

Term Information

Effective Term Autumn 2025
Previous Value Summer 2023

Course Change Information

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

Adding GE Theme: MMI

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

Converting courses to the new GE

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 traces how people, goods, and ideas moved across the Indian Ocean world before 1500. Through shipwrecks, trade records, and travelers' accounts, we'll examine what enabled connections (monsoons, technologies) and what limited them (geography, social hierarchies). Students will analyze how these patterns of mobility and constraint shaped societies from East Africa to Southeast Asia.
<i>Previous Value</i>	<i>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.</i>
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
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

Previous Value

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

Exclusions

Electronically Enforced	Yes
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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); Migration, Mobility, and Immobility

The course is an elective (for this or other units) or is a service course for other units

Previous Value

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.

COURSE CHANGE REQUEST
2675 - Status: PENDING

Last Updated: Vankeerbergen,Bernadette
Chantal
06/12/2025

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
- No

Sought Concurrence

Attachments

- 2675 GE Submission Form.pdf: GE Form
(Other Supporting Documentation. Owner: Getson,Jennifer L.)
- 2675 Syllabus GE Mobility Theme V2 5.28.2025.docx: Syllabus (Revised)
(Syllabus. Owner: Getson,Jennifer L.)

Comments

- Please see Subcommittee feedback email sent 05/20/2025. *(by Hilty,Michael on 05/20/2025 04:01 PM)*

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Getson,Jennifer L.	04/22/2025 09:01 AM	Submitted for Approval
Approved	Reed,Christopher Alexander	04/22/2025 09:13 AM	Unit Approval
Approved	Vankeerbergen,Bernadette Chantal	04/24/2025 03:57 PM	College Approval
Revision Requested	Hilty,Michael	05/20/2025 04:01 PM	ASCCAO Approval
Submitted	Getson,Jennifer L.	05/28/2025 03:08 PM	Submitted for Approval
Approved	Reed,Christopher Alexander	05/28/2025 03:30 PM	Unit Approval
Approved	Vankeerbergen,Bernadette Chantal	06/12/2025 05:19 PM	College Approval
Pending Approval	Jenkins,Mary Ellen Bigler Hilty,Michael Neff,Jennifer Vankeerbergen,Bernadette Chantal Steele,Rachel Lea	06/12/2025 05:19 PM	ASCCAO Approval

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

COURSE OVERVIEW

Instructor

Instructor: Dr. Amanda Respess

Email address: (preferred contact method) respess.1@osu.edu

Phone number: xxx-xxx-xxxx

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.)

Course description

This course examines the premodern history of the Indian Ocean world, a dynamic inter-regional arena that spans multiple continents. By focusing on an ocean, we can examine historical processes as they cross traditional boundaries between geographic regions. Different types of movement form a key aspect of this history and, in this course, we will follow people and goods as they move around the Indian Ocean world and connect with cultures, empires, peoples and politics outside of this zone and globally. Thus, the course equips students with a knowledge of histories of movement and mobility on several different scales.

With its focus on communities and commodities, this course will also expose students to the continuities and changes 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 material archaeological record of shipwrecks and port cities to better understand the patterns of movement across the premodern Indian Ocean over time. Students will

therefore gain an interdisciplinary understanding of the methods and evidence through which historians engage in a retrieval of the past and reconstruct histories of mobility and movement.

This course aligns with the General Education (GEN) Theme of **Migration, Mobility, and Immobility** by examining how the Indian Ocean world has historically been shaped by the movement of people, goods, and ideas, as well as the forces that have restricted such movement. Students will explore the environmental, technological, economic, and cultural factors that drove migration and trade, while also analyzing how immobility—whether due to geography, politics, or social structures—influenced historical developments. Through interdisciplinary methods, including primary sources and archaeological evidence, this course provides a deep engagement with the dynamics of mobility across time and space.

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 and movement range 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.
- Develop an understanding of the ways in which a geographic zone variously inhibited or facilitated forms of human mobility and the effects of these forces on the political, economic, and cultural histories of populations within this zone
- 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 human movements, trade and cultural relationships that formed the premodern Indian Ocean arena.

General education goals and expected learning outcomes

This course counts toward the Legacy GE category of **Historical Studies** and **Diversity: Global Studies** OR the current Theme: **Migration, Mobility and Immobility**.

GEN Migration, Mobility and Immobility

Goals:

1. Successful students will analyze an important topic or idea at a more advanced and in-depth level than in the Foundations component. [Note: In this context, "advanced" refers to courses are e.g., synthetic, rely on research or cutting-edge findings, or deeply engage with the subject matter, among other possibilities.]
2. Successful students will integrate approaches to the theme by making connections to out-of-classroom experiences with academic knowledge or across disciplines and/or to work they have done in previous classes and that they anticipate doing in future.
3. Successful students will explore and analyze a range of perspectives on migration, mobility, and immobility, including causes and effects, personal or group experiences, or artistic expression.

4. Successful students will explain a variety of scholarly or artistic approaches to understanding mobility and immobility, and analyze how texts, perceptions, representations, discourses, or artifacts represent these concerns.

Expected Learning Outcomes:

Successful students are able to:

- 1.1. Engage in critical and logical thinking about the topic or idea of the theme.
- 1.2. Engage in an advanced, in-depth, scholarly exploration of the topic or idea of the theme.
- 2.1. Identify, describe, and synthesize approaches or experiences as they apply to the theme.
- 2.2. Demonstrate a developing sense of self as a learner through reflection, self-assessment, and creative work, building on prior experiences to respond to new and challenging contexts.
- 3.1. Explain environmental, political, economic, social, or cultural causes of migration, mobility, and/or immobility.
- 3.2. Describe and analyze diverse experiences or portrayals of migration, mobility, or immobility (e.g., migration, incarceration, disability, or flight) and the complex effects of these phenomena on individuals, societies, institutions, and/or places.
- 4.1. Discuss how migration, mobility, or immobility have shaped attitudes, beliefs, behaviors, and values of individuals and/or institutions.
- 4.2. Describe how people (e.g., scholars, artists, scientists, etc.) perceive or represent migration, mobility, or immobility and critique conventions, theories, and/or ideologies that influence such perceptions or representations.

How this Course Will Meet the GE: Migration, Mobility, and Immobility

Goal 1: Students will develop skill in critical and logical thinking through the analysis of primary sources and archaeological materials, as well as through the completion of written assignments such as Reflection Responses, Tweet the Week Summaries, and exam questions (ELO 1.1). Such study will be advanced because we will read and analyze challenging primary source material and short articles/readings by historians that consistently dwell upon themes of human migration, mobility, and immobility. Throughout the course, required discussion questions and posts will focus on guiding questions concerning the readings, lectures, and overall history of movements throughout the Indian Ocean zone (ELO 1.2).

Goal 2: Students will explore different approaches to the history of societies in the Indian Ocean world, including political, economic, social, religious, cultural and, in particular, **geographic and environmental**. (ELO 2.1). Students will be encouraged to reflect on their own learning through class discussion boards, reflection responses, and research projects that encourage creative engagement with the past and reflective thinking about their own analytical skills evaluating primary sources. (ELO 2.2). The Annotated Map Group Project and the Final Research Report in particular encourage students to take charge of their own learning and comprehension review of course info and themes. These assignments offer valuable opportunities for students to engage in a creative self-assessment and build on prior learning in the course.

Goal 3: The course itself (Indian Ocean) is a zonal/geographic/environmental causal approach to this overall GE theme (ELO 3.1). However, the course schedule also outlines the weekly learning materials that will cover the variety of causal patterns shaping mobility and migration in this region. This variety of approaches will be articulated through lectures, videos, readings and discussion: climate (monsoons, Week 2), technology (ancient navigation and seafaring, Weeks 3 and 6), religion (Dharma sea missionaries and the Oceanic Islamicate, Weeks 7 and 8), economic (traders and world-system contacts, Weeks 4 and 11), cultural (Cosmopolitan Seas, Week 9) to highlight a few areas (ELO 3.1). The primary source readings and videos listed in the course schedule below as well serve to illustrate the sheer variety of historical and contemporary perspectives students will be exposed to in learning about movements in and out of this historical zone. Readings expose students to the viewpoints of ancient navigators/seafarers, traders, religious authorities and groups, intellectuals, and rulers, for example. These primary-source readings also

draw from texts and accounts from places within, and regions around, the Indian zone such as China, India, East Africa, and the Near East. Further readings will also serve to introduce students to the modern scholarly debates that punctuate this field and topical area. These modern sources help students better understand the sources, their unique perspectives, and to identify their impact on our historical understandings. (ELO 3.2)

Goal 4: The course exposes students to the ways in which the zone's climate and ecology shaped traders, as well as how navigation movements connected people and whole communities to international economic networks. Additionally, students examine how religious institutions and individuals within Buddhism and Islam were shaped by forms of mobility through concepts like pilgrimage and missionary activity (ELO 4.1). Examination of diaspora movements, burial and genealogy patterns, as well as processes of imperialism, colonialism and conquest also will work to provide students with understandings of some of the ways in which people perceived and experienced forms of migration, mobility and immobility. Students interact with a comprehensive variety of viewpoints on mobility in the Indian Ocean region throughout the course: from traders, to scholars and religious institutions, to consumers of goods, enslaved persons and unfree statuses, to colonizers and "conquerors." Students are also exposed, along the way, to the modern scholarly methodologies, theories, and approaches that help to nuance our understanding of these historical experiences of mobility (ELO 4.2).

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.

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), 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), 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, 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
- **Phone:** 614-688-4357(HELP)
- **Email:** 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)
- CarmenZoom virtual meetings (go.osu.edu/zoom-meetings)
- Recording and uploading video (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.

Carmen 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 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).
- 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) 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
Other Participation (Completing the readings, watching the Zoom classes, engaging with all the course material each week)	7.5
Weekly Discussion Posts	30
Tweet the Week Summaries	7.5
Quizzes	4.5
Reflection Responses	13
Annotated, Narrative Map	7.5

Midterm Exam	15
Final Exam (report and presentation)	15
Total	100

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.

These discussion boards are a space to foster our classroom community, so I encourage you to consider checking in on the discussion board before the day it's due. Completing responses during the final hour does not contribute much to a vibrant discussion, and most colleagues in the course will not have the opportunity to read, learn, and comment on posts from the final hour.

The purpose of the discussion board exercise is to encourage intellectual exchange between students, to learn from your peers as they learn from you. It is also a place where I will be able to encourage, facilitate, and respond to conversation, but you should be looking to your fellow students as well as the instructor in terms of engaging in dialogue.

This assignment fulfills the GE ELOs: 1.1 and 1.2 through ongoing discussion with peers, which builds over the course of the semester. It also requires students to fulfill 2.1 and 2.2 by encouraging students to return to similar questions after learning new content. By asking students to revisit questions before and after learning course content, the discussion boards facilitate self-reflective learning.

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.

This assignment fulfills GE ELO's 3.2 and 4.2 by requiring students to execute concise summaries of the diverse experiences and portrayals of the GE theme that are highlighted in weekly lectures and learning materials (3.2); as well as demonstrating awareness of the ways that different people (particularly modern scholars) have perceived or represented the issues surrounding migration, mobility, and immobility in the Indian Ocean World (4.2).

This assignment also fulfills GE ELO 2.2 by requiring students to reflect on and assess their own learning through succinct and creative recapitulations of learned weekly topics and materials.

Self-Reflection Responses

Description: Periodically throughout the semester, I will assign a selection of self-reflection prompts and ask you to choose one and write a short paragraph (300-500 words) in response. These prompts will connect course themes about migration, mobility and immobility to your own learning and modern examples.

Some examples of prompts are:

1. How did the monsoon system shape movement in the Indian Ocean? Compare it to a modern example of people moving in response to weather events.
2. Pick one trade good from the Periplus Maris Erythraei. How did it depend on both mobility (traders) and immobility (production sites)?
3. After the midterm, what topic challenged you most? How did you improve your understanding?
4. What has surprised you most about how communities in the Indian Ocean world adapted to challenges of mobility or immobility? Choose one historical example (e.g., monsoon traders, religious pilgrims, etc.).

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.

Similar to the above, "Tweet the Week", assignment, this assignment fulfills GE ELO's 3.2 and 4.2 by requiring students to execute concise summaries of the diverse experiences and portrayals of the GE theme that are highlighted in weekly lectures and learning materials (3.2); as well as demonstrating awareness of the ways that different people (particularly modern scholars) have perceived or represented the issues surrounding migration, mobility, and immobility in the Indian Ocean World (4.2).

This assignment also fulfills GE ELO 2.2 by requiring students to reflect on and assess their own learning through succinct and creative recapitulations of learned weekly topics and materials.

This assignment will also fulfill ELO 1.1, asking students to engage in critical and logical thinking about the topics and themes presented throughout the semester.

Quizzes

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

The purpose of this exercise is to motivate students to complete the reading, lectures, listening, and other materials assigned in that module, and to review the key takeaways from that week. The questions will therefore assess students' understanding of the readings and other materials, including the assigned lecture videos for that week. Quiz questions are randomly selected from a pool of questions.

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.

This assignment will fulfill ELO's 1.2 and 2.2 by contributing to students' ongoing engagement with the overall course topic and theme at depth, and to conduct reflection and assessment of their own learning along the way. Quizzes in particular provide students with a very basic measurement method for their own learning and comprehension of course materials.

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.

As part of the assignment, each group member must submit a short (200-300 word) reflection on the division of labor, and the experience of working with a group. What differences did you notice between collaborative and individual work? What challenges did you encounter? What do you like or not like about working in a group?

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.

This assignment fulfills ELO's 1.1, 1.2, and 2.1 by asking students to engage in logical and critical thinking (1.1), examining the overall course GE theme as well as a particular topical theme for the map in greater depth (1.2), and by identify and analyzing transoceanic relationships between people as a specific approach or experience within the overall theme. (2.1).

The assignment also represents yet another opportunity for creative work that helps with self-assessment

of how well as student has learned course contents, topics, and materials (2.2).

By examining transoceanic relationships between peoples across the course's geographic zone, guided as well by selection of one of the topical themes of the course, this assignment helps students understand how migration, mobility, and immobility have shaped behaviors, attitudes, belief and perceptions across the zone (4.1 and 4.2).

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.

Exam questions will require students to examine a number of complex historical questions or issues relating to the topics covered in weeks 1-7. Students will issue responses in short essay form and which demonstrate a good degree of critical thought and examination of both the primary sources and modern scholarship that we have looked on different question topics. Exam questions will cover themes of climate, technology, commerce, and religion that were covered in the first seven weeks of the course.

While this assignment will fulfill the ELO's of Goal 1 through the ongoing engagement with an in-depth study of migration, mobility, and immobility within the Indian Ocean zone, the Midterm questions will particularly facilitate ELO's 3.1 and 3.2, requiring students to identify causes of migration (e.g. economic trade, maritime technology) and analyze diverse experiences of migration and mobility (e.g. environment and seasonality, religious). As well, by integrating examination of both primary source accounts and modern scholarship, students will discuss how the theme has shaped behaviors, attitudes, and belief of various people and institutions from antiquity to modernity (ELO's 4.1 and 4.2).

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. Your report and summary must identify the object as thoroughly as possible (time-period, dating, material, substance, geographic provenance, etc.), and it must also clarify how the object relates to course topics and themes. That is, what period, trend, movement, people, or historical issue does this object help to illustrate, and how exactly does it do so? What can it tell us? What are its limitations as a source? And how does this object or artifact relate to the issues of migration and mobility or immobility that we have highlighted throughout the course? Students should also cite outside sources and scholarship that they have engaged with for information and analysis of the artifact. Utilization of the both primary sources and modern scholarship we have already read is also acceptable as an addition to your outside research.

This assignment represents another opportunity to engage in ELO 1.2, investigating the GE Theme in greater detail or depth. The projects also continues the course's engagement with ELO 2.2, asking students to both build upon prior learning in the course and conduct research that helps them assess their own progress as a learner of the materials and historical methods involved in the course. Conducting their own research provides students with an opportunity to conduct their own learning utilizing the array of analytical and methodological skills taught throughout the course.

The assignment can also help students connect to ELO 3.1, examining the various kinds of causal factors contributing to migration, mobility, and immobility as represented and illustrated by physical artifacts, object, or remains from the geographic zone in this course's scope. As well, the assignment helps students with one of the ways in particular that scholars have perceived and represented the theme (ELO 4.2)—through scientific study of physical objects and archaeological remains/materials.

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)
- Ten Suggestions for Preserving Academic Integrity (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

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 or by contacting the Ohio State Title IX Coordinator at 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 or email 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). 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. 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. The Ohio State Wellness app is also a great resource available at 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

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 maintain a healthy and accessible environment to support student learning in and out of the classroom. If you anticipate or experience academic barriers based on your disability (including mental health, chronic, or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion.

If you are ill and need to miss class, including if you are staying home and away from others while experiencing symptoms of a viral infection or fever, please let me know immediately. In cases where illness interacts with an underlying medical condition, please consult with Student Life Disability Services to request reasonable accommodations. You can connect with them at slds@osu.edu; 614-292-3307; or slds.osu.edu.

Marion Campus Office for Disability Services: (740) 725-6247
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)
- Streaming audio and video
- CarmenZoom accessibility (go.osu.edu/zoom-accessibility)
- Collaborative course tools

1.

Ohio State has had a longstanding practice of making reasonable academic accommodations for students' religious beliefs and practices in accordance with applicable law. In 2023, Ohio State updated its practice to align with new state legislation. Under this new provision, students must be in early communication with their instructors regarding any known accommodation requests for religious beliefs and practices, providing notice of specific dates for which they request alternative accommodations within 14 days after the first instructional day of the course. Instructors in turn shall not question the sincerity of a student's religious or spiritual belief system in reviewing such requests and shall keep requests for accommodations confidential.

With sufficient notice, instructors will provide students with reasonable alternative accommodations with regard to examinations and other academic requirements with respect to students' sincerely held religious beliefs and practices by allowing up to three absences each semester for the student to attend or participate in religious activities.

Examples of religious accommodations can include, but are not limited to, rescheduling an exam, altering the time of a student's presentation, allowing make-up assignments to substitute for missed class work, or flexibility in due dates or research responsibilities. If concerns arise about a requested accommodation, instructors are to consult their tenure initiating unit head for assistance.

A student's request for time off shall be provided if the student's sincerely held religious belief or practice severely affects the student's ability to take an exam or meet an academic requirement and the student has notified their instructor, in writing during the first 14 days after the course begins, of the date of each absence. Although students are required to provide notice within the first 14 days after a course begins, instructors are strongly encouraged to work with the student to provide a reasonable accommodation if a request is made outside the notice period. A student may not be penalized for an absence approved under this policy.

If students have questions or disputes related to academic accommodations, they should contact their course instructor, and then their department or college office. For questions or to report discrimination or harassment based on religion, individuals should contact the [Civil Rights Compliance Office](#). (Policy: [Religious Holidays, Holy Days and Observances](#))

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.

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 & Instructional Activities</u>	<u>Assignments & Due Dates</u>
		<u>ALL ASSIGNMENTS DUE BY 12 pm (Noon) ON DUE DATES</u>
Week 1: Jan 9-13	<i>Introductions & The Indian Ocean World</i> → <i>Introductions</i> → <i>Tuesday Orientation:</i> <i>How This Class Works</i> → <i>Thursday Lecture:</i> <i>Studying the Indian Ocean World</i>	<u>Due January 17:</u> → 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

Week 2: Jan 16-20 <i>Jan 16:</i> <i>MLK Jr</i> <i>National</i> <i>Holiday-</i> <i>No Class</i>	<i>The Monsoon</i> → <i>Weekly Overview</i> → <i>Tuesday Discussion</i> → <i>Thursday Lecture: Climate & Connections</i> → <i>Indian Ocean World Monsoon Documentary</i> <i>Clip Tour (runs about 23 minutes):</i> ◆ VIDEO: Monsoons on Andambitihiy (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)	<u>Due January 23:</u> → Reading: “Seasons of Sail” (Mahajan) → Reading: “The Ends of the Indian Ocean” (Prestholdt) → Discussion Posts → Tweet the Week
Week 3: Jan 23-27	<i>Early Maritime Cultures</i> → <i>Weekly Overview</i> → <i>Tuesday Discussion</i>	<u>Due Jan 30:</u> → Reading: “The Intricacies of Premodern

	<p>→ <i>Thursday Lecture: Early Navigation & 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>Week 4: Jan 30- Feb 3</p>	<p><i>The Indian Ocean in Antiquity</i></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><i>Due Feb 6:</i></p> <p>→ <i>Reading:</i> "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')</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:</i> "Maritime Southeast Asia Between South Asia and China to the Sixteenth</p>

		Century” (Tansen Sen) → Reflection Writing: Periplus → Discussion Posts → Tweet the Week
Week 5: Feb 6-10	<i>The Maritime Middle East</i> → Weekly Overview → Tuesday Discussion → Thursday Lecture: The Periplus, The Parthians, The Sassanians, & The Persian Gulf	Due Feb 13: → Reading: “The Persian Gulf Trade in Late Antiquity” (Daryaee) → Reading: “Patchworking the west coast of India: Notes on the Periplus of the Erythraean Sea” (De Romanis) → Reflection Writing: Midterm Preparation → Discussion Posts → Tweet the Week
Week 6: Feb 13-17	<i>Technologies of Sea Travel</i> → Weekly Overview → Tuesday Discussion → Midterm Preparation → Thursday Lecture: Shipbuilding & Navigation → VIDEO: Art of Shipbuilding (2:30) → VIDEO: Hand-stitched Sails (1:44) → VIDEO: Vietnam’s Angry Squalls (3:41)	Due Feb 20: → Reading: “Dynamics of East Asian Shipbuilding (Kimura) → Reading: “Ships of the Gulf: Shifting Names and Networks” (Staples) → Midterm Prep Check-In → Discussion Posts → Tweet the

		Week
Week 7: Feb 20-24	<i>Buddhism by Sea</i> → Weekly Overview → Tuesday Workshop Group Projects → Thursday Lecture: Dharma Seas- Missionaries, Pilgrims, and Merchants → VIDEO: Buddha's Four Noble Truths (3:04) → VIDEO: Borobudur (10:04)	Due February 27: → Reading: "India Abroad" (Asher) → Reading: "The Place of Nusantara in the Sanskrit Buddhist Cosmopolis" (Aciri) 18 → Midterm Group Submission → Midterm Exam → Discussion Posts → Tweet the Week
Week 8: Feb 27- March 3	<i>Muslim Lake</i> → Weekly Overview → Tuesday Discussion → Thursday Lecture: The Oceanic Islamic World → VIDEO: End in Sight (1:50)	Due March 6: → Reading: Excerpt from "Before European Hegemony" (Abu-Lughod) → Reading: "When Did the Swahili Become Maritime?" (Kusimba and Walz) → Reading: "Eastern African doyens in South Asia: premodern Islamic intellectual interactions" (Koori) → After Midterm Survey → Discussion Posts → Tweet the Week
Week 9: March 6-10	<i>Cosmopolitan Seas, Cosmopolitan Cities</i> → Weekly Overview → Tuesday Discussion	Due March 20: → Reading: "Quanzhou Archaeology: A Brief Review (Pearson, Li

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

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

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

GE Theme course submission worksheet: Migration, Mobility, & Immobility

Overview

Courses in the GE Themes aim to provide students with opportunities to explore big picture ideas and problems within the specific practice and expertise of a discipline or department. Although many Theme courses serve within disciplinary majors or minors, by requesting inclusion in the General Education, programs are committing to the incorporation of the goals of the focal theme and the success and participation of students from outside of their program.

Each category of the GE has specific learning goals and Expected Learning Outcomes (ELOs) that connect to the big picture goals of the program. ELOs describe the knowledge or skills students should have by the end of the course. Courses in the GE Themes must meet the ELOs common for **all** GE Themes and those specific to the Theme, in addition to any ELOs the instructor has developed specific to that course. All courses in the GE must indicate that they are part of the GE and include the Goals and ELOs of their GE category on their syllabus.

The prompts in this form elicit information about how this course meets the expectations of the GE Themes. The form will be reviewed by a group of content experts (the Theme Advisory) and by a group of curriculum experts (the Theme Panel), with the latter having responsibility for the ELOs and Goals common to all themes (those things that make a course appropriate for the GE Themes) and the former having responsibility for the ELOs and Goals specific to the topic of **this** Theme.

Briefly describe how this course connects to or exemplifies the concept of this Theme (Migration, Mobility, & Immobility)

In a sentence or two, explain how this class “fits” within the focal Theme. This will help reviewers understand the intended frame of reference for the course-specific activities described below.

(enter text here)

Connect this course to the Goals and ELOs shared by *all* Themes

Below are the Goals and ELOs common to all Themes. In the accompanying table, for each ELO, describe the activities (discussions, readings, lectures, assignments) that provide opportunities for students to achieve those outcomes. The answer should be concise and use language accessible to colleagues outside of the submitting department or discipline. The specifics of the activities matter—listing “readings” without a reference to the topic of those readings will not allow the reviewers to understand how the ELO will be met. However, the panel evaluating the fit of the course to the Theme will review this form in conjunction with the syllabus, so if readings, lecture/discussion topics, or other specifics are provided on the syllabus, it is not necessary to reiterate them within this form. The ELOs are expected to vary in their “coverage” in terms of number of activities or emphasis within the course. Examples from successful courses are shared on the next page.

Goal 1: Successful students will analyze an important topic or idea at a more advanced and in-depth level than the foundations. In this context, “advanced” refers to courses that are e.g., synthetic, rely on research or cutting-edge findings, or deeply engage with the subject matter, among other possibilities.

Goal 2: Successful students will integrate approaches to the theme by making connections to out-of-classroom experiences with academic knowledge or across disciplines and/or to work they have done in previous classes and that they anticipate doing in future.

	Course activities and assignments to meet these ELOs
ELO 1.1 Engage in critical and logical thinking.	
ELO 1.2 Engage in an advanced, in-depth, scholarly exploration of the topic or ideas within this theme.	
ELO 2.1 Identify, describe, and synthesize approaches or experiences.	
ELO 2.2 Demonstrate a developing sense of self as a learner through reflection, self-assessment, and creative work, building on prior experiences to respond to new and challenging contexts.	

Example responses for proposals within “Citizenship” (from Sociology 3200, Comm 2850, French 2803):

ELO 1.1 Engage in critical and logical thinking.	<i>This course will build skills needed to engage in critical and logical thinking about immigration and immigration related policy through: Weekly reading response papers which require the students to synthesize and critically evaluate cutting-edge scholarship on immigration; Engagement in class-based discussion and debates on immigration-related topics using evidence-based logical reasoning to evaluate policy positions; Completion of an assignment which build skills in analyzing empirical data on immigration (Assignment #1)</i>
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	<p><i>Completion 3 assignments which build skills in connecting individual experiences with broader population-based patterns (Assignments #1, #2, #3)</i></p> <p><i>Completion of 3 quizzes in which students demonstrate comprehension of the course readings and materials.</i></p>
<p>ELO 2.1 <i>Identify, describe, and synthesize approaches or experiences.</i></p>	<p><i>Students engage in advanced exploration of each module topic through a combination of lectures, readings, and discussions.</i></p> <p><u>Lecture</u> <i>Course materials come from a variety of sources to help students engage in the relationship between media and citizenship at an advanced level. Each of the 12 modules has 3-4 lectures that contain information from both peer-reviewed and popular sources. Additionally, each module has at least one guest lecture from an expert in that topic to increase students' access to people with expertise in a variety of areas.</i></p> <p><u>Reading</u> <i>The textbook for this course provides background information on each topic and corresponds to the lectures. Students also take some control over their own learning by choosing at least one peer-reviewed article and at least one newspaper article from outside the class materials to read and include in their weekly discussion posts.</i></p> <p><u>Discussions</u> <i>Students do weekly discussions and are given flexibility in their topic choices in order to allow them to take some control over their education. They are also asked to provide information from sources they've found outside the lecture materials. In this way, they are able to explore areas of particular interest to them and practice the skills they will need to gather information about current events, analyze this information, and communicate it with others.</i></p> <p><i>Activity Example: Civility impacts citizenship behaviors in many ways. Students are asked to choose a TED talk from a provided list (or choose another speech of their interest) and summarize and evaluate what it says about the relationship between civility and citizenship. Examples of Ted Talks on the list include Steven Petrow on the difference between being polite and being civil, Chimamanda Ngozi Adichie's talk on how a single story can perpetuate stereotypes, and Claire Wardle's talk on how diversity can enhance citizenship.</i></p>
<p>ELO 2.2 <i>Demonstrate a developing sense of self as a learner through reflection, self-assessment, and creative work, building on prior experiences to respond to new and challenging contexts.</i></p>	<p><i>Students will conduct research on a specific event or site in Paris not already discussed in depth in class. Students will submit a 300-word abstract of their topic and a bibliography of at least five reputable academic and mainstream sources. At the end of the semester they will submit a 5-page research paper and present their findings in a 10-minute oral and visual presentation in a small-group setting in Zoom.</i></p> <p><i>Some examples of events and sites:</i> <i>The Paris Commune, an 1871 socialist uprising violently squelched by conservative forces</i></p>

	<i>Jazz-Age Montmartre, where a small community of African-Americans—including actress and singer Josephine Baker, who was just inducted into the French Pantheon—settled and worked after World War I.</i> <i>The Vélodrome d’hiver Roundup, 16-17 July 1942, when 13,000 Jews were rounded up by Paris police before being sent to concentration camps</i> <i>The Marais, a vibrant Paris neighborhood inhabited over the centuries by aristocrats, then Jews, then the LGBTQ+ community, among other groups.</i>
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Goals and ELOs unique to Migration, Mobility, & Immobility

Below are the Goals and ELOs specific to this Theme. As above, in the accompanying Table, for each ELO, describe the activities (discussions, readings, lectures, assignments) that provide opportunities for students to achieve those outcomes. The answer should be concise and use language accessible to colleagues outside of the submitting department or discipline. The ELOs are expected to vary in their “coverage” in terms of number of activities or emphasis within the course. Examples from successful courses are shared on the next page.

GOAL 3: Successful students will explore and analyze a range of perspectives on migration, mobility, and immobility, including causes and effects, personal or group experiences, or artistic expression.

GOAL 4: Successful students will explain a variety of scholarly or artistic approaches to understanding mobility and immobility, and analyze how texts, perceptions, representations, discourses, or artifacts represent these concerns.

	Course activities and assignments to meet these ELOs
ELO 3.1 Explain environmental, political, economic, social, or cultural causes of migration, mobility, and/or immobility.	
ELO 3.2 Describe and analyze diverse experiences or portrayals of migration, mobility, or immobility (e.g. migration, incarceration, disability, or flight) and the complex effects of these phenomena on individuals, societies, institutions, and/or places.	
ELO 4.1 Discuss how migration, mobility, or immobility have shaped attitudes, beliefs, behaviors, and values of individuals and/or institutions.	
ELO 4.2 Describe how people (e.g. scholars, artists, scientists, etc.) perceive or represent migration, mobility, or immobility and critique conventions, theories, and/or ideologies that influence such perceptions or representations	