

Term Information

Effective Term Autumn 2021
Previous Value Summer 2012

Course Change Information

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

Online permission

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

Teaching this course 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	3352
Course Title	Marginal Groups in the Non-Western World
Transcript Abbreviation	Marginl Grps Non-W
Course Description	An examination of selected marginal populations, who may include religious and/or ethnic minorities, women, slaves, eunuchs, those with physical disabilities, and geographically isolated groups.
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
<i>Previous Value</i>	<i>Yes, Greater or equal to 50% at a distance</i>
Grading Basis	Letter Grade
Repeatable	No
Course Components	Lecture
Grade Roster Component	Lecture
Credit Available by Exam	No

Admission Condition Course	No
Off Campus	Never
Campus of Offering	Columbus, Lima, Mansfield, Marion, Newark

Prerequisites and Exclusions

Prerequisites/Corequisites	Prereq or concur: Any 2000-level History course, and English 1110.xx; or permission of instructor.
Exclusions	
Previous Value	Not open to students with credit for 589.
Electronically Enforced	No

Cross-Listings

Cross-Listings

Subject/CIP Code

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

Requirement/Elective Designation

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

General Education course:

Historical Study

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

Course Details

Course goals or learning objectives/outcomes	<ul style="list-style-type: none">• Understanding of minorities in the non-western world
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[Previous Value](#)

Content Topic List	<ul style="list-style-type: none">• Women• Slaves• Eunuchs• Jews• Christians• Messianic Movements
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Sought Concurrence	No
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Attachments

- DL HISTORY 3352 Syllabus 2021.docx: Syllabus
(Syllabus. Owner: Heikes, Jacklyn Celeste)
- History 3352.docx: ASC Tech Checklist
(Other Supporting Documentation. Owner: Heikes, Jacklyn Celeste)

Comments

- We do not have an in-person syllabus on hand. The faculty member who will be teaching this course in the future started at OSU during the pandemic and has not taught the course in person at Ohio State. *(by Heikes,Jacklyn Celeste on 03/15/2021 03:36 PM)*

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Heikes,Jacklyn Celeste	03/15/2021 03:36 PM	Submitted for Approval
Approved	Elmore,Bartow J	03/15/2021 05:21 PM	Unit Approval
Approved	Vankeerbergen,Bernadette Chantal	03/16/2021 02:53 PM	College Approval
Pending Approval	Jenkins,Mary Ellen Bigler Hanlin,Deborah Kay Oldroyd,Shelby Quinn Hilty,Michael Vankeerbergen,Bernadette Chantal	03/16/2021 02:53 PM	ASCCAO Approval



SYLLABUS

HIS/3352

Muslims in Premodern China: Marginal Groups in the Non-Western World

Autumn 2021 (full term)

3 credit hours

Online

COURSE OVERVIEW

Instructor

Instructor: Dr. Amanda Respass

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

Phone number: 740-725-6130

Office hours: Online, by appointment

Contact Policy: You may contact me directly by email and phone. I will respond to emails and voicemails within one to two business days. If you have reached out to me and not heard back within that time frame, please reach out again, in case there has been a technological error (missed email, etc). Please also feel free to ask me for a chat on Zoom to ask any questions, review course material, or talk about any concerns. Feel free to email me or leave me a voicemail if you need to talk privately and we can schedule an appointment. Throughout the semester I will respond to messages Monday-Friday, from 9am to 5pm. (Remember that you can call 614-688-4357(HELP) at any time if you have a technical problem with Carmen.)

Prerequisites

None.

Course description

How did Islam spread from the Middle East to Southeast Asia and China? What role did the trade routes play in the development of Islamic communities in East Asia? This course will explore the missionaries and merchants who first sailed from the Persian Gulf and Red Sea all the way to the Strait of Malacca

and the southern coast of China during the first century of Islam. The class schedule will trace, week by week, the introduction of Islam to China by Muslim seafarers and its progressive development throughout China's Middle Period in port cities and entrepôts. We will follow the role Chinese Muslims played in the intensive commercial and cultural exchange between the Islamic world and China during the Tang, Song, and Yuan Dynasties, and explore how periods of conflict and change impacted the Muslim community. Students will develop knowledge of the historical contexts that facilitated the spread of Islam, familiarity with specific contributions of premodern Chinese Muslims to global culture, and insight into the role Chinese Muslims played in the development of Islam in Southeast Asia.

Course learning outcomes

By the end of this course, students should successfully be able to:

- Demonstrate knowledge of the historical contexts that facilitated the maritime spread of Islam, and the basic chronology of the eastward expansion of Islam to Southeast Asia and China by sea.
- Identify major events in the early history of Islam in the Umayyad and Abbasid periods, and how these events impacted expanding Muslim communities in East and Southeast Asia.
- Think analytically about patterns of economic exchange and violence in Middle Period China.
- Analyze and interpret primary sources in translation and other historical materials, and gain familiarity with where and how historians and researchers access these materials.

General education goals and expected learning outcomes

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

- History courses develop students' knowledge of how past events influence today's society and help them understand how humans view themselves.
- Students acquire a perspective on history and an understanding of the factors that shape human activity.
- Students display knowledge about the origins and nature of contemporary issues and develop a foundation for future comparative understanding.
- 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.

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

- Global Studies courses foster an understanding of the pluralistic nature of institutions, society, and culture across the world in order to help the student become an educated, productive, and principled citizen.
- Students construct an integrated perspective on history and the factors that shape human activity.
- Students describe and analyze the origins and nature of contemporary issues.
- Students speak and write critically about primary and secondary historical sources by examining diverse interpretations of past events and ideas in their historical contexts.

HOW THIS ONLINE COURSE WORKS

Mode of delivery: This course is 100% online. There are no times when you must be logged in to Carmen at a scheduled time, though you are encouraged to attend optional live meeting times on Tuesdays and Thursdays if you are able. Don't worry if you cannot attend the optional meetings on Tuesdays and Thursdays, any lecture or class activity from those days will be recorded and made available to you to watch on your own. You will not be penalized for not attending the optional live meetings. **You are, however, required to watch the recordings of the Tuesday and Thursday meetings at your own pace during the week if you cannot attend live because they are the foundation of the course.**

WEEKLY CLASS FORMAT:

Every week I will post the new Week's module in Carmen on Monday, where you will see a list of instructional activities and homework to complete that week. Instructional activities include my Thursday recorded lectures, Tuesday recorded discussions, individual and group learning activities, short videos and other materials that illustrate important ideas from the lecture, readings, and visual aids. If any of the formats are not accessible to you or your device, please let me know immediately so that I can accommodate you. Every week I will hold "live" class meetings during our course meeting times on Tuesdays and Thursdays, which are optional for you to attend "live" (synchronously.) I will record these sessions and post them in Carmen, so you can also watch them at another time during the week, asynchronously, if preferred. You will not be penalized for not attending these meetings "live." For those students who don't attend "live," (synchronously), you will just watch the recordings at your own pace during the week (asynchronously). Any learning activity we complete during those sessions will be available online for you to complete on your own during the week. Each week, I will lecture on Thursday during the Zoom meeting described above. On Mondays you will turn in your discussion posts and other homework related to the previous week's lecture, readings, and other instructional materials. Every Tuesday I will then lead an asynchronous, participatory discussion workshop during the Zoom meeting, based on your submissions, that delves further into the material. As stated above, you are welcomed and encouraged to attend both Zoom sessions "live," but if you cannot attend you will not be penalized and can just watch the recordings on your own during the week. I will hold optional office hours by appointment on Zoom or by phone, just contact me if you would like to make an appointment. Please see the "Contact Policy" on the first page of the syllabus for the best ways and times to reach me.

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

Credit hours and work expectations: This is a **3-credit-hour course**. According to Ohio State policy (go.osu.edu/credithours), students should expect around 3 hours per week of time spent on direct instruction (instructor content and Carmen activities, for example) in addition to 6 hours of homework (reading and assignment preparation, for example) to receive a grade of (C) average.

Attendance and participation requirements: You are expected to complete all readings and assignments on time. Active, thoughtful, and respectful participation in class discussions and activities is required. Because this is an online course, your attendance is based on your online activity and participation. If you have an emergency or crisis that prevents you from completing work on time, please contact me as soon as possible so we can make a plan together to get you back on track.

The following is a summary of students' expected participation:

Participating in online activities for attendance: AT LEAST ONCE PER WEEK (MINIMUM) You are expected to log in to the course in Carmen every week. (During most weeks you will probably log in many times.) If you have a situation that might cause you to miss an entire week of class, discuss it with me as soon as possible. Your participation grade is dependent on logging in weekly, completing all assigned work satisfactorily, and demonstrating engagement with the course materials and themes through online discussion. **You must watch the recorded Zoom meetings if you cannot attend them live.** The live class meetings on Tuesdays and Thursdays will be recorded so that you can watch them at your own pace if you do not attend live.

Office hours: OPTIONAL. All live, scheduled events for the course, including my office hours which are by appointment, are optional.

Participating in discussion: 2+ TIMES PER WEEK

As part of your participation, each week you must submit discussion posts at least twice as part of our substantive class discussion on the week's topics. I will respond to your posts in class or in writing each week.

ALL ASSIGNMENTS DUE BY 12PM (NOON, EASTERN STANDARD TIME) ON DUE DATES

COURSE MATERIALS AND TECHNOLOGIES

Textbooks

Required

- No textbook purchase is required for this course. All readings and other course materials will be provided on Carmen or through the OSU library online. This is a 100% online course, and you will need access to the internet and a computer or other device to complete the assignments. If you are having technology or internet access issues at any point during the semester, please contact the professor right away for support and to discuss potential solutions.

Course technology

Technology support

For help with your password, university email, Carmen, or any other technology issues, questions, or requests, contact the Ohio State IT Service Desk. Standard support hours are available at ocio.osu.edu/help/hours, and support for urgent issues is available 24/7.

- **Self-Service and Chat support:** ocio.osu.edu/help
- **Phone:** 614-688-4357(HELP)
- **Email:** servicedesk@osu.edu
- **TDD:** 614-688-8743

Technology skills needed for this course

- Basic computer and web-browsing skills
- Navigating Carmen (go.osu.edu/canvasstudent)
- CarmenZoom virtual meetings (go.osu.edu/zoom-meetings)
- Recording and uploading video (go.osu.edu/video-assignment-guide)

Required equipment

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

Required software

- Microsoft Office 365: All Ohio State students are now eligible for free Microsoft Office 365. Full instructions for downloading and installation can be found at go.osu.edu/office365help.

Carmen access

You will need to use BuckeyePass (buckeyepass.osu.edu) multi-factor authentication to access your courses in Carmen. To ensure that you are able to connect to Carmen at all times, it is recommended that you take the following steps:

- Register multiple devices in case something happens to your primary device. Visit the BuckeyePass - Adding a Device help article for step-by-step instructions (go.osu.edu/add-device).
- Request passcodes to keep as a backup authentication option. When you see the Duo login screen on your computer, click **Enter a Passcode** and then click the **Text me new codes** button that appears. This will text you ten passcodes good for 365 days that can each be used once.
- Download the Duo Mobile application (go.osu.edu/install-duo) to all of your registered devices for the ability to generate one-time codes in the event that you lose cell, data, or Wi-Fi service

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

GRADING AND FACULTY RESPONSE

How your grade is calculated

ASSIGNMENT CATEGORY	POINTS
Participation	15
Weekly Discussion Posts	30
Quiz	2
Midterm Project Draft	3
Midterm Exam (City Project)	25
Final Exam (Event Project)	25
Total	100

See course schedule below for due dates.

Descriptions of major course assignments

Weekly Discussion Posts

Description: Every week you will post 1) a question about the week's course material and 2) a paragraph analyzing and reflecting on a major idea or theme in that week's class.

Academic integrity and collaboration: Please provide the author's last name and the page number (if relevant) for any readings or other course material you refer to in your posts, and all work must be your own.

Midterm City Project

Description: For your midterm exam, you will prepare a research project on the Muslim community of a city we have studied during the first half of the semester. You will write up a short research report, prepare visual aids explaining your findings, and give a short presentation on your work.

Academic integrity and collaboration: You are welcome to refer to your notes and other course materials as you work on your projects, and conduct outside research, if necessary. You must cite all sources using the Chicago Manual of Style format. You may contact me directly during the exam period with any questions.

Final Exam Event Project

Description: For your final exam, you will prepare a research project on an event we have covered during the second half of the semester. You will write up a short research report, prepare visual aids explaining your findings, and give a short presentation on your work.

Academic integrity and collaboration: You are welcome to refer to your notes and other course materials as you work on your projects, and conduct outside research, if necessary. You must cite all sources using the Chicago Manual of Style format. You may contact me directly during the exam period with any questions.

Late assignments

Points will be deducted for unexcused late assignments. If you must turn in an assignment late due to an emergency or illness, contact me as soon as possible. Please refer to Carmen for due dates.

Grading scale

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

60-66.9: D
Below 60: E

Carmen Gradebook Warning: Please keep in mind that although the Gradebook available on Carmen is useful for tracking your assignments, it does not always project accurate estimations of your final grade. It is very important to ask me directly, rather than rely on Carmen's estimation, of your current or projected final grade. Feel free to contact me at any time.

Instructor feedback and response time

I am providing the following list to give you an idea of my intended availability throughout the course. Please see my contact policy on page 1 for information on how best to reach me. (Remember that you can call **614-688-4357(HELP)** at any time if you have a technical problem.)

- **Grading and feedback:** I will grade regular, weekly homework within an average of 7 days. Larger assignments usually require a little extra time to give you the detailed feedback you deserve.
- **Email:** I will reply to emails within **1-2 business days during the semester.**
- **Discussion posts:** I will monitor and reply to messages in the weekly discussion posts **every week**, during the Tuesday discussion sessions on Zoom, in writing, or during lecture. Occasionally a question you ask one week might be perfect as a jumping off point for a lecture scheduled for an upcoming week, so occasionally I will schedule those answers for a later date.

OTHER COURSE POLICIES

Safety and health requirements:

All teaching staff and students are required to comply with University safety and health guidance which 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 for repeated offenses.

Discussion and communication guidelines

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

- **Writing style:** While there is no need to participate in class discussions as if you were writing a research paper, you should remember to write using good grammar, spelling, and punctuation. A more conversational tone is fine for non-academic topics.
- **Tone and civility:** Let's maintain a supportive learning community where everyone feels safe and where people can disagree amicably. Remember that sarcasm doesn't always come across online.

- Citing your sources: When we have academic discussions, please cite your sources to back up what you say. For the textbook or other course materials, list at least the title and page numbers. For online sources, include a link.
- Backing up your work: Consider composing your academic posts in a word processor, where you can save your work, and then copying into the Carmen discussion.

Academic integrity policy

See **Descriptions of major course assignments**, above, for my specific guidelines about collaboration and academic integrity in the context of this online class.

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

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

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

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

- Committee on Academic Misconduct web page (go.osu.edu/coam)
- Ten Suggestions for Preserving Academic Integrity (go.osu.edu/ten-suggestions)

Quizzes and Exams: You must complete all quizzes and exams yourself, without any external help or communication.

Written Assignments: Your written assignments, including discussion posts, should be your own original work. In formal assignments, you should follow the **Chicago Manual of Style (CMOS)** format to cite the ideas and words of your research sources. Fully and accurately citing sources consulted for your work is a major component of academic integrity. Cite any information you get from a source other than your own mind every single time, both within the body of a paper and in a references list at the end. **Use the Chicago Manual of Style. If you use someone else’s words or ideas, cite them.**

The Chicago Manual of Style (CMOS) is available online through the library here: <https://library.ohio-state.edu/record=b6525249~S7>

Additional summaries of the Chicago Manual of Style (CMOS) Author-Date and Notes-Bibliography formats are available from OSU here:

<https://guides.osu.edu/citation>

For additional guidance, Purdue University's Online Writing Lab (OWL) is a great resource for applying Chicago Manual of Style (CMOS) in your writing:

https://owl.purdue.edu/owl/research_and_citation/chicago_manual_17th_edition/cmos_formatting_and_style_guide/chicago_manual_of_style_17th_edition.html

CAUTION: You are strongly discouraged from using citation generators online, even those provided on reputable websites, because they are often wrong. Please save us both a lot of time and create your own citations using the CMOS format. If you want help using the CMOS format, feel free to reach out to me or to the Writing Center:

<https://u.osu.edu/marionwc/>

I may utilize Turnitin or similar plagiarism detection software to check written assignments for plagiarism. This means that if you steal wording from any source that is available online without properly quoting and citing it, the software will catch you. Please do not do this. You are encouraged to ask a trusted person to proofread your assignments before you turn them in--but no one else should revise or rewrite your work.

What to Do if you Panic, Instead of Cheating: Contact me. I understand that this is an overwhelming time, and if you are honest with me and tell me you need more time on an assignment before it is due I will likely agree to an extension if you talk to me about it first and we come up with something fair. The consequences of cheating are very severe and include receiving zero points on the assignment, failure of the course, disciplinary action and hearings, and expulsion. It is very serious. I would much rather give you an extension or an Incomplete and work with you on a reasonable plan to complete your work than see any of you cheat. Please be honest and reach out for help when you need it, I will respect that.

Reusing Past Work: In general, you are prohibited in university courses from turning in work from a past class to your current class, even if you modify it. You should also not recycle writing posts from one assignment to another within this class, unless I have instructed you to do so (rough drafts, etc). If you want to build on past research or revisit a topic you've explored in previous courses, please discuss the situation with me first.

Falsifying Research or Results: All research you will conduct in this course is intended to be a learning experience; you should never feel tempted to make your results or your library research look more successful than it was.

Collaboration and Informal Peer-Review: The course includes opportunities for collaboration with your classmates. While study groups and peer-review of major written projects is encouraged, remember that comparing answers on a quiz, exam, or assignment is not permitted. If you're unsure about a particular situation, please feel free just to ask ahead of time.

Group Work: This course may include group work, which can be stressful for students when it comes to dividing work, taking credit, and receiving grades and feedback. I have attempted to make the

guidelines for any group work as clear as possible for each activity and assignment, but please let me know if you have any questions. **The quality of your participation in group assignments also counts towards your participation grade.** If your group is experiencing any issues of concern, please contact me right away. Group members who are not participating should not receive credit for work they did not collaborate on. **Each member of the group who worked on the assignment should add their name to the final submitted work.**

Student Services and Advising

University Student Services can be accessed through BuckeyeLink. More information is available here: <https://contactbuckeyelink.osu.edu/>

Advising resources for students are available here: <http://advising.osu.edu>

Copyright for instructional materials

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

Statement on Title IX

All students and employees at Ohio State have the right to work and learn in an environment free from harassment and discrimination based on sex or gender, and the university can arrange interim measures, provide support resources, and explain investigation options, including referral to confidential resources. If you or someone you know has been harassed or discriminated against based on your sex or gender, including sexual harassment, sexual assault, relationship violence, stalking, or sexual exploitation, you may find information about your rights and options at titleix.osu.edu or by contacting the Ohio State Title IX Coordinator at titleix@osu.edu. Title IX is part of the Office of Institutional Equity (OIE) at Ohio State, which responds to all bias-motivated incidents of harassment and discrimination, such as race, religion, national origin and disability. For more information on OIE, visit equity.osu.edu or email equity@osu.edu.

Commitment to a diverse and inclusive learning environment

The Ohio State University affirms the importance and value of diversity in the student body. Our programs and curricula reflect our multicultural society and global economy and seek to provide opportunities for students to learn more about persons who are different from them. We are committed

to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among each member of our community; and encourages each individual to strive to reach his or her own potential. Discrimination against any individual based upon protected status, which is defined as age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited.

Land Acknowledgement

We would like to acknowledge the land that The Ohio State University occupies is the ancestral and contemporary territory of the Shawnee, Potawatomi, Delaware, Miami, Peoria, Seneca, Wyandotte, Ojibwe and Cherokee peoples. Specifically, the university resides on land ceded in the 1795 Treaty of Greenville and the forced removal of tribes through the Indian Removal Act of 1830. I/We want to honor the resiliency of these tribal nations and recognize the historical contexts that has and continues to affect the Indigenous peoples of this land.

More information on OSU's land acknowledgement can be found here:

<https://mcc.osu.edu/about-us/land-acknowledgement>

Your mental health

Counseling and Consultation Services: No matter where you are engaged in distance learning, The Ohio State University's Student Life Counseling and Consultation Service (CCS) is here to support you: (614-292-5766; www.ccs.osu.edu). This service is free and confidential. If you find yourself feeling isolated, anxious or overwhelmed, on-demand resources are available at www.go.osu.edu/ccsondemand

You can reach an on-call counselor when CCS is closed at 614- 292-5766, and 24-hour emergency help is also available through the **24/7 National Prevention Hotline at 1-800-273-TALK** or at www.suicidepreventionlifeline.org. The Ohio State Wellness app is also a great resource available at www.go.osu.edu/wellnessapp. Another resource is the **Buckeye Peer Access Line**, a non-emergency talk line that provides a space for students to engage in brief phone conversations in order to gain support and learn about campus resources. Student volunteers are available to provide peer-to-peer assistance that promotes and enhances student development and wellbeing. It operates Monday through Friday from 8 p.m. to midnight when classes are in session during fall and spring semesters. Call **614-514-3333**. For more information check out: <https://swc.osu.edu/services/buckeye-peer-access-line/>

If you think you are at risk of harm to self or others, please call **911** or contact the **Columbus Suicide Prevention Hotline at 614-221-5445**.

If you are experiencing domestic violence or abuse, you can reach out to the **National Domestic Violence Hotline** at <https://www.thehotline.org/> If you are in immediate danger call **911**. Safety Alert: Computer use can be monitored and is impossible to completely clear. If you are afraid your internet usage might be monitored by your abuser, you can call the National Domestic Violence Hotline by

phone instead of accessing them online at **1-800-799-7233** or **TTY 1-800-787-3224**. You can also text **LOVEIS to 1-866-331-9474**.

If you are coping with sexual violence you call the **National Sexual Assault Hotline 800.656.HOPE** for help or access 24/7 help online by visiting www.online.rainn.org

If you are lesbian, gay, bisexual, transgender, queer or questioning (**LGBTQ**) and in crisis, you can call the **TrevorLifeline for crisis intervention and suicide prevention 24/7 at 1-866-7386**, or access a crisis counselor online 24/7 at: <https://www.thetrevorproject.org/get-help-now/> . You can also reach a crisis counselor 24/7 by texting **START to 678-678**.

Additional OSU Mental Health and Wellness resources are also available here:
<https://safeandhealthy.osu.edu/mental-health-wellness>

COVID-19 INFORMATION AND RESOURCES: The most important part of this semester is everyone's wellbeing. I care about your health and happiness first, so please contact me if you are struggling or facing challenges related to COVID or anything else. I want you to succeed in this class and I am here to help. We are all navigating the semester together during challenging times, and you have my understanding. If you are facing a challenge, contact me. There is a lot of flexibility built into the course because it is online and asynchronous, but there may still be times when you need accommodations. For example, if you get sick and can't do any work for a week, or if a family member is ill. If something like that happens, try to contact me as early as you can so we can make a plan together. Here are some resources our community can use to learn about protecting ourselves from and managing COVID-19:

Safe and Healthy Buckeyes: <https://safeandhealthy.osu.edu/>

Centers for Disease Control and Prevention: <https://www.cdc.gov/coronavirus/2019-ncov/index.html>

World Health Organization: <https://www.who.int/>

ACCESSIBILITY ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

Requesting accommodations

The University strives to 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 the Office for Disability Services (ODS). 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 the Office for 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.

Marion Campus Office for Disability Services: (740) 725-6247
marionds@osu.edu
<https://osumarion.osu.edu/academics/academic-support-services/disability-services.html>

Accessibility of course technology

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

- Canvas accessibility (go.osu.edu/canvas-accessibility)
- Streaming audio and video
- CarmenZoom accessibility (go.osu.edu/zoom-accessibility)
- Collaborative course tools

ADDITIONAL RESOURCES:

Tutoring: The Academic Success Center (ASC) offers tutoring services (at no additional cost to normal tuition) to assist OSU student learning. The physical location of the center is in Morrill Hall 216, however, services are offered through virtual means during the pandemic. The Center consists of three parts: Math Lab, STEM Center, and Writing Center, that each provide professional tutoring help on a drop-in and appointment basis. Additionally, if you would like to submit a request for assistance in a subject outside these disciplines, please submit an online application for a tutor here. For the most up-to-date information regarding all aspects of the center please visit their website (<https://u.osu.edu/marionasc/>), or email AcademicSuccess@osu.edu. Please remember that the Ohio Public Health situation is very fluid and constantly changing, thus your flexibility is much appreciated and will help us to provide you with the most assistance!

Writing Resources: Additional tutoring and support with writing is available through the Writing Center. The Writing Center offers free help with writing at any stage of the writing process for any member of the university community. During sessions, consultants can work with you on anything from research papers to lab reports, from dissertations to résumés, from proposals to application materials. Appointments are (normally) available in-person, but during the pandemic they are also available online. Please check out the Individual Writing Support and Group Writing Support pages for the types of consultations provided. They also maintain a Writing Resources page with writing handouts and links to online resources. For more information:

Marion Campus Writing Center: <https://u.osu.edu/marionwc/>

COURSE SCHEDULE

Refer to the Carmen course for up-to-date assignment due dates.

Week	Dates	Topics, Readings, Assignments, Deadlines
ALL ASSIGNMENTS DUE BY 12PM (NOON, EASTERN STANDARD TIME) ON MONDAYS UNLESS OTHERWISE STATED		
1	Aug 24-27	<p style="text-align: center;"><i>Introductions & Beginnings:</i></p> <p style="text-align: center;">→ <u>Thursday Zoom Orientation:</u> <u>Introductions, How This Course Works</u></p> <p style="text-align: center;">→ Assignment: Online Icebreaker Thread</p> <p style="text-align: center;">→ Reading: The Syllabus</p> <p style="text-align: center;">→ Quiz: The Syllabus</p> <p>→ Reading: Berkey, Jonathan. "Arabia Before Islam," in <i>The Formation of Islam: Religion and Society in the Near East, 600-1800</i>. Cambridge: Cambridge Univ Press, 2003: pages 39-49.</p> <p style="text-align: center;">→ Assignment: Discussion Posts, this week's prompt: Your Hopes, Goals, & Interests</p>
2	Aug 30-Sept 3	<p style="text-align: center;"><i>The Formation of Islam & China's Southern Coast</i></p> <p style="text-align: center;">→ <u>Tuesday Zoom Discussion</u></p> <p style="text-align: center;">→ <u>Thursday Zoom Lecture:</u> <u>Seventh-century Islam</u></p> <p>→ "Introduction," "The Early Seventh Century," "The Emergence of Islam," "Approaches and Problems," and "The Origins of the Muslim Community," in <i>The Formation of Islam</i> (Berkey): <u>pages 3-9; 50-69</u>.</p> <p>→ Read: Steinhardt, Nancy Shatzman. From "Muslims, Mosques, and Chinese Architecture," in <i>China's Early Mosques</i>. Edinburgh UP, 2015: pages 1-9.</p> <p style="text-align: center;">→ Assignment: Discussion Posts</p>
3	Sept 7-10 (Monday Labor Day Holiday, No Class)	<p style="text-align: center;"><i>Monday Labor Day- Holiday (No Class)</i></p> <p style="text-align: center;"><i>The Maritime Context of Early Islam</i></p> <p style="text-align: center;">→ <u>Tuesday Zoom Discussion</u></p> <p style="text-align: center;">→ <u>Thursday Zoom Lecture:</u> <u>The Seeds of the Global Middle Ages in Late Antiquity</u></p> <p>→ Reading: Daryaee, Touraj. "The Persian Gulf Trade in Late Antiquity." <i>Journal of World History</i> 14, no. 1 (2003): <u>1-16</u>.</p> <p>→ Reading: Deng, Max. "Maritime Routes in the Indian Ocean in Early Times According to Chinese Buddhist Texts," from <i>Aspects of the</i></p>

Week	Dates	Topics, Readings, Assignments, Deadlines
ALL ASSIGNMENTS DUE BY 12PM (NOON, EASTERN STANDARD TIME) ON MONDAYS UNLESS OTHERWISE STATED		
		<p><i>Maritime Silk Road</i>, Ralph Kauz, ed. Harrassowitz Verlag, 2010: <u>pages 153-158.</u></p> <p>→ Leslie, Donald Daniel. <i>The Integration of Religious Minorities in China: The Case of Chinese Muslims</i>. ANU Press, 1998: <u>pages 1-15.</u></p> <p>→ Assignment: Discussion Posts</p>
4	Sept 13-17	<p style="text-align: center;"><i>“Seek Knowledge, Even unto China”</i></p> <p style="text-align: center;">→ <u>Tuesday Zoom Discussion</u></p> <p style="text-align: center;">→ <u>Thursday Zoom Lecture: Saints of Guangzhou and Lingshan</u></p> <p>→ Reading: Touati, Houari. <i>Islam and Travel in the Middle Ages</i>. Lydia G. Cochrane, trans. Chicago: Univ of Chicago Press, 2010: <u>pages 1-44.</u></p> <p>→ Read: “Guangzhou’s International Community” and “Huaishengsi” from <i>China’s Early Mosques</i> (Steinhardt): <u>pages 57-70.</u></p> <p>→ Assignment: Discussion Posts</p>
5	Sept 20-24	<p style="text-align: center;"><i>Umayyad, Sui, and Tang Contexts for Early Chinese Islam</i></p> <p style="text-align: center;">→ <u>Tuesday Zoom Discussion</u></p> <p style="text-align: center;">→ <u>Thursday Zoom Lecture: The Muslim Community Grows in China</u></p> <p>→ Readings: “The Umayyad Period,” and “The Non-Muslims of Early Islam,” in <i>The Formation of Islam</i> (Berkey): <u>pages 76-82; 91-101.</u></p> <p>→ Read: “China’s Other Early Mosques” from <i>China’s Early Mosques</i> (Steinhardt): <u>pages 75-91.</u></p> <p>→ Read: Chen Qing. “Islam and China: The Early Years,” in <i>The Phoenix Mosque and the Persians of Medieval Hangzhou</i>, George Lane, ed. Gingko Library, 2018: <u>pages 7-18.</u></p> <p>→ Assignment: Discussion Posts</p>
6	Sept 27-Oct 1	<p style="text-align: center;"><i>Tang & Abbasid Encounters</i></p> <p style="text-align: center;">→ <u>Tuesday Zoom Discussion</u></p> <p style="text-align: center;">→ <u>Thursday Zoom Lecture: Islam Inside & Outside of Changing Borders</u></p> <p>→ Reading: Chaffey, John. “Merchants of an Imperial Trade,” in <i>The Muslim Merchants of Premodern China</i>. Cambridge UP, 2018: <u>pages 12-50.</u></p> <p>→ Reading: Frankopan, Peter. “The Road to Concord,” in <i>The Silk Roads</i>. Vintage, 2017, <u>pages 77-98.</u></p> <p>→ Video: “Papermaking in Samarkand” (2:10)</p> <p>→ Assignment: Discussion Posts</p>
7	Oct 4-8	<p style="text-align: center;"><i>The Belitung Ship</i></p> <p style="text-align: center;">→ <u>No Tuesday Discussion: Work on Your Midterm</u></p> <p style="text-align: center;">→ <u>Thursday Zoom Lecture:</u></p> <p style="text-align: center;"><u>The Belitung Ship, A Case Study in Abbasid-Tang Exchange</u></p>

Week	Dates	Topics, Readings, Assignments, Deadlines
ALL ASSIGNMENTS DUE BY 12PM (NOON, EASTERN STANDARD TIME) ON MONDAYS UNLESS OTHERWISE STATED		
		<p>→ Assignment: Discussion Posts</p> <p>→ Midterm Exam (Due Oct 8 at midnight)</p>
8	Oct 11-13 (Oct 14 & 15- Autumn Break)	<p style="text-align: center;"><i>The Guangzhou Massacre</i></p> <p style="text-align: center;">→ <u>Tuesday Zoom Lecture:</u> <u>Violence Against Foreign Merchants Under the Tang</u></p> <p>→ Reading: Selection from Abu Zayd al-Sirafi <i>Accounts of China and India</i>. NYU Press, 2014.</p> <p>→ Assignment: Discussion Posts</p>
9	Oct 18-22	<p style="text-align: center;"><i>Rebuilding After the Massacre</i></p> <p style="text-align: center;">→ <u>Tuesday Zoom Discussion</u></p> <p style="text-align: center;">→ <u>Thursday Zoom Lecture: A Return to Commerce & Community</u></p> <p>→ Reading: "The Reorientation of Trade," in <i>The Muslim Merchants of Premodern China</i> (Chaffey): <u>pages 51-75</u>.</p> <p>→ Reading: Heng, Derek. "Shipping, Customs Procedures, and the Foreign Community: The 'Pingzhou Ketan' on Aspects of Guangzhou's Maritime Economy in the Late Eleventh Century." <i>Journal of Song-Yuan Studies</i> 38, 2008.</p> <p>→ Reading: Selection from Abu Zayd al-Sirafi <i>Accounts of China and India</i>. NYU Press, 2014.</p> <p>→ Video: Silk Road by Sea (9:10)</p> <p>→ Assignment: Discussion Posts</p>
10	Oct 25-29	<p style="text-align: center;"><i>Xi'an, Khotan, and the Silk Road</i></p> <p style="text-align: center;">→ <u>Tuesday Zoom Discussion</u></p> <p style="text-align: center;">→ <u>Thursday Zoom Lecture: Islam, Trade, and the Land Routes</u></p> <p>→ Reading: Hansen, Valerie. "Entryway into Xinjiang for Buddhism and Islam," in <i>The Silk Road</i>, pages <u>199-234</u>.</p> <p>→ Video: "Sini Calligraphy and the Grand Mosque of Xi'an" (8:33)</p> <p>→ Read: From "Huajuexiangsi, the Great Mosque in Xi'an," from <i>China's Early Mosques</i> (Steinhardt): <u>pages 119-130</u>.</p> <p>→ Assignment: Discussion Posts</p>
11	Nov 1-5	<p style="text-align: center;"><i>Quanzhou & The Song South</i></p> <p style="text-align: center;">→ <u>Tuesday Zoom Discussion</u></p> <p style="text-align: center;">→ <u>Thursday Zoom Lecture: Emporium & Port City</u></p> <p>→ Reading: Chen Dasheng. From <i>Islamic Inscriptions in Quanzhou (Zaitun)</i>. Ningxia & Fujian People's Publishing Houses, 1984.</p> <p>→ Reading: Zhao Rugua. Selection from <i>Zhufan Zhi</i>. <i>Chau Ju-Kua: His Work on the Chinese and Arab Trade in the Twelfth and Thirteenth</i></p>

Week	Dates	Topics, Readings, Assignments, Deadlines
ALL ASSIGNMENTS DUE BY 12PM (NOON, EASTERN STANDARD TIME) ON MONDAYS UNLESS OTHERWISE STATED		
		<p><i>Centuries, entitled Chu-Fan-Chi</i>. Friedrich Hirth and William Woodville Rockhill, trans. Forgotten Books, 2012 [1911][circa 1200].</p> <p>→ Video: Quanzhou (5:15)</p> <p>→ Assignment: Discussion Posts</p>
12	Nov 8-12 (Nov 11 Veteran's Day- Holiday)	<p style="text-align: center;"><i>Globalized Chinese Islam</i></p> <p>→ <u>Tuesday Zoom Lecture:</u> <u>Tracing Chinese Islam in the Global Middle Ages</u></p> <p>→ Reading: "Studying a System on Formation" (Abu-Lughod)</p> <p>→ Reading: Chaffey, John. "The Maturation of Merchant Communities," in <i>The Muslim Merchants of Premodern China</i>. Cambridge UP, 2018: <u>pages 76-123</u>.</p> <p>→ Assignment: Discussion Posts</p>
13	Nov 15-19	<p style="text-align: center;"><i>Changing Social Order Under the Yuan</i></p> <p>→ <u>Tuesday Zoom Discussion</u></p> <p>→ <u>Thursday Zoom Lecture: Changing Demographics & Social Roles of the Muslim Community Under the Mongols</u></p> <p>→ Reading: Rossabi, Morris. "The Muslims in the Early Yuan Dynasty," in <i>China Under Mongol Rule</i>. Princeton UP, 1981, <u>pages 257-295</u>.</p> <p>→ Reading: Ibn Battutah (Tim Mackintosh-Smith, ed.). From <i>The Travels of Ibn Battutah</i>. Picador, 2002.</p> <p>→ Assignment: Discussion Posts</p>
14	Nov 22-23 (Nov 24-26- Holiday)	<p style="text-align: center;"><i>Fujian in the Yuan/Ming Transition</i></p> <p>→ <u>Tuesday Zoom Lecture: Radical Disruption in the South</u></p> <p>→ Reading: Chaffey, John. "The Mongols and Merchant Power," AND "Endings and Continuities," in <i>The Muslim Merchants of Premodern China</i>. Cambridge UP, 2018: <u>pages 124-180</u>.</p> <p>→ Assignment: Combined Discussion Posts: NOT DUE UNTIL DEC 6</p>
15	Nov 29- Dec 3	<p style="text-align: center;"><i>New Diasporas Under the Ming</i></p> <p>→ <u>Tuesday Zoom Discussion</u></p> <p>→ <u>Thursday Zoom Lecture: Islam in Southeast Asia</u></p> <p>→ Reading: Heng, Derek. "Diversity at a Port City in Southeast Asia: The Case of Singapore in the Fourteenth Century," <i>Cultural Connections</i> (2)2017: <u>pages 47 – 57</u>.</p> <p>→ Reading: Tan Ta Sen. "Cheng Ho and the Islamization of Southeast Asia," in <i>Cheng Ho and Islam in Southeast Asia</i>. ISEAS, 2009: <u>pages 155-205</u>.</p> <p>→ Assignment: Combined Discussion Posts: NOT DUE UNTIL DEC 6</p>
16	Dec 6-8	<i>Islam in China Today</i>

<i>Week</i>	<i>Dates</i>	<i>Topics, Readings, Assignments, Deadlines</i>
ALL ASSIGNMENTS DUE BY 12PM (NOON, EASTERN STANDARD TIME) ON MONDAYS UNLESS OTHERWISE STATED		
		<ul style="list-style-type: none"> → <u>Tuesday Zoom Discussion</u> → <u>Thursday Zoom Lecture:</u> → Video: Four Corners (45:46) → Video: The Chinese Hajj (45:02) → Assignment: Discussion Posts
	Dec 9-15	<p style="text-align: center;">Final Exams</p> <ul style="list-style-type: none"> → Turn in the Final Discussion Post <p style="text-align: center;">***FINAL EXAM***</p>

Arts and Sciences Distance Learning Course Component Technical Review Checklist

Course: History 3352

Instructor: Dr. Amanda Respass

Summary: Muslims in Premodern China: Marginal Groups in the Non-Western World

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"> • Asynchronous lectures with option for synchronous learning. • Carmen discussion board postings.
6.3 Technologies required in the course are readily obtainable.	X			All are available free of charge through various OSU site licenses.
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 3 rd party tools 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			No 3 rd party tools are used.
8.3 The course provides alternative means of access to course materials in formats that meet the needs of diverse learners.	X			Instructions are provided.
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: 3/11/21
- Reviewed by: Ian Anderson

Notes: This looks good!

^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.