/watch?v=0yL102ubTiw
Read: Smithsonian Magazine, "The Enduring Splendors of, Yes, Afghanistan"
https://www.smithsonianmag.com/travel/the-enduring-splendors-of-yes-afghanistan-75080170/
Optional content: Documentary "Afghanistan: The Unknown Country"
https://www.youtube.com/watch?v=7DitAWxzy6I&list=PLi4XjY2G2uBUVJGryTNy62U1DPhOrxQQ
o&index=2
Discussion 3 due by 11:59pm on Sunday
**Map Quiz** due by 11:59pm on Sunday

**Week 4 (Sept 12-18)**
Read: Ansary, *Game without Rules*, Introduction and Ch. 1-3
Reading Quiz 1 due by 11:59pm on Sunday 10

**Week 5 (Sept 19-25)**
Read: Ansary, Ch. 4-8
Read: Antoinette Burton, *The First Anglo-Afghan Wars*, "Introduction: The Anglo-Afghan Wars in Historical Perspective" (on Carmen, page 12-22 of PDF)
Optional video: "Afghanistan: The Great Game"
https://www.youtube.com/watch?v=_m7uL4Q44ws&t=872s
Reading Quiz 2 due by 11:59pm on Sunday

**Week 6 (Sept 26-Oct 2)**
Read: Ansary, Ch. 9-13
Read: Scott Levi, "The Long, Long Struggle for Women's Rights in Afghanistan"
https://origins.osu.edu/article/long-long-struggle-women-s-rights-afghanistan/page/0/1
Reading Quiz 3 due by 11:59pm on Sunday

**Week 7 (Oct 3-9)**
Read: Ansary, Ch. 14-19
Reading Quiz 4 due by 11:59pm on Sunday

**Week 8 (Oct 10-16)**
FALL BREAK - No new assignments. Yay!

**Week 9 (Oct 17-23)**
Read: Ansary, Ch. 20-27
Read: Sabauon Nasseri, "What They Left Behind: The Soviet Union in Afghanistan"
https://origins.osu.edu/milestones/december-2014-what-they-left-behind-soviet-union-afghanistan
Reading Quiz 5 due by 11:59pm on Thursday

**Week 10 (Oct 24-30)**
Read: Ansary, Ch. 28-35 and Postscript
Reading Quiz 6 due by 11:59pm on Thursday

**Week 11 (Oct 31-Nov 6)**
Read: Gopal, Prologue and Ch. 1-4
Reading Quiz 7 due by 11:59pm on Thursday 11
Discussion 4 due by 11:59pm on Sunday

**Week 12 (Nov 7-13)**
Read: Gopal, Ch. 5-9
Watch: Al Jazeera "Girls of the Taliban" https://www.youtube.com/watch?v=e6BvAHiP_oo
Reading Quiz 8 due by 11:59pm on Thursday
Discussion 5 due by 11:59pm on Sunday

**Week 13 (Nov 14-20)**
Read: Gopal, Ch. 10-14, Epilogue
Read: "Rug-of-War," https://www.smithsonianmag.com/arts-culture/rug-of-war-19377583/
Reading Quiz 9 due by 11:59pm on Thursday

Discussion 6 due by 11:59pm on Sunday

**Week 14 (Nov 21-27)**
THANKSGIVING – No work! Yay!

**Week 15 (Nov 28-Dec 4)**
Read: The Taliban, "What we, the Taliban, Want"
https://www.nytimes.com/2020/02/20/opinion/taliban-afghanistan-war-haqqani.html
Read: Steve Coll and Adam Entrous, "The Secret History of the US Diplomatic Failure in Afghanistan"
https://www.newyorker.com/magazine/2021/12/20/the-secret-history-of-the-us-diplomatic-failure-in-afghanistan
Discussion 7 due by 11:59pm on Sunday
Final Exam released on Monday, December 5

**Final Exam** due by 11:59pm on Monday, December 12

# HISTORY OF AFGHANISTAN

SPRING 2016
History 3365
*TR*, 11:10-12:30
177 Caldwell Lab

INSTRUCTOR
Professor Scott Levi
levi.18@osu.edu

OFFICE HOURS
*TR,* 10:00-11:00 (and by appt.)
269 Dulles Hall, 292-2447

IMPORTANT DATES

| | | | |
|---|---|---|---|
| First Day of Classes | Jan. 11 | Paper Proposal | Mar. 10 |
| Map Quiz | Jan. 21 | Last Day to Drop | Mar. 25 |
| Last Day to Add | Jan. 22 | Paper Two Due | Apr. 12 |
| Paper One Due | Feb. 23 | Last Day of Classes | Apr. 25 |
| Mid-Term Exam | Mar. 1 | Final Exam | May 2, 10:00-11:45 |

COURSE DESCRIPTION AND OBJECTIVES

In recent years, journalists, soldiers, politicians, aid workers, adventure seekers and others have visited Afghanistan and reported that they encountered a place that seems to have been untouched by history: a land "lost in time." To be sure, the territory of the modem nation state of Afghanistan is a frontier zone on the margins of the Middle East, South Asia and Central Asia. But the Afghan peoples also boast a rich cultural heritage of their own that stretches into antiquity, and, as this course will demonstrate, their history is anything but timeless.

Our work this quarter will begin with an introductory survey of Afghanistan's ethnic landscape, cultural diversity and early history. The focus of the course will then quickly shift to more modern concerns, beginning with the emergence of the Afghan state in the mid-eighteenth century, and Afghanistan's central role in the "Great Game," the Anglo-Russian colonial cold war of the nineteenth century. Next, our attention will turn to Afghanistan's progressive age, which emerged in the early twentieth century and lasted even into the 1970s, as the central government in Kabul struggled to implement a series of educational, social and economic reforms intending to provide the foundation for a modern Afghan society.

Afghanistan's progress in this period was substantial, but it was also ephemeral. In the winter of 1979, the Soviet Union launched a massive invasion of Afghanistan. Soon thereafter the United States began funding numerous Afghan resistance groups, collectively known as the *mujahidin.* As the Soviet army withdrew in 1988, the *mujahidin* factions descended into a protracted civil war that further transformed the country into a poverty-stricken wasteland. In the power vacuum of the 1990s, this nearly forgotten war zone became an incubator for radical Islamist political movements and a safe haven for global terror organizations -international attention returned only after the terror acts of September 11, 2001. To today's observers, the achievements of the earlier twentieth century are nearly imperceptible; instead, visitors encounter profound underdevelopment, ecological disaster, a weak central government targeted by Taliban attacks, and a weaker economy largely based on the production of illicit drugs.

This course is designed for undergraduate history majors with an interest in Afghanistan. It will also be of interest to students of political science and international relations. Above all, this course aims to equip students with an understanding of modern Afghan society, the challenges that confront it, and the historical foundations on which it is established.

REQUIRED COURSE TEXTS
Thomas Barfield, *Afghanistan : A Cultural and Political History* (Princeton, 2010).
    (Web E-book available through the OSU Library website)
Antoinette Burton, ed., *The First Anglo-Afghan Wars: A Reader* (Duke, 2014).
Robert Crews, *Afghan Modern: The History of a Global Nation* (Harvard, 2015).
    (Web E-book available through the OSU Library website)
Brian Glyn Williams, The Last Warlord: The Life and Legend of Dostum ... (Chicago, 2013).
    (Web E-book available through the OSU Library website)

**Note:** required books for this course are available for purchase at the Barnes and Noble Uni versity Bookstore. Additional required readings will be available on Carmen.

ADDITIONAL RESOURCES
Sarah Chayes, *The Punishment of Virtue: Inside Afghanistan after the Taliban* (NY, 2007).
Robert Crews and Amin Tarzi, eds, *The Taliban and the Crisis of Afghanistan* (Cambridge, MA, 2008).
David Edwards, *Heroes of the Age: Moral Fault Lines on the Afghan Frontier* (Berkeley, 1996).
    Free version at: http://ark.cu!ib.org ark:/13030/rt458006bg /
David Edwards, *Before Taliban: Genealogies of the Afghan Jihad* (Berkeley, 2002).
    Free version at: http://ark.cdli b.org/ark:/l3030/ft3p30056w/
Larry Goodson, *Afghanistan's Endless War: State Failure, Regional Politics and the Rise of the Taliban* (Seattle, 2001).
Shah Mahmoud Hanifi, *Connecting Histories in Afghanistan: Market Relations and State Formation on a Colonial Frontier* (Stanford, 2010).
Peter Hopkirk, *The Great Game: The Struggle for Empire in Central Asia* (NY, 1992).
Karl E. Meyer and Shareen Blair Breisac, *Tournament of Shadows: The Great Game and the Race for Empire in Central Asia* (Washington, DC, 1999).
Olivier Roy, *Islam & Resistance in Afghanistan* (Cambridge, 1990).
Amin Saikal, *Modern Afghanistan: A History of Struggle and Survival* (London, 2006).
Willem Vogelsang, *The Afghans* (Chichester, West Sussex, 2008).

ON-LINE RESOURCES
http://afghanistan.asiasociety.org/

REFERENCE RESOURCES
*Encyclopedia lranica:* DS253.E52 (available on-line)
    Middle East Studies Reference Collections, 3rd Floor
*Encyclopedia of Islam,* 2nd ed.: DS37.E56 B4 (DS35.53, available on-line)
    Middle East Studies Reference Collections, 3rd Floor
Ludwig Adamec, ed., *Historical and Political Gazetteer of Afghanistan:* DS351.15
    Map Room Books, 2nd Floor

COURSE WEBSITE/CARMEN
This course has a webpage on Carmen. Students should check the website regularly for readings, announcements, course resources, and other information. Go to http://carmen.osu.edu.

ASSIGNMENTS AND GRADING

Map Quiz:      10%
Paper          30%
Mid-Tenn       30%
Final          30%

GRADING SCALE

| A | 92.5-100 | B- | 80-82 | D+ | 67.5-69.5 |
|---|----------|----|-------|----|-----------|
| A- | 90-92 | C+ | 77.5-79.5 | D | 60-67 |
| B+ | 87.5-89.5 | C | 72.5-77 | E | 59.5 and below |
| B | 82.5-87 | C- | 70-72 | | |

Note: the instructor reserves the right to consider improvement in determining final grades.

MAP QUIZ

In the first week of the quarter I will provide you with a list of geographical terms and a blank map. You will be required to locate ten of these terms on an identical blank map in class.

EXAMINATIONS

Examinations will consist of a combination of multiple choice, short identifications and essay questions that you will be required to answer in class. Essay questions will be graded based upon how well your answer communicates in writing what you have learned.

If you have to miss an exam because of illness or a verifiable emergency, you must contact me before the exam. Make-up exams will be given only in cases of serious illness or other documented emergency, and will consist entirely of essay questions. To make-up any exam, you will have to take it during one of the regularly scheduled exam sessions offered by the Department of History.

PAPER ASSIGNMENT

For this course you are required to submit TWO well-crafted research papers, due in class on the dates specified in the syllabus below. The first paper will address the Anglo-Afghan wars, and it will be based on assigned readings and the Burton reader. For your second paper, you are encouraged to select one of the topics provided below. Alternatively, you may propose a different topic, but your topic must receive the instructor's approval. If you wish to proceed in this way, once you have determined a subject that interests you, you should consult the relevant recommended readings and compile a proposal and bibliography. Your proposal is due in class on the date specified on the syllabus below. Please note that papers must incorporate a critical analysis of at least two primary sources. Detailed instructions will be distributed in class.

Learning how to express one's ideas clearly is an important goal of any education. For this reason, paper grades will be based not only on content, but also on grammar and your correct use of formal writing style. Papers should be typed and double-spaced in 12-point font, and they should make proper use of footnotes or endnotes, a title page and a bibliography. Useful resources include: Mary Lynn Rampolla, *A Pocket Guide to Writing in History* (5[1] h ed.) and the OSU Writing Center (http://cstw.osu.eJu/writingCcntcr/). Please note that papers will drop one full grade for each class period that they are late.

ASSIGNED TOPIC FOR PAPER 1

*The Anglo-Afghan Wars:* Using the assigned readings, you will craft a paper of approximately five pages that explains the causal factors behind the Anglo-Afghan wars, identifies what the British hoped to achieve, and answers whether or not they achieved those goals.

SUGGESTED TOPICS FOR PAPER 2

1) *Religion and Society*
Discuss the rise of Islam in Afghanistan and the unique ways that Afghan peoples have interpreted it to make it consistent with indigenous traditions (e.g. Pashtunwali).

2) *The Modern Afghan State*
Analyze the history and key features of the conflict between traditional and modernizing forces in political struggles within Afghanistan during the 20th and 21st centuries.

3) *Gender and the Family in Afghanistan*
Characterize family life in Afghan society, paying attention to such issues as the division between the public and the private spheres, the individual and the family, and the family and the outside world. How is family life different in the urban and rural contexts?

3) *The Taliban*
Analyze the various factors that led to the emergence of the Taliban during the 1990s. What accounts for the Taliban's continued persistence, despite the establishment of a democratically elected Afghan government?

CLASS PARTICIPATION AND ATTENDANCE

Attendance and active participation in class discussion is required for this course. Additionally, the lectures for this course augment the required readings, and exam questions will be taken from both. You are strongly encouraged to attend all class periods. If you miss a class, it is your responsibility to find out what you have missed and to collect lecture notes and information regarding any changes to the syllabus from other students. Chronic absences, more than two, may result in a penalty of one full letter grade.

**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 at http://studentlife.osu.edu/csc/.

DISRU PTIVE BEHAVIOR

Disruptive behavior impairs the learning environment for all students and it will not be tolerated. Students may be dismissed from class should they arrive late, depart early (without having previously notified the professor of a compelling reason to do so), converse during class, or (especially) receive a telephone call or engage in texting during class. Chronic disruptive behavior could result in the student receiving a lowered or even failing grade.

## DISABILITY ACCOMODATIONS STATEMENT

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. You are also welcome to register with Student Life Disability Services to establish reasonable accommodations. 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.

IM PORTA NT REG ISTRATION IN FORMATION

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 Chair of the Department after that time.

OBJECTIVES/LEARNING OUTCOMES

This course w ill help students develop knowledge of how past events influence today's society and help them understand how humans view themselves. Expected learning outcomes are as follows:

I . Students acqui re a perspective on history and an understanding of the factors that shape human acti vity.
2. Students display knowledge about the origins and nature of contemporary issues and develop a foundation for future comparative understand ng.
3. Students thi nk, speak , and w rite critically about primary and secondary historical sources by examini ng di verse i nterpretations of past events and ideas in their historical contexts.

GE A ND HISTORY CATEGORIES

For students working on the quarter system, this course fulfills half of the GEC Category 3: Historical Study requirement. In the history major, it is a Group A, Area 4 course, dealing with the post-1750 period. For students working on the semester system, this course fulfills the GE Historical Study requirement, or the Culture and Ideas requirement. This course has also been accepted as an elective that counts toward the Islamic Studies major in the Department of Near Eastern Languages and Cultures.

RESERVE CLA USE

The professor reserves the right to make changes in the syllabus when necessary or beneficial to meet the objectives of the course, to compensate for missed classes or schedule

changes, or for similar legitimate reasons. Students will be notified of any such changes to the syllabus in adequate time to adjust to those changes.

# SYLLABUS

**WEEK 1**       • Introduction to the course
**Jan. 12, 14**     • The peoples and geography of Afghanistan
Required:      Barfield, 1-16
              Crews, 1-10

**WEEK 2**       • Video
**Jan. 19, 21**     • Alexander the Great and Bamiyan Buddhas: Afghanistan in Antiquity
              • **Map Quiz: Thursday, Jan. 21**
Required:      Barfield, 17-65
              Ewans, 16-28 (Carmen)

**WEEK 3**       • Afghanistan Under Arabs, Turks and Mongols
**Jan. 26, 28**     • Afghanistan as a Frontier: the Age of the Early Modem Islamic Empires
Required:      Barfield, *66-90*
              Crews, 11-41

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**WEEK 4**       • Nadir Shah at the End of Empire
**Feb. 2, 4**      • Frontier as a Center: Ahmad Shah Durrani and the Indo-Afghan Empire
Required:      Barfield, 90-109
              Crews, 42-58
              Axworthy, 57-98 (Carmen)

**WEEK S**       • Imperialism, the British Raj and the Emerging "Great Game"
**Feb. 9, 11**     • The Anglo-Afghan Wars
Required:      Barfield, 110-46
              Crews, 58-68

**WEEK 6**       • **No Class, Feb. 16 and Feb. 18**
**Feb. 16, 18**     • **Assignment: Write Paper One**
Required:      Burton, *The First Anglo-Afghan Wars*

**WEEK 7**       • The Iron Amir: 'Abd al-Rahman Khan and the Afghan Nation State
**Feb. 23, 25**     • "Afghanistan" in the Age of Nationalism
              • **Paper One Due, February 23**
Required:      Barfield, 146-63
              Crews, 69-113

WEEK 8          • Mid-Term Exam: Tuesday, Mar. 1
Mar. 1, 3       • No Class, March 3


WEEK 9          • The 20th Century: Modernity and Progress
Mar. 8, 10      • The 20th Century: Resistance and Recovery
                • Proposal and Bibliography Due: Thursday, Mar. 10
Required:       Barfield, 164-210
                Crews, 114-72


WEEK l0          • No CLASS, SPRING BREAK
Mar. 15,  17


WEEK ll          • The Communist Coup and the Soviet Invasion
Mar. 22, 24      • Video
Required:       Barfield, 210-49
                Crews, 173-228


WEEK  12         • Islam, Jihad and the New Great Game
Mar. 29, 31      • The Mujahidin and the Afghan Civil War
Required:       Barfield, 249-70
                Crews, 229-67


WEEK 13          • The Taliban and the Rise of the Terror State
Apr. 5, 7        • Ahmad Rashid Dostum
Required:       Williams, *The Last Warlord*


WEEK 14          • PAPERS DUE IN CLASS, APRIL 12
Apr. 12, 14      • Osama bin Laden, September 11, and the U.S. Invasion
Required:       Barfield, 272-93
                Crews, 268-86


WEEK 15          • Gender and Society under the Taliban and in Modem Afghanistan
Apr. 19, 21      • Warlords and the Loya Jirga: Afghanistan at Present and in the Future
Required:       Barfield, 293-350
                Crews, 286-311


FINAL EXAM:  Monday, May 2, 10:00-11:45

# Distance Approval Cover Sheet

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

Course Number and Title:

## 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 an 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.

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☐ 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):

## 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.)

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

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## 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:

☐ 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.

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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.

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

## 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):

## 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.

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☐ 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):

## Additional Considerations

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

Syllabus and cover sheet reviewed by *Jeremie Smith* on

Reviewer Comments:

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

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