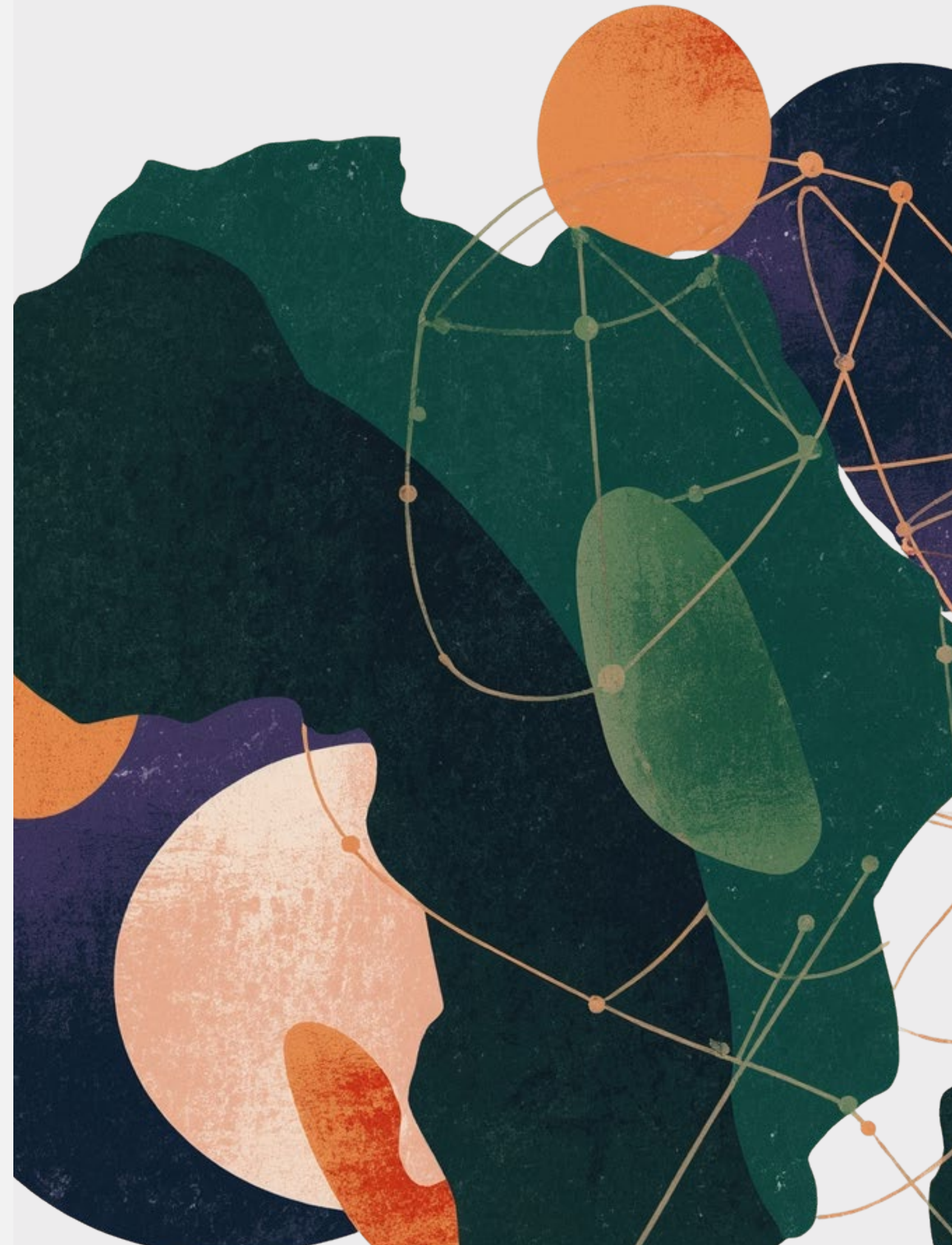


Course Re- design:

HS221: Africa in the Age of Globalization

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Dept. of History





Course Description

This course explores significant contemporary themes shaping Africa's development in the late twentieth and early twenty - first century, during what has been called by some historians as the "Age of Globalization." In the decade following World War II, African societies experienced the transition from being colonies within modern European empires to gaining independence and nation - state status. We will explore how colonial legacies inform the cultures and political economies of these relatively new nation - states. Students will gain a complex understanding and appreciation of African societies as both modern and global, and they will have an opportunity to explore substantive issues and problems facing Africans presently.

Assignment Redesign: An Iterative Group Project



Identify Challenge/Opportunity

Group members will brainstorm and find consensus on a challenge or opportunity the group will take on for their final project.

- 250 word proposal
- Group Working Agreement
- AI Usage: Transparent; limited to assisting with brainstorming and formatting the assignment output.

Historical Research

Members will conduct historical research on their chosen challenge or opportunity, capturing that research in a shared document. Compile this collective research into a brief historical analysis (approx. 800 words).

- AI Usage: Transparent; can be used to source relevant primary sources and data. However, caution with its output.

Proposal Draft

The group will design a solution or a set of solutions to the challenge or opportunity you have identified.

- AI Usage: AI is not allowed for this portion of the group project.

Final Pitch

The group will pitch their solution to the class along with a visual aid. The other groups, along with the instructor, will evaluate the pitch using an evaluation rubric.

- AI Usage: AI can be used to generate visual data and illustrations; however, proper attribution must be made on any visual materials drawn from AI or other sources.

Assignment - Level Learning Outcomes



● Students will appreciate the value of historical knowledge in understanding the present and informing our outlook on the future.

● Students will understand the importance of collaboration and building community in the process of solving real - world problems.

● Students will be able to approach problems with a solutions - oriented mindset that is rooted in historical understanding and that is collaborative in nature.

● Students will prioritize the Jesuit values of being in meaningful service to the world and centering social justice in their design solutions.

● Students can apply this approach to problem solving in other fields of inquiry and/or practice. -

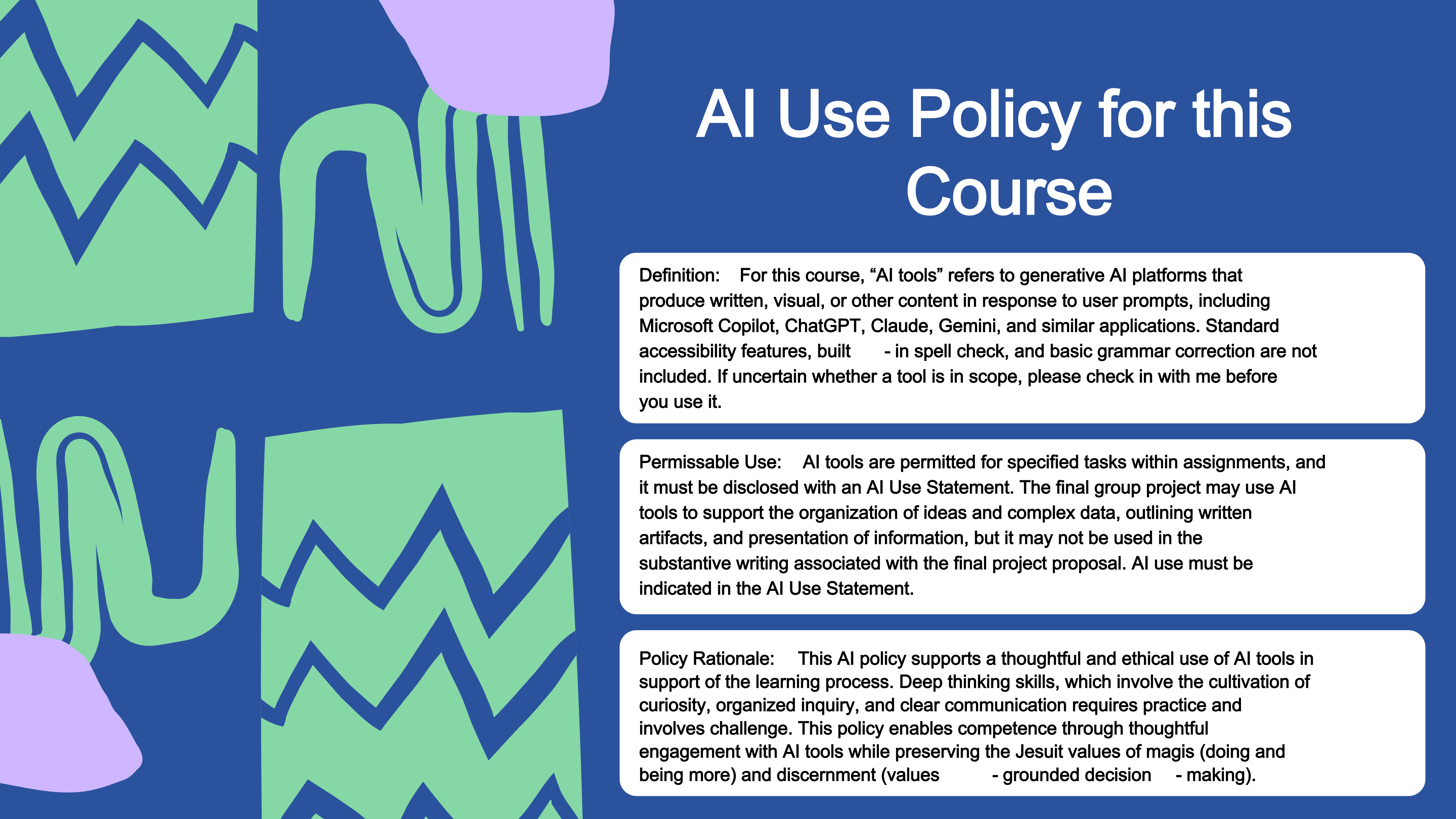
Group Selection



Students fill out a form identifying their top 3 choices of theme (they will have 8 themes to choose from).

I will curate the groups based on these choices (groups of 3 - 4 students), using Moodle to set up groups for assessment.

Students then collaborate and reach consensus on the specific topic within their chosen theme to build their project.



AI Use Policy for this Course

Definition: For this course, “AI tools” refers to generative AI platforms that produce written, visual, or other content in response to user prompts, including Microsoft Copilot, ChatGPT, Claude, Gemini, and similar applications. Standard accessibility features, built-in spell check, and basic grammar correction are not included. If uncertain whether a tool is in scope, please check in with me before you use it.

Permissible Use: AI tools are permitted for specified tasks within assignments, and it must be disclosed with an AI Use Statement. The final group project may use AI tools to support the organization of ideas and complex data, outlining written artifacts, and presentation of information, but it may not be used in the substantive writing associated with the final project proposal. AI use must be indicated in the AI Use Statement.

Policy Rationale: This AI policy supports a thoughtful and ethical use of AI tools in support of the learning process. Deep thinking skills, which involve the cultivation of curiosity, organized inquiry, and clear communication requires practice and involves challenge. This policy enables competence through thoughtful engagement with AI tools while preserving the Jesuit values of magis (doing and being more) and discernment (values - grounded decision - making).

Iterative Peer & Self-Assessment

- Weekly peer evaluations within groups, paired with Instructor check - ins during workshoping times
- Each iteration of the assignment will be assessed according to a rubric and students will have a checklist to work through before submission.
- Assignments will align with UDL principles in terms of opportunities for different modalities and learning outcomes.
- Assessments will align with UDL principles learned through the DPW



Personal Reflection on this Redesign Process

Prior to the DPW: Skepticism toward incorporating AI tools into student learning process/practice; hesitancy toward using AI tools to help me plan and design teaching elements.

Competencies gained from the DPW: greater knowledge about AI tools in teaching and learning; exposure and practice in UDL framework; opportunity to apply these new skills practically to enhance an existing course.

Post - DPW Experience: improved competencies in AI usage and UDL framework; improved confidence in executing this new course.