

Term Information

Effective Term Summer 2021
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)?

Teaching History 2231 online will enable the History Department to reach a wider, more diverse audience. The online format, for example, offers flexibility to students registered with Student Life Disability Services. The online format can liberate students from the physical limitations of the classroom setting. Program 60 students who live outside of the Columbus metropolitan area, moreover, can audit the online class more easily than the traditional in-person class. This helps the History Department and the university fulfill its mission of public outreach, extending the university's resources across the state and beyond.

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 Lecture, Recitation
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">• An understanding of the crusades and their implications
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[Previous Value](#)

Content Topic List	<ul style="list-style-type: none">• Crusades• Medieval Islam• Mongols• Reconquista• Heresy• Medieval Christianity• Knights Templar• Ottoman Empire• Fall of Jerusalem
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Sought Concurrence	No
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COURSE CHANGE REQUEST
2231 - Status: PENDING

Last Updated: Haddad,Deborah Moore
01/13/2021

Attachments

- 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)
- History 2231 Syllabus Spring 2021.docx: Most recent Syllabus
(Syllabus. Owner: Heikes,Jacklyn Celeste)

Comments

- See 8-12-20 email to B. Elmore and J. Heikes *(by Oldroyd,Shelby Quinn on 08/12/2020 03:08 PM)*

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
Revision Requested	Oldroyd,Shelby Quinn	08/12/2020 03:08 PM	ASCCAO Approval
Submitted	Heikes,Jacklyn Celeste	01/13/2021 03:42 PM	Submitted for Approval
Approved	Elmore,Bartow J	01/13/2021 04:24 PM	Unit Approval
Approved	Haddad,Deborah Moore	01/13/2021 04:31 PM	College Approval
Pending Approval	Jenkins,Mary Ellen Bigler Hanlin,Deborah Kay Oldroyd,Shelby Quinn Hilty,Michael Vankeerbergen,Bernadette Chantal	01/13/2021 04:32 PM	ASCCAO Approval

Ohio State University

HISTORY 2231

The Crusades

Spring 2021
WF 2:20-3:40

**ONLINE THROUGH ZOOM
(SYNCHRONOUS)**

Dr. Sara M. Butler
Office: 269 Dulles Hall
Cell: (504) 304-1069
Email: butler.960@osu.edu

Office Hours: Thurs. 1-3, or by appointment
by ZOOM (link on Canvas at top of
Modules), or by telephone

All students must be officially enrolled in the
course by the end of the second full week of
the quarter. No requests to add the course will
be approved by the Chair after that time.

Enrolling officially and on time is solely the responsibility of the student.



Important Dates:

Fri., Feb. 19: mid-term exam due before midnight
Wed., Mar. 10: book review due before class begins
Wed., Apr. 14: position paper due before class begins
Fri. Apr. 23: final exam due before midnight

Course Description:

Many Muslim terrorists today feel strongly that attacks on Western society are simply a continuation of the Wars of the Cross begun in the late 11th century. By contrast, most Westerners today know very little about the Crusades themselves and feel no sense of continuity with the movement. These distinct attitudes are a legacy of the medieval period. In March 1095, envoys from the Byzantine emperor Alexios II addressed Pope Urban II at a Church Council in Piacenza, describing Constantinople's urgent need for soldiers to supplement his existing forces in the fight against the Turks. This was the spark, fanned several months later by Urban's call to arms at Clermont, that would ignite the Crusading movement. In the inception of the First Crusade we see the undertaking of a religiously-sanctioned war, waged to recapture the Holy Land and to free a Christian kingdom from the threat of a common enemy – a war with both material and spiritual rewards. In its denouement and aftermath – and in subsequent Crusades –

we can trace the progressive mutation of the original crusading ideals once confronted with the social, political, religious and culture realities of the medieval Middle East. The impact of the Crusades dramatically transformed all three cultures: Western Europe, Byzantium, and the Middle East.

Historical Study GE

Goals

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

Expected Learning Outcomes

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

Diversity GE

Goals

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

Expected Learning Outcomes

GLOBAL STUDIES

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

Required Reading:

- S.J. Allen and Emilie Amt (eds.), *The Crusades: A Reader*, 2nd edition (Toronto: Broadview Press, 2014).
- Paul Moses, *The Saint and the Sultan: The Crusades, Islam, and Francis of Assisi's Mission of Peace* (New York: Doubleday, 2009).
- All other readings will be on Carmen/Canvas

Technology Requirements

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

- All readings and lecture Powerpoints are stored on the Carmen/Canvas course page. Zoom links for classes will also be there. I will send out announcements through Carmen/Canvas, and all assignments will be submitted through this page as well.
- To access Carmen/Canvas, visit Carmen.osu.edu. Log in to Carmen using your name.# and password. If you have not setup a name.# and password, visit my.osu.edu.
- Help guides on the use of Carmen/Canvas can be found at <https://resourcecenter.odee.osu.edu/carmen>

Carmen Zoom:

- All of our classes and office hours will take place on Carmen Zoom. You can access that through the Zoom link on the template in Carmen/Canvas (left hand side). In order to use the audio and video functions, **you will need a computer with a webcam and a microphone**. I will also try my best to remember to record each class and place a link to those recordings in the Zoom module for those who are ill

Turnitin:

- Students at The Ohio State University are accountable for the integrity of the work they submit. Therefore, you should be familiar with the guidelines provided by the [Committee on Academic Misconduct \(COAM\)](#) and [Section A of OSU's Code of Student Conduct](#) in order to meet the academic expectations concerning appropriate documentation of sources. In addition, OSU has made Turnitin, a learning tool and plagiarism prevention system, available to instructors. For this class, you will submit your papers to Turnitin from Carmen. When grading your work, I will interpret the originality report, following [Section A of OSU's Code of Student Conduct](#) as appropriate. For more information about Turnitin, please see [the vendor's guide for students](#). Note that submitted final papers become part of the OSU database.

Tech Support Contacts:

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

Please also remember that OSU students have access to Microsoft Office products free of charge. To install, please visit https://osuitsm.service-now.com/selfservice/kb_view.do?sysparm_article=kb04733

For information on where to get free wifi, or cheap internet access, go here: <https://keeplearning.osu.edu/tools/internet-access>

Grading Scheme

Discussion Posts	20%
Book Review	20%
Position Paper	20%
Mid-term Exam	20%
Final Exam	20%

Grading Scale

A 93-100	B 83-86.9	C 73-76.9
A- 90-92.9	B- 80-82.9	C- 70-72.9
B+ 87-89.9	C+ 77-79.9	

Assignment Descriptions

Discussion Posting (starting Fri., Jan. 15)

Every time you read something for this class, I want you discussing it with the other students. You have assigned discussion groups for the semester. After you do a reading, take a look at the Discussion Board on Carmen/Canvas and go to the questions related to our reading for the day. I have put some “conversation-starters” there to get you thinking about what you might want to say. You can use one of those starters, or you can write something entirely different. The objective of this assignment is to have you read actively and think about these readings before we discuss them as a class. At times, in class I will divide you into your discussion groups in break-out rooms so that you can get ready to share some of your findings to the larger class.

This is going to be a pass/fail assignment. I am not going to require a specific number of words per post, or anything like that (however, I do expect more than a couple of sentences). What I’m looking for:

- *Quality, not quantity.* I’m looking for you to make contributions that show you are thinking about what you have read – pick out specific threads from the reading and comment.
- *Back up your statements.* You can’t say “I didn’t like the reading” and leave it at that. You need to explain WHY.
- *Advance the discussion.* I am letting you read what others have written before you write. Don’t just repeat what they have said. Advance the conversation by building on what they have said and taking it a step further.
- *Make connections.* Everything we read in this course is related – feel free to remind your group members how today’s reading builds on other materials we have already read.
- *Be respectful.* Disagreement is just fine – in fact, disagreement can be intellectually productive! But you need to express your point of view in a respectful manner.
- *Don’t wait until the last minute to post.* The best conversations will come out of having time to reflect. For each discussion, the board will open at the end of the class right before that discussion is scheduled.

There are 23 opportunities to participate in the discussion boards this semester. **You are only required to participate twenty times.** Your contribution for each discussion will be graded out of “1” – you will receive either full points or no points. If you receive no points, you can choose to participate more than your required 20 times in order to replace that zero.

NB: In Carmen/Canvas, the discussion posts that you “skip” will be graded as a “zero” – the gradebook will be set to drop the three lowest grades (thus, the three zeroes) from your grade.

Book Review

All students will review the same book:

Paul Moses, *The Saint and the Sultan: The Crusades, Islam and Francis of Assisi's Mission of Peace* (New York: Doubleday, 2009).

The length of this assignment should be 5 pages (12 pt. font, normal margins, double-spaced type). A book review is not intended to be a synopsis of the book. **Expend no more than a third of the review summarizing the main arguments of the book.** In the final two-thirds, pay close attention to the author's perspective and approach, use of evidence, method, and historical value. Footnotes and a bibliography are not required unless you choose to quote from a text other than the one you are reviewing.

Please see the hand-out in the "Assignment Aids" section of Carmen/Canvas for a fuller discussion of "How to Write a Book Review."

Position Paper: What impact precisely did the Crusades have on the Muslim world and its people and how long-term was that impact? Using the following sources (which you can find on Carmen/Canvas), please write a five-to-six-page argumentative essay (Time New Roman 12 pt font, one-inch margins) answering this question.

- Mona Hammad and Edward Peters, "Islam and the Crusades: A Nine-Hundred-Year-Long Grievance?" in *Seven Myths of the Crusades*, ed. Alfred Andrea and Andrew Holt (Hackett, 2015), 127-49.
- Helen Nicholson, "Muslim Reactions to the Crusades," in her *Palgrave Advances in the Crusades* (Palgrave, 2005), 269-88.
- Carole Hillenbrand, "Epilogue: The Heritage of the Crusades," in her *The Crusades: Islamic Perspectives* (Edinburgh University Press, 1999), 589-616.
- Norman Houseley, "The Crusades and Islam," *Medieval Encounters* 13 (2007): 189-208.
- Matthias Determann, "The Crusades in Arab School Textbooks," *Islam and Christian-Muslim Relations* 19.2 (2008): 199-214.

Examinations: Both the mid-term and final exams will be essay questions that you will be given a week in advance to work on before you turn it in.

Class Policies:

NB: Even though this class is online, please give it the same respect that you would a class you are attending in person. Do not plan to be driving somewhere during class / getting ready for work / packing for a trip. Please give this class your full concentration as you would if you were in a classroom.

Zoom Etiquette:

- Just like in-person classes, you are expected to show up on time. Please make sure to connect a few minutes before the beginning of class in case you have technical issues that need to be resolved.
- **You are required to have your camera turned on during class discussions (you may turn it off while I'm lecturing – that is up to you). If it is not turned**

- on, you will be marked absent.** I do not need to see your face – feel free to position your camera so it shows only your forehead, or the side of your face. If you do not want people to see your bedroom, please use a virtual background.
- To participate in class discussions, you can virtually stick your hand up (through the participants section) and wait to be called upon; or, you can write your name in the chatbox, and I will call upon you; or you can write a comment in the chatbox and I will read it aloud.

Attendance:

- Attendance will be taken each class using Zoom usage reports – you do not need to do anything to tell me that you are there except be there and have your camera turned on during class discussions.
- Every student has 3 excused absences over the course of the semester. If you need additional absences (because you have coronavirus; someone in your family has coronavirus; other illness; funeral) you need to contact me and tell me why you are missing class.
- There is a 3% attendance penalty for each class *after* the third missed class (we all get three freebies).

PLEASE NOTE: I will keep track of attendance in Canvas/Carmen; however, it will not be counted in the gradebook as a grade. The gradebook does not permit me to assign an attendance penalty; as a result, I will tabulate that at the END of the semester before I submit grades to the Registrar on Buckeyelink. Each absence after the third absence will result in a 3% penalty; each tardy will result in a 1.5% penalty.

Late Work:

- Discussion posting: this is really an assignment that you cannot do late. When you miss a discussion entirely, you will be expected to do an individual reading journal for me instead. A page in length, one paragraph summary, one paragraph review.
- Book review: the book review will NOT be accepted after the book has been discussed in class, unless you are ill.
- Position paper: if you need an extension, please ask for one at least two days in advance. Late projects will be penalized one full letter grade per day, unless you are ill.

Where to find Help with Your Writing:

History is a writing discipline. Writing is not peripheral; it is at the heart of everything we do. Your ability to express your thoughts will be a key part of assessment for the book review and the position paper. If you need a second set of eyes, make use of The Writing Center. You can drop in (Smith Lab 4120A, M-F 9:00-5:00); you can telephone to make an appointment, 614-688-4291, or you can sign up for an appointment on-line: <http://cstw.osu.edu/writing-center/schedule-appt>.

Health and Safety:

All students, faculty and staff are required to comply with and stay up to date on all university safety and health guidance (<https://safeandhealthy.osu.edu>), which includes

wearing a face mask in any indoor space and maintaining a safe physical distance at all times. Non-compliance will be warned first and disciplinary actions will be taken by the university for repeated offenses.

Academic Misconduct Statement:

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/>.

Some examples of academic misconduct:

- **Pretending to attend an on-line class by signing in, but turning off your camera and leaving the room.**
- Handing in a project that you created for another course.
- Handing in a paper made up chiefly of quotations strung together, even if properly attributed.
- Writing a line-by-line paraphrase of someone else's work.
- Claiming that a family member died in order to get an extension on a project.

Students with Disabilities Statement:

The university strives to make all learning experiences as accessible as possible. In light of the current pandemic, students seeking to request COVID-related accommodations may do so through the university's [request process](#), managed by Student Life Disability Services. 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; 614-292-3307; slds.osu.edu; 098 Baker Hall, 113 W. 12th Avenue.

Mental Health Statement:

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 or calling [614-292-5766](tel: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](tel: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.

Title Nine Statement:

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

Diversity Statement:

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.

Reserve Clause

The professor reserves the right to make changes to the syllabus as necessary to meet the objectives of the course, to compensate for missed classes or schedule changes, or for similar legitimate reasons. Students will be notified of any such changes to the syllabus in adequate time to adjust to those changes.

History 2231: The Crusades

Course Schedule Spring 2021:

Please note:

Amt/Allen = S.J. Allen and Emilie Amt (eds.), *The Crusades: A Reader*, 2nd edition
(Toronto: Broadview Press, 2014).

Week 1: Introduction to the Crusades

Wed., Jan. 13: Introduction to the Class (go over syllabus and class expectations)

Fri., Jan. 15: Lecture: "What is a Crusade? Definition and Historiography"
Reading: Jonathan Riley-Smith, "The Crusading Movement and Historians," in *The Oxford Illustrated History of the Crusades* (Oxford University Press, 2001), 1-12.
Assignment: discussion post

Week 2: The Background to the Crusades

Wed., Jan. 20: Lecture: "The Christian East: Byzantium on the Eve of the Crusades"
Reading: Peter Charanis, "Aims of the Crusades and How they were viewed by Byzantium," *Church History* 21.2 (1952): 123-34; Allen/Amt docs 9, 10, 11, 15
Assignment: discussion post

Fri., Jan. 22: Lecture: "The Christian *Reconquista* in the 11th Century"
Reading: R.A. Fletcher, "Reconquest and Crusade in Spain, c. 1050-1150," *Transactions of the Royal Historical Society* 37 (1987): 31-47; Allen/Amt docs. 3, 4, 5, 7, and 8
Assignment: discussion post

Week 3: Ideological Preparation

Wed., Jan. 27: Lecture: "Justifying a Holy War"
Reading: Marcus Bull, "The Roots of Lay Enthusiasm for the First Crusade," *History* 78.254 (1993): 353-72; Allen/Amt docs. 2, 6, and 9
Assignment: discussion post

Fri., Jan. 29: Lecture: "Urban II and the First Crusade"
Reading: Paul Chevedden, "Pope Urban II and the Ideology of the Crusades," in *The Crusader World*, ed. Adrian Boas (Routledge, 2016), 7-53; Allen/Amt, doc. 12
Assignment: discussion post

Week 4: Canon Law, Sermons, and Logistics

Wed., Feb. 3: Lecture: "The Canon Law and Preaching the Crusades"
 Reading: Valentin Portnykh, "God wills it! Supplementary Divine Purposes for the Crusade according to Crusade Propaganda," *Journal of Ecclesiastical History* 70.3 (2019): 472-86
 Assignment: discussion post

Fri., Feb. 5: Discussion of Allen/Amt, chapter five
 Assignment: discussion post

Week 5: Crusaders and the "Other"

Wed., Feb.10: Lecture: "The Jews and Crusading"
 Reading: Robert Chazan, "The Anti-Jewish Violence of 1096: Perpetrators and Dynamics," in *Religious Violence between Christians and Jews: Medieval Roots, Modern Perspectives*, ed. Anna Sapir Abulafia (Palgrave Macmillan, 2002), 21-43; and Allen/Amt, doc. 14
 Assignment: discussion post

Fri., Feb. 12: Lecture: "Muslim and Christian Interaction in the Holy Land"
 Reading: Sophia Menache, "When Jesus met Mohammad in the Holy Land: Attitudes towards the 'Other' in the Crusader Kingdom," *Medieval Encounters* 15 (2009): 66-85
 Assignment: discussion post

Week 6: Life in the Crusader States

Wed., Feb. 17: Lecture: "Life and Government in the Crusader States"
 Reading: T.S. Asbridge, "The 'Crusader' Community at Antioch: The Impact of Interaction with Byzantium and Islam," *Transactions of the Royal Historical Society* series 6, 9 (1999): 305-25.
 Assignment: discussion post

Fri., Feb. 19: Discussion of Allen/Amt, chapter three
 Assignment: discussion post

Week 7: Mid-term Week

Wed., Feb. 24: INSTRUCTIONAL BREAK – NO CLASSES

Fri., Feb. 26: MID-TERM EXAM DUE

Week 8: The Second Crusade

Wed., Mar. 3: Lecture: “The Second Crusade.”

Reading: Jonathan Phillips, “The Second Crusade” from his *The Crusades, 1095-1197* (Pearson, 2002), 63-76; and Allen/Amt, ch. 4

Assignment: discussion post

Fri., Mar. 5: Lecture: “The Military Orders”

Reading: Jochen Burgdorf, “The Military Orders: Templars and Hospitallers,” in *The Oxford Handbook of Christian Monasticism* (OUP, 2020), 1-19; and Allen/Amt, 36, 37, 67, and 91

Assignment: discussion post

Week 9: Gender and Culture in the Crusades

Wed., Mar. 10: Discussion of *The Saint and The Sultan: The Crusades, Islam, and Francis of Assisi’s Mission of Peace*.

Assignment: book review

Fri., Mar. 12: Lecture: “Women, Family, and the Crusades”

Reading: Helen Nicholson, “Women on the Third Crusade,” *Journal of Medieval History* 23.4 (1997): 335-49; Allen/Amt, docs. 50, 52, 53, 54, and 55

Assignment: discussion post

Week 10: Crusades gone Astray

Wed., Mar. 17: Lecture: “Byzantium, the Fourth Crusade and the Empire of Romania”

Reading: Savvas Neocleous, “Financial, Chivalric, or Religious? The Motives of the Fourth Crusaders Reconsidered,” *Journal of Medieval History* 38.2 (2012): 183-206;

Allen/Amt, docs. 57, 58, and 59

Assignment: discussion post

Fri., Mar. 19: Lecture: “Crusading against Heretics”

Reading: Marco Meschini, “Innocent III, the Fourth Lateran Council, and the Albigensian Crusade,” in *The Fourth Lateran Council and the Crusade Movement: The Impact of the Council of 1215 on Latin Christendom and the East*, ed. Jessalyn Bird and Damian Smith

(Brepols, 2018), 113-30; Allen/Amt docs. 60, 61, 63

Assignment: discussion post

Week 11: The Crusades on Film

Wed., Mar. 24: Discussion of *Kingdom of Heaven* (2006)

Viewing: *Kingdom of Heaven* (video-streamed through secure-media)

Assignment: discussion post

Fri., Mar. 26: Discussion of *Arn the Knight Templar* (2007)

Viewing: *Arn the Knight Templar* (video-streamed through secure-media)

Assignment: discussion post

Week 12: Crusading in Europe

Wed., Mar. 31: INSTRUCTIONAL BREAK – NO CLASSES

Fri., Apr. 2: Lecture: “The Northern Crusades”

Reading: Alan Murray, “The Saracens of the Baltic: Pagan and Christian Lithuanians in the Perception of English and French Crusades in Late Medieval Prussia,” *Journal of Baltic Studies* 41.4 (2010): 413-29; and Allen/Amt docs. 67, 68, 69, 70, 71

Assignment: discussion post

Week 13: The Impact of the Crusades I

Wed., Apr. 7: Lecture: “Spain: The Legacy of the Crusades”

Reading: Allen/Amt, ch. 8

Assignment: discussion post

Fri., Apr. 9: Lecture: “The Impact of the Crusades on the Christian East”

Reading: Chris Wright, “On the Margins of Christendom: The Impact of the Crusades on Byzantium,” in *The Crusades and the Near East*, ed.

Conor Kostick (Routledge, 2011), 55-82

Assignment: discussion post

Week 14: The Impact of the Crusades II

Wed., Apr. 14: Discussion of Impact of Crusades on Muslim world.

Assignment: position paper.

Fri., Apr. 16: Lecture: “The Impact of the Crusades on the West”

Reading: Allen/Amt, ch. 10

Assignment: discussion post

Wed., Apr. 21: Lecture: “Medievalism and the Crusades”

Reading: Nicholas Paul, “Modern Intolerance and the Medieval Crusades,” in *Whose Middle Ages? Teachable Moments for an Ill-used Past*, ed. Andrew Albin, et al.

(Fordham UP, 2019), 34-43.

Assignment: discussion post

Fri., Apr. 23: FINAL EXAM DUE

HIS 2231 The Crusades

Prof. Heather J. Tanner
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Time & place:

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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.

Course Grade:		Due Date
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 3rd Friday of each semester. Last day to drop a course or withdraw without petitioning is the 7th 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); paper due
	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)
	midterm		midterm
	<i>Kingdom of Heaven</i> (film)		
Date	Topic	Readings	Assignment
	Crusade against Christians: The 4 th 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; extra credit: 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)		

	final exam		final exam
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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**

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"> Carmen Office 365
6.2 Course tools promote learner engagement and active learning.	X			<ul style="list-style-type: none"> Zoom Carmen Message Boards
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.

^aThe 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; slds.osu.edu.

^bAdd 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>

^cAdd 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.