

## Term Information

Effective Term Autumn 2020  
[Previous Value](#) Summer 2012

## Course Change Information

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

Online teaching approval

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

We have worked with ASC tech to gain online approval for this course

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

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

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 2231  
Course Title The Crusades  
Transcript Abbreviation The Crusades  
Course Description Examines the various European crusades - in the Holy Land, Spain, Eastern Europe, and southern France - from their origins to the late 15th century. 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  
[Previous Value](#) Yes, Greater or equal to 50% at a distance  
Grading Basis Letter Grade  
Repeatable No  
Course Components Recitation, Lecture  
Grade Roster Component Recitation  
Credit Available by Exam No  
Admission Condition Course No  
Off Campus Never  
Campus of Offering Columbus, Lima, Mansfield, Marion, Newark

## Prerequisites and Exclusions

Prerequisites/Corequisites	Prereq or concur: English 1110.xx, or permission of instructor.
Exclusions	
Electronically Enforced	No

## Cross-Listings

Cross-Listings

## Subject/CIP Code

Subject/CIP Code	54.0103
Subsidy Level	Baccalaureate Course
Intended Rank	Freshman, Sophomore, Junior

## Requirement/Elective Designation

Required for this unit's degrees, majors, and/or minors

General Education course:

Historical Study; Global Studies (International Issues successors)

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	<ul style="list-style-type: none"><li>• An understanding of the crusades and their implications</li></ul>
<a href="#">Previous Value</a>	
Content Topic List	<ul style="list-style-type: none"><li>• Crusades</li><li>• Medieval Islam</li><li>• Mongols</li><li>• Reconquista</li><li>• Heresy</li><li>• Medieval Christianity</li><li>• Knights Templar</li><li>• Ottoman Empire</li><li>• Fall of Jerusalem</li></ul>
Sought Concurrence	No

**Attachments**

- DL History 2231 syllabus.docx: Syllabus  
*(Syllabus. Owner: Heikes,Jacklyn Celeste)*
- Hist 2231.docx: ASC Tech Checklist  
*(Other Supporting Documentation. Owner: Heikes,Jacklyn Celeste)*
- History 2231 syllabus.docx: In person syllabus  
*(Syllabus. Owner: Heikes,Jacklyn Celeste)*
- OLD assessment plan.doc: Old departmental assessment plan  
*(Other Supporting Documentation. Owner: Heikes,Jacklyn Celeste)*

**Comments**

**Workflow Information**

Status	User(s)	Date/Time	Step
Submitted	Heikes,Jacklyn Celeste	07/15/2020 03:54 PM	Submitted for Approval
Approved	Elmore,Bartow J	07/15/2020 04:29 PM	Unit Approval
Approved	Heysel,Garett Robert	07/15/2020 08:02 PM	College Approval
Pending Approval	Jenkins,Mary Ellen Bigler Hanlin,Deborah Kay Oldroyd,Shelby Quinn Vankeerbergen,Bernadette Chantal	07/15/2020 08:02 PM	ASCCAO Approval



THE OHIO STATE UNIVERSITY

COLLEGE OF ARTS AND SCIENCES

# **SYLLABUS: HISTORY 2231**

## **THE CRUSADES**

### **AUTUMN 2019**

## **Course overview**

### **Instructor**

Instructor: Dr. Kyle Shimoda  
Email address: Shimoda.4@osu.edu  
Office hours: MW 2:00PM-3:00PM  
Office Location: CarmenZoom

### **Course Coordinator**

### **Course description**

This course is a survey of the history of the European crusades, from approximately the late 11<sup>th</sup> to the late 15<sup>th</sup> centuries CE. We will start by attempting to understand the worlds of medieval Europe and the medieval Islamic societies, and conclude by discussing the relevance of the crusades in today's world. The course will be structured around chronological, geographical, and thematic units.

In terms of chronology, it is important to gain an overall sense of the flow of the history of the crusades. A 400+ year timespan is a lot to cover within the course of one semester, and thus units must be structured chronologically to get a full "feel" for the era of the crusades and to allow us to define it.

Geographical considerations are also important for understanding the history of the crusades. Various crusades and crusade-like enterprises have been launched at different times throughout the medieval period in several different parts of Europe and the Mediterranean. How did the geographical features of these areas contribute to the idea of crusading, and what effects of the crusades can we still see in different parts of the world today?

Thematically, this course will seek to provide a sampling of traditional political and military history, cultural and intellectual history, social and economic history, religion, and art and archaeology during the era of the crusades. Certainly the broad political narratives of the great leaders of the crusades can provide a solid background for understanding the structure of history, but at the same time, numerous “lesser” figures and common people throughout time must be studied to come to a full understanding of what makes the crusades such a distinctive phenomenon.

## Course learning outcomes

The binding question for this course is: do the crusades represent a “clash of civilizations,” or more intermittent warfare, between various divided Christian and Muslim (and others, too) groups? The common view of the crusades in the modern western world (Western Europe, the Americas, etc.) that prevails today portrays the crusades as a fundamentally religious struggle that broadly pitted the Christian and Islamic religions against one another. However, this is far too simplistic a picture, since conflicts among co-religionists were quite common, and the Christian crusaders did not always fight against Muslims. Likewise, the notion that the crusades were a sustained conflict between Christianity and Islam is one that has been argued but perhaps must be challenged in light of new evidence and new interpretations of history. Consider this binding question throughout the entire semester as you learn about the crusades and what happened in the past.

## GE Course Information

### Diversity – Global Studies

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

Expected learning outcomes:

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.

### Historical Study

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

Expected learning outcomes:

1. Students construct an integrated perspective on history and the factors that shape human activity.
2. Students describe and analyze the origins and nature of contemporary issues.
3. Students speak and write critically about primary and secondary historical sources by examining diverse interpretations of past events and ideas in their historical contexts

## Course materials

All required readings will be posted on Carmen – there is no textbook or anything else to buy from the bookstore. Please check the weekly modules on Carmen for all assigned readings.

## Course technology

For help with your password, university e-mail, Carmen, or any other technology issues, questions, or requests, contact the OSU IT Service Desk. Standard support hours are available at <https://ocio.osu.edu/help/hours>, and support for urgent issues is available 24x7.

- **Self-Service and Chat support:** <http://ocio.osu.edu/selfservice>
- **Phone:** 614-688-HELP (4357)
- **Email:** [8help@osu.edu](mailto:8help@osu.edu)
- **TDD:** 614-688-8743

## Baseline technical skills necessary for online courses

- Basic computer and web-browsing skills
- Navigating Carmen

## Technology skills necessary for this specific course

- CarmenZoom text, audio, and video chat
- Collaborating in CarmenWiki
- Recording a slide presentation with audio narration
- Recording, editing, and uploading video

## Necessary equipment

- Computer: current Mac (OS X) or PC (Windows 7+) with high-speed internet connection
- Webcam: built-in or external webcam, fully installed
- Microphone: built-in laptop or tablet mic or external microphone

## Necessary software

- [Microsoft Office 365 ProPlus](#) All Ohio State students are now eligible for free Microsoft Office 365 ProPlus through Microsoft's Student Advantage program. Each student can install Office on five PCs or Macs, five tablets (Windows, iPad® and Android™) and five phones.
  - Students are able to access Word, Excel, PowerPoint, Outlook and other programs, depending on platform. Users will also receive 1 TB of OneDrive for Business storage.

- Office 365 is installed within your BuckeyeMail account. Full instructions for downloading and installation can be found <https://ocio.osu.edu/kb04733>.

## Grading and faculty response

### Grades

Assignment or category	Points
Weekly Quizzes	50
Weekly Discussions	100
Historical Paper	100
Midterm Exam	100
Final Exam	150
<b>Total</b>	<b>500</b>

*See course schedule, below, for due dates*

### Assignment information

#### Weekly quizzes: 50 points

Please note that the course is divided into 16 weeks. There will be a quiz available each week, **excepting** weeks 1 and 8 (week of the midterm exam and autumn break). In addition, the quiz for week 15 will carry over to week 16\*. Therefore, there are a total of **13 quizzes**. Each quiz will test your knowledge of the week's readings and lecture materials. You will be given 15 minutes to complete a quiz. Each quiz will consist of **5 multiple choice questions**, each worth 1 point. Each quiz is therefore worth 5 points. **Each quiz may be taken twice, and only the higher score will count.** At the end of the semester, **your 3 lowest quiz scores will be dropped.**

Each weekly quiz **opens at 12:00 AM Monday and closes at 11:59 PM Sunday.\***

\* For the week 15/16 quiz, it will open Monday 11/25 and close on Wednesday 12/04.

#### Weekly discussion: 100 points

Please note that the course is divided into 16 weeks. Discussion will be available each week, **excepting** weeks 1 and 8 (week of the midterm exam and autumn break). In addition, discussion for week 15 will carry over to week 16.\* Therefore, there are a total of **13 possible weeks of discussion**. Each week, you may earn up to 10 points toward your discussion grade. For discussion, you must post **2 messages** on any of the 2 questions assigned for that week. After

reviewing both of your posts, your discussion leader will award you up to 10 points for that week's discussion, based on the quality of your posts. You may certainly post more than 2 messages per week, but **only your 2 strongest posts will count**. At the end of the semester, **your 3 lowest discussion scores will be dropped**.

A strong discussion post must meet the following conditions: 1) it must **respond directly** to one of the discussion questions posted for the week; 2) if other people (including the instructors!) have already posted to a question before you, your post **must advance the discussion by responding to at least one other previous post**, and without ignoring or simply repeating what any of the other posts have said as well; 3) the post must utilize information from **at least one of the primary sources**; 4) it must make a **reasonable historical argument**; 5) it must be **approximately 200-300 words** long. A weaker post might be one that gets too off-topic, or merely repeats what other people have already said, or fails to use the primary sources, or shows a poor understanding of history, or is simply too short to make a thorough contribution.

Discussion for each week **opens at 12:00 AM Monday and closes at 11:59 PM Sunday**.\*

\* For week 15/16 discussion, it will open Monday 11/25 and close on Wednesday 12/04.

Historical paper (due 09/15 OR 11/10): 100 points

Students will be required to complete a historical paper of approximately **1000-1500 words**. They will have two opportunities to complete it: the first due date is **September 15 at 11:59 PM**, and the second is **November 10 at 11:59 PM**. Students will complete **only one** of these papers: if you complete the September 15 paper you should not do the November 10 paper, and if you miss the September 15 due date you must complete the November 10 paper. Here is the prompt associated with each due date:

**September 15:** What were the historical factors that ultimately culminated in the First Crusade? What were the most important causes of the First Crusade and motivations for the crusaders? Essentially, you want to explain what you think are the most important reasons for why the First Crusade happened, and then support your arguments with appropriate evidence from the primary sources.

**November 10:** Analyze the two crusades that were primarily directed against other Christians: the Fourth Crusade and the Albigensian Crusade. Answer the following question: by the standards of the time, do you believe that the Fourth Crusade and Albigensian Crusade were considered "legitimate" crusades? In order to answer this question, you should start with defining exactly what a crusade "was" to people during the medieval era. Then, consider how well the Fourth and Albigensian Crusades lived up to this essential definition.

Midterm exam (available 10/08-10/09): 100 points

The midterm exam will **open on October 8 at 12:00 AM and close on October 9 at 11:59 PM**. It will cover topics from the first half of the semester. You will have 60 minutes to complete 4 short answers, each worth 10 points, and an essay worth 60 points.

Final exam (available 12/08-12/09): 150 points



The final exam will **open on December 8 at 12:00 AM and close on December 9 at 11:59 PM**. You will have 120 minutes to complete 2 short answers, each worth 10 points, a first essay worth 60 points, and a second essay worth 70 points. The short answers and first essay will cover topics from the second half of the semester. The second essay will be a cumulative essay.

## Late assignments

Please contact me at least three days before an assignment is due to discuss turning it in late. I will take late work on a case-by-case basis.

## 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

## Faculty 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-HELP** at any time if you have a technical problem.)

### Grading and feedback

For large weekly assignments, you can generally expect feedback within **7 days**.

### E-mail

I will reply to e-mails within **24 hours on school days**.

### Discussion board

I will check and reply to messages in the discussion boards every **24 hours on school days**.

# Attendance, participation, and discussions

## Student participation requirements

Because this is a distance-education course, your attendance is based on your online activity and participation. The following is a summary of everyone's expected participation:

- **Logging in:**  
Be sure you are logging in to the course in Carmen each week, including weeks with holidays or weeks with minimal online course activity. (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*.
- **Office hours and live sessions:**  
All live, scheduled events for the course, including my office hours, are optional. For live presentations, I will provide a recording that you can watch later. If you are required to discuss an assignment with me, please contact me at the beginning of the week if you need a time outside my scheduled office hours.
- **Participating in discussion forums:**  
As participation, each week you can expect to post at least four times as part of our substantive class discussion on the week's topics.

## 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. Informality (including an occasional emoticon) 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.

## Other course policies

### Student academic services

Student academic services offered on the OSU main campus

<http://advising.osu.edu/welcome.shtml>.

### Student support services

Student support services offered on the OSU main campus <http://ssc.osu.edu>.

### Academic integrity policy

#### Policies for this online course

- **Quizzes and exams:** You must complete the midterm and final exams yourself, without any external help or communication. Weekly quizzes are included as self-checks without points attached.
- **Written assignments:** Your written assignments, including discussion posts, should be your own original work. In formal assignments, you should follow **MLA** style to cite the ideas and words of your research sources. 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.
- **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. If you want to build on past research or revisit a topic you've explored in previous courses, please discuss the situation with me.
- **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 many opportunities for formal collaboration with your classmates. While study groups and peer-review of major written projects is encouraged, remember that comparing answers on a quiz or assignment is not permitted. If you're unsure about a particular situation, please feel free just to ask ahead of time.
- **Group projects:** This course includes group projects, 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 group work as clear as possible for each activity and assignment, but please let me know if you have any questions.

## Ohio State's academic integrity policy

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

## Copyright disclaimer

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

Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at <http://titleix.osu.edu> or by contacting the Ohio State Title IX Coordinator, Kellie Brennan, at [titleix@osu.edu](mailto:titleix@osu.edu)

## Accessibility accommodations for students with disabilities

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

### Accessibility of course technology

This online course requires use of Carmen (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.

- [Carmen \(Canvas\) accessibility](#)
- Streaming audio and video
- Synchronous course tools

## 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. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life's Counseling and Consultation Service (CCS) by visiting [ccs.osu.edu](http://ccs.osu.edu) or calling 614- 292-5766. CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on call counselor when CCS is closed at 614-292-5766 and 24 hour emergency help is also available through the 24/7 National Suicide Prevention Hotline at 1-800-273- TALK or at [suicidepreventionlifeline.org](http://suicidepreventionlifeline.org)

## Course schedule

Readings will be posted on the Carmen Module for each week.

<b>Week</b>	<b>Dates</b>	<b>Topics, Readings, Assignments, Deadlines</b>
<b>1</b>	<b>8/19-8/25</b>	<b>Intro, the Roman Mediterranean</b>
<b>2</b>	<b>8/26-9/01</b>	<b>European and Islamic Societies before the Crusades</b>
<b>3</b>	<b>9/02-9/08</b>	<b>The First Crusade</b>
<b>4</b>	<b>9/09-9/15</b>	<b>Crusader States in the Holy Land Historical Paper first due date: 9/15</b>
<b>5</b>	<b>9/16-9/22</b>	<b>The Second Crusade</b>
<b>6</b>	<b>9/23-9/29</b>	<b>The Third Crusade</b>
<b>7</b>	<b>9/30-10/06</b>	<b>Crusader Archaeology</b>
<b>8</b>	<b>10/07-10/13</b>	<b>Midterm Exam available from 10/08-10/09</b>
<b>9</b>	<b>10/14-10/20</b>	<b>The Fourth Crusade</b>
<b>10</b>	<b>10/21-10/27</b>	<b>Crusader States in Greece</b>
<b>11</b>	<b>10/28-11/03</b>	<b>Crusading in Europe</b>
<b>12</b>	<b>11/04-11/10</b>	<b>The Fifth and Sixth Crusades Historical paper second due date: 11/10</b>
<b>13</b>	<b>11/11-11/17</b>	<b>The Seventh, Eighth, and Ninth Crusades</b>
<b>14</b>	<b>11/18-11/24</b>	<b>The Later Crusades</b>
<b>15</b>	<b>11/25-12/01</b>	<b>The Legacy of the Crusades</b>
<b>16</b>	<b>12/02-12/08</b>	<b>The Legacy of the Crusades, continued</b>

Final exam available 12/08-12/09

## **HIS 2231 The Crusades**

Prof. Heather J. Tanner  
Office: 245 Ovalwood Hall  
Time & place:

Phone:(419)755-4368  
E-mail:tanner.87@osu.edu  
3 Credit Hours

**Course Website address:** <http://carmen.osu.edu>

**Office Hours:** Wednesdays 1:00-2:00 pm & Thursdays 1:00-3:00 pm by appointment

I prefer to set up mutually convenient appointments rather than offering extensive office hours. If I'm not in my office, please leave a message via E-mail or on my voicemail. I check both at least twice a day.

### **Course Description & Goals:**

This class will examine the course of the various European crusades from their origins to their conclusions. We often think of the crusades as the voyages and battles of Europeans against the Muslims in the holy land; but in reality the crusading movement was far larger, including campaigns against the northern pagans in the Baltic Lands; campaigns against the Moors in Spain; and internal campaigns against heretics in southern France and papal political enemies in Italy. Indeed, the Spanish conquest of the New World beginning in 1492 is often likened to a crusade. Why did the movement start? What did it accomplish? How did it change Europe itself? What did it represent in the context of medieval history? What impact did it have on non-Europeans?

The Crusades as a series of interwoven phenomena are central to a larger understanding of the course of European history, and the situation of Europe in the larger context of Asian and African developments which influenced the question of modern Western society. In addition, the crusades have a specific resonance in the modern global arena of conflict between elements of the Islamic world and the post-colonial international policy of the developed countries. Knowing the origins and development of crusading movement is the first step toward a richer understanding of the development of Europe and the current conflicts that are its legacy. This course fulfills General Education goals.

### **General Education Requirements:**

This course fulfills the following GE requirements: 1) "Historical Study," 2) "Culture & Ideas or Historical Study," 3) Open Option, and 4) "International Issues".

### **Historical Study GE Requirements:**

#### **Goals:**

Students develop knowledge of how past events influence today's society and help them understand how humans view themselves.

#### **Expected Learning Outcomes:**

1. Students acquire a perspective on history and an understanding of the factors that shape human activity.

2. Students display knowledge about the origins and nature of contemporary issues and develop a foundation for future comparative understanding.
3. Students think, speak, and write critically about primary and secondary historical sources by examining diverse interpretations of past events and ideas in their historical contexts.

***Rationale for fulfilling the GE Learning Outcomes for Historical Study:***

*Goals of the course that fulfill the GE Learning Outcomes in Historical Study:*

History courses develop students' knowledge of how past events influence today's society and help them understand how humans view themselves through the following ways:

1. Critically examine theories of history, and historical methodologies
2. Engage with contemporary and historical debates on specific regions, time periods and themes of the human past
3. Through reading in primary and secondary sources and in-depth class discussion, students will access and critically examine social, political, economic, military, gender, religious, ecological, and ethnic/racial/national movements in a wider socio-cultural context
4. Students will carry out in-depth analysis in a final paper comparing distinct historical Moments, social movements and their effects

**International Issues (contains two subcategories: "Non-Western or Global," and "Western (Non-United States)")**

**Goals:**

International Issues coursework helps students become educated, productive, and principled citizens of their nation in an increasingly globalized world.

**Expected Learning Outcomes:**

1. Students exhibit an understanding of some combination of political, economic, cultural, physical, social, and philosophical differences in or among the world's nations, peoples and cultures outside the U.S.
2. Students are able to describe, analyze and critically evaluate the roles of categories such as race, gender, class, ethnicity, national origin and religion as they relate to international/global institutions, issues, cultures and citizenship.
3. Students recognize the role of national and international diversity in shaping their own attitudes and values as global citizens.

***Rationale for fulfilling the GE Learning Outcomes for International Issues:***

History courses develop students' knowledge of how past events influence today's society and help them understand how humans view themselves through the following ways:

1. Through reading in primary and secondary sources and in-depth class discussion, students critically examine the political, economic, social, cultural and philosophical development in Europe Near East and the in the Middle Ages.
2. Engage with contemporary and historical debates on the differences and similarities between cultures and peoples.
3. Access and critically examine ethnically, nationally or religiously framed movements in a wider socio-cultural and global context.
4. Carry out in-depth analysis in a final paper comparing distinct moments in human history



and

how they shaped the world in the past and today.

5. Completing readings, attending lectures, and participating in class discussions and in-class assignments that will help students understand the complexity of debates over international issues. They will describe theories of international issues on exams and written assignments.
6. Students will understand the roots and structures of today's globalized world.

**Texts: You need to bring to class the materials listed for each discussion to classes devoted to the discussion of the documents.**

**Required:**

**Books:**

Thomas F. Madden, *New Concise History of the Crusades 'Updated Student Edition'* (Rowan & Littlefield, 2006) [Madden]

*The Crusades: A Reader*, ed. S.J. Allen & Emilie Amt (Broadview, 2003) [A&A]

*Arab Historians of the Crusades*, ed. Francesco Gabrieli (Dorset Press, 1989) [Gabrieli]

Articles will be found on eReserves on the course website as will any additional assigned documents.

**Articles:**

Deborah Gerish and Niall Christie, "Parallel Preachings: Urban II and al-Sulami" *Al-Masaq* 15.2 (2003):139-148.

Marcus Bull, "The roots of lay enthusiasm for the first crusade" *The Crusades: The Essential Readings*, ed. Thomas F. Madden (Blackwell, 2002) 172-193.

John Howe, "The nobility's reform of the medieval church," *American Historical Review* 93.2 (1988):317-339.

James Powell, "The Role of Women in the Fifth Crusade," *Horns of Hattin*, ed, Benjamin Z. Kedar (Variorum, 1992) 294-302.

James Turner, "Jihad and Just War," *First Things* 124 (2002):12-14.

**Website:**

The course Website is an integral part of this course. I post lecture notes, assignments, announcements, and other course information at this site. In addition, you can check your grade (written work, participation, presentations), communicate with classmates (via E-mail, chat, & discussion board), and keep track of assignment due dates via the calendar. All areas that contain personal information or activity are secure. You will be enrolled by the first day of classes.

Once you type in the website URL you'll be brought to a page which asks you to "Logon". Enter your OSU email account username and password. Once you've logged in, you will then click on "History 2XXX The Crusades". This brings you to the course website. You should check this site at least twice a week.

<b>Course Grade:</b>		<b>Due Date</b>
participation	30%	each class session
paper	15%	(by 5pm)
group project	25%	
midterm	10%	(in class)
final	20%	

Because most human beings learn by actively using information and new skills, the discussion sections are an important component of this course. My hope is that we all hone our interpretative skills through the use of facts and documents to create our hypotheses and shape our ideas.

My policy is to give a 0 (not an E which is equivalent to 59%) for all work which is not turned and missed discussions. Therefore, it is necessary to turn in all written work in order to pass this course. All missed work can be made up (see assignment handouts for details).

### **Grading Scale:**

97-100	A+	77-79	C+
94-96	A	74-76	C
90-93	A-	70-73	C-
87-89	B+	67-69	D+
84-86	B	60-66	D
80-83	B-	below 59	E

**Participation:** The grade for participation is based on the in class discussion.

During discussions, your participation will be graded on the level of contribution and collaborative quality of your contributions. I recognize that for some of you public speaking is difficult. I look for your willingness to ask questions (either to start the ball rolling or of another student's interpretation) as well as to offer ideas (or "answers"). Although it is easy to address just the professor in a discussion, I much prefer that you address your questions and ideas to the group as a whole. Try to build upon the ideas presented by others and look for connections within the week's readings and to earlier readings.

Grading for discussion participation is based on a 10 point scale: if you're absent or asleep you earn an F (0); if you're present but silent, you'll earn a C (or 7.4). I take into account your normal mode of interaction (as a talker or as a listener) when evaluating your participation. you

may make up a missed discussion by writing up the answers to the reading guide questions for the missed discussion(which are posted on the course website) so long as you do so by **the last day of regular classes**.

### **Paper**

There will be separate handout on the details of the paper assignment. In general, the essay will be 5-7 pages in length and based upon the assigned documents and articles.

### **Group Project**

You, will, with 2-3 fellow students, do a 20-30 minute PowerPoint on one of the presentation following subjects: the Fourth Crusade, The Fifth Crusade, the Crusade of Frederick II, the Crusades of Louis IX (or St Louis), or the Baltic Crusades (Teutonic Knights/Knights of the Black Cross).

In this presentation the group will present brief narrative of the crusade(s), discuss similarities and differences to previous crusades, and its impact (What did it accomplish? How did it change Europe itself? What impact did it have on non-Europeans?)

### **Exams**

The exams will consist of essay questions. In these essays, I am looking to see how well you can use the information presented in lectures and the readings, specifically by writing an essay which argues an answer to the question using proof/evidence drawn from the primary source documents, articles, textbook, and lectures. The goal is to achieve a balance interpretation between and support of this interpretation with references to documents and factual data(names, events, and concepts). **All exams are open book and open note.**

### **Drop/Withdrawal Statement**

It is the **student's responsibility** to know the deadlines for dropping a course or withdrawing from the University. **Term drop & withdrawal deadlines can be found at:** <http://www.ureg.ohio-state.edu/ourweb/more/> (click on the current term under "Important Dates" and scroll down to ADD/DROP/WITHDRAW DEADLINES). **If you receive financial aid, you should always talk with a financial aid specialist prior to adjusting your schedule.** If you stop attending a course but do not drop it, you risk receiving a failing grade which could negatively affect your GPA and your financial aid status. You can call 419-755-4317 to set up an appointment with an academic advisor or a financial aid specialist in 104 Riedl Hall.

Last day to drop a class or withdraw without a "W" on your permanent record is the 3<sup>rd</sup> Friday of each semester. Last day to drop a course or withdraw without petitioning is the 7<sup>th</sup> Friday of each semester.

### **Retention**

The Ohio State University-Mansfield is committed to the success of students. If you are having

academic or personal difficulties, you can contact the Student Life and Retention area for information or an appointment at 419-755-4317.

### Pre-requisites

English 1110.xx Pre- or co-requisite

### Discussion& Reading Schedule

Date	Topic	Readings	Assignment
	Introduction & Western Europe (c.1050)		
Date	Topic	Readings	Assignment
	dar al-Islam and Byzantine Empire (c.1050)	the Turner article	discussion (1)
	The Invention of the Crusades Causes, Ideas and Provocation	Madden pp.1-4; A&A #1-4, 9-11, 46; Bull & Howe articles	discussion (2)
	Christian expansion: The Reconquista	A&A#7-8, 74-76, 80	discussion (3)
	The First Crusade	Madden pp.4-37; A&A #12-21; Gerish & Christie article; Gabrieli pp. 3-23	discussion (4)
	The Rise of the Latin Kingdom of Jerusalem	Madden pp. 39-53; A&A #23-27 (#26 skip"tax rates") & #32; Gabrieli pp. 24-40	discussion (5)
	Terry Jones' <i>The Crusades</i> (film)	A&A #47-50	discussion (6); <b>paper due</b>
	Zenghi and Muslim Reunification	Madden pp.54-63; A&A #33-34; Gabrieli pp.41-55	discussion (7)
	The Second Crusade	Madden pp.65-81; A&A #35-38, 54-55; Gabrieli pp. 56-72	discussion (8)

	The Rise of Saladin and the Third Crusade	Madden pp.81-97; A&A #41-45; Gabrieli pp. 87-139; 208- 246	discussion (9)
	<b>midterm</b>		<b>midterm</b>
	<i>Kingdom of Heaven</i> (film)		
<b>Date</b>	<b>Topic</b>	<b>Readings</b>	<b>Assignment</b>
	Crusade against Christians: The 4 <sup>th</sup> Crusade	Madden pp.123-141; A&A #56-58	discussion (10); small group presentation
	Crusade against Christians: The Albigensian Crusade	A&A #59-60	discussion (11)
	The Children's Crusade & the Fifth Crusade	Madden pp. 167-186; A&A #61-63; Powell article; Gabrieli pp. 255-266	discussion (12); small group presentation; <b>extra credit:</b> Dr. Newton's lecture (noon, E 217)
	Politics of the Latin Kingdom and The Crusade of Frederick II	Madden pp.187-191; A&A#71-73; Gabrieli pp. 267-283	discussion (13); small group presentation
	The Mongols and the Crusades of St Louis	A&A #84-87; Gabrieli pp. 284-306	discussion (14); small group presentation
	The Fall of the Latin Kingdom	Madden pp.192-198; A&A #88-94; Gabrieli pp. 307-350	discussion (15)
	The Baltic Frontier & the Teutonic Knights and the Long Frontier between Christianity & Islam	A&A #64-70	discussion (16)
	Alexander Nevskiy (film)		

	<b>final exam</b>		<b>final exam</b>
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**Academic misconduct:**

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term “academic misconduct” includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct (<http://sja.osu.edu/page.asp?id=1>).

**Disability services:**

“Students with disabilities that have been certified by the Office for Disability Services will be appropriately accommodated, and should inform the instructor as soon as possible of their needs. The Office for Disability Services is located in 150 Pomerene Hall, 1760 Neil Avenue; telephone 292-3307, TDD 292-0901; <http://www.ods.ohio-state.edu>

## MEMORANDUM

**TO: Arts and Sciences Committee on Curriculum and Instruction**

**FROM: Nicholas Breyfogle, Associate Professor and Calendar Conversion  
Coordinator, Department of History**

**RE: Assessment Plan for proposed GEC courses: Historical Study Category, Social  
Diversity in the U.S., and Diversity: International Issues**

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### **Assessment Goals and Objectives**

1. Both the GEC and course-specific learning objectives for all History courses might be summarized as follows:

#### **Historical Study GE Requirements:**

##### **Goals:**

Students develop knowledge of how past events influence today's society and help them understand how humans view themselves.

##### **Expected Learning Outcomes:**

1. Students acquire a perspective on history and an understanding of the factors that shape human activity.
2. Students display knowledge about the origins and nature of contemporary issues and develop a foundation for future comparative understanding.
3. Students think, speak, and write critically about primary and secondary historical sources by examining diverse interpretations of past events and ideas in their historical contexts.

##### *Goals of the courses that fulfill the GE Learning Outcomes:*

History courses develop students' knowledge of how past events influence today's society and help them understand how humans view themselves through the following ways:

1. critically examine theories of ethnicity, race, and nationalism
2. engage with contemporary and historical debates on ethnicity and nationalism
3. access and critically examine ethnically or nationally framed movements in a wider socio-cultural context
4. carry out in-depth analysis in a final paper comparing distinct moments of ethnic, racial, or nationalist mobilization or social movements and their effects

2. Both the GEC and course-specific learning objectives for History courses requesting Social Diversity in the U.S. might be summarized as follows:

**Social Diversity GE Requirements:**

**Goals:**

Courses in **social diversity** will foster students' understanding of the pluralistic nature of institutions, society, and culture in the United States.

**Expected Learning Outcomes:**

1. Students describe the roles of such categories as race, gender, class, ethnicity and religion in the pluralistic institutions and cultures of the United States.
2. Students recognize the role of social diversity in shaping their own attitudes and values regarding appreciation, tolerance, and equality of others.

*Goals of the course that fulfill the GE Learning Outcomes:* Students will achieve the social diversity goals and learning outcomes by

1. completing readings, attending lectures, and participating in class discussions and in-class assignments that will help students understand how the categories of race, gender, class, ethnicity, religion, and nation have shaped peoples' identities and the distribution of power and resources in the U.S. and elsewhere
2. describe theories of racial, ethnic, class, national, gender, and religious formation on exams and written assignments.

3. Both the GEC and course-specific learning objectives for History courses requesting Diversity in International Issues might be summarized as follows:

**International Issues GE Requirements:**

**Goals:**

International Issues coursework help students become educated, productive, and principled citizens of their nation in an increasingly globalized world.

**Expected Learning Outcomes:**

1. Students exhibit an understanding of some combination of political, economic, cultural, physical, social, and philosophical differences in or among the world's nations, peoples and cultures outside the U.S.
2. Students are able to describe, analyze and critically evaluate the roles of categories such as race, gender, class, ethnicity, national origin and religion as they relate to international/global institutions, issues, cultures and citizenship.
3. Students recognize the role of national and international diversity in shaping their own attitudes and values as global citizens.

*Goals of the course that fulfill the GE Learning Outcomes:* Students will achieve the social diversity goals and learning outcomes by

1. completing readings, attending lectures, and participating in class discussions and in-class assignments that will help students understand the complexity of debates over international issues such as health and healing in Africa, or pandemics such as HIV-AIDS reshaped debates world-wide, etc. and help students understand and analyze the



relationships between historical debates and practices about international issues such as health and healing.

2. describe theories of international issues on exams and written assignments.

## **II. Methods**

An assessment of whether these objectives are met is effectively carried out by an examination of the work students are actually required to do for the course. Contributions in class discussions will be considered, but weighted more lightly, given the tendency for more confident students to contribute more to such discussions. Paper and exams will provide an understanding of students' abilities to think historically and to engage in analysis. This can be gauged by their responses to specific exam questions—asking students to provide a perspective on history and relate that perspective to an understanding of the factors that shape human activity. Thus, exams for Historical Study courses will have at least one question that requires students to provide a perspective on the factors that shaped an event or theory. Similarly, for courses that include Diversity in the U.S. GE requirements, we will have at least one question that requires students to provide a description of the roles of categories such as race, gender, class, ethnicity and religion and how those roles have helped shape either their perspective or the country's perspective on diversity. For courses that include Diversity of International Issues, we will ask one question that requires students to provide an understanding of some combination of political, economic, cultural, physical, social, and philosophical differences in or among the world's nations, peoples and cultures outside the U.S. In this way, we hope to measure the courses (and the students') progress toward the multiple objectives of the GE. In this way we should be able to ascertain whether they are acquiring the desired skills and not simply learning (and regurgitating) specific information.

### **Summary of Data:**

An advanced graduate student, supervised by the UTC Chair, will be asked to evaluate the sampled questions and papers, and to gauge how well the goals of the course seem reflected in them. Assessment of Historical Study, Social Diversity, and Diversity International Issues from the GE goals will be carried out primarily through the evaluation of formal graded assignments and ungraded in-class assignments, including class discussions. Students will complete an informal feedback survey halfway through the semester to assess their own performance, the pace of the class, and the instructor's effectiveness. Students will also be surveyed to assess their mastery of the General Education objectives through a survey instrument at the end of the semester. We will compare these data with the exams and papers mentioned above. We will be interested to assess improvement over time, so that we will compare each of the selected student's answers from the surveys, papers, and exams to those on the finals to see if any has in fact occurred. A brief summary report will be written by the grad student and UTC Chair, and that, as well as the sampled questions themselves, will be made available to the instructor and to the Chair of the department. We intend to insure that the proposed

courses adequately articulate these goals, teach toward them, test for them, and help students realize their individual potential to meet them. Assessments will be summarized and used to alter the course for the next teaching.

## Arts and Sciences Distance Learning Course Component Technical Review Checklist

**Course:** History 2231  
**Instructor:** Kyle Shimoda  
**Summary:** The Crusades

Standard - Course Technology	Yes	Yes with Revisions	No	Feedback/ Recomm.
6.1 The tools used in the course support the learning objectives and competencies.	X			<ul style="list-style-type: none"> <li>• Carmen</li> <li>• Office 365</li> <li>•</li> </ul>
6.2 Course tools promote learner engagement and active learning.	X			<ul style="list-style-type: none"> <li>• Zoom</li> <li>• Carmen Message Boards</li> </ul>
6.3 Technologies required in the course are readily obtainable.	X			All are available for free
6.4 The course technologies are current.	X			All are updated regularly
6.5 Links are provided to privacy policies for all external tools required in the course.	X			No external tools requiring an account are used
Standard - Learner Support				
7.1 The course instructions articulate or link to a clear description of the technical support offered and how to access it.	X			Links to 8HELP are provided.
7.2 Course instructions articulate or link to the institution's accessibility policies and services.	X			a
7.3 Course instructions articulate or link to an explanation of how the institution's academic support services and resources can help learners succeed in the course and how learners can obtain them.	X			b
7.4 Course instructions articulate or link to an explanation of how the institution's student services and resources can help learners succeed and how learners can obtain them.	X			c
Standard – Accessibility and Usability				
8.1 Course navigation facilitates ease of use.	X			Recommend using the Carmen Distance Learning "Master Course" template developed by ODEE and available in the Canvas Commons to provide student-users with a consistent user experience in terms of navigation and access to course content.
8.2 Information is provided about the accessibility of all technologies required in the course.	X			OSU accessibility links are present
8.3 The course provides alternative means of access to course materials in formats that meet the needs of diverse learners.	X			OSU policy is present
8.4 The course design facilitates readability	X			
8.5 Course multimedia facilitate ease of use.	X			All assignments and activities that use the Carmen LMS with embedded multimedia facilitates ease of use. All other multimedia resources facilitate ease of use by being available through a standard web browser

### Reviewer Information

- Date reviewed: 6/11/20
- Reviewed by: Ian Anderson

**Notes: Note that the class is 100% online.**

<sup>a</sup>The following statement about disability services (recommended 16 point font):  
Students with disabilities (including mental health, chronic or temporary medical conditions) that have been certified by the Office of Student Life Disability Services will be appropriately accommodated and should inform the instructor as soon as possible of their needs. The Office of Student Life Disability Services is located in 098 Baker Hall, 113 W. 12th Avenue; telephone 614- 292-3307, [slds@osu.edu](mailto:slds@osu.edu); [slds.osu.edu](http://slds.osu.edu).

<sup>b</sup>Add to the syllabus this link with an overview and contact information for the student academic services offered on the OSU main campus.  
<http://advising.osu.edu/welcome.shtml>

<sup>c</sup>Add to the syllabus this link with an overview and contact information for student services offered on the OSU main campus. <http://ssc.osu.edu>. Also, consider including this link in the “Other Course Policies” section of the syllabus.