

Term Information

Effective Term Summer 2023
Previous Value Autumn 2022

Course Change Information

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

Request DL approval. Also updating writing prereq for new GE.

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

We regularly teach this class online.

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 2202
Course Title Introduction to Medieval History
Transcript Abbreviation Medieval History
Course Description Survey of medieval history from the late Roman Empire to the early sixteenth 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, Wooster

Prerequisites and Exclusions

Prerequisites/Corequisites

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

Previous Value

Prereq or concur: English 1110.xx, or permission of instructor.

Exclusions

Not open to students with credit for 1211.

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); Historical and Cultural Studies

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

Course Details

Course goals or learning objectives/outcomes

- Students will also be introduced to the general disciplinary approaches, methods, tools, and theories by which historians construct narratives and generate consensus views about the past.
- Through lecture and required readings students will also interact with both historical (literary evidence) and some archaeological evidence (material data).

Previous Value

Content Topic List

- Late Roman Empire and the barbarian invasions
- Medieval Christianity
- Carolingians
- Vikings
- Investiture controversy
- Peasants
- High medieval expansion
- Gothic architecture
- Crusades
- Universities
- Late medieval crisis
- Black Death
- Hundred Years War

Sought Concurrence
[Previous Value](#)

No

Attachments

- History 2202 Syllabus.PDF: In-Person Syllabus
(Syllabus. Owner: Getson, Jennifer L.)
- 2202 syllabus - Vanderpuy - Oct 31.docx: DL Syllabus
(Syllabus. Owner: Getson, Jennifer L.)
- asc-distance-approval-cover-sheet-HIST 2202.pdf: DL Cover Sheet
(Other Supporting Documentation. Owner: Getson, Jennifer L.)

Comments

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Getson, Jennifer L.	11/15/2022 12:12 PM	Submitted for Approval
Approved	Soland, Birgitte	11/15/2022 01:53 PM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	11/21/2022 10:53 AM	College Approval
Pending Approval	Cody, Emily Kathryn Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Hilty, Michael Vankeerbergen, Bernadette Chantal Steele, Rachel Lea	11/21/2022 10:53 AM	ASCCAO Approval

Introduction to Medieval History

HISTORY 2202 Autumn 2022

Course Information

- **Course times and location:** All instruction occurs in Carmen each week
- **Credit hours:** 3
- **Mode of delivery:** Distance Learning

Instructor

- **Name:** Dr. Peter VanDerPuy
- **Email:** vanderpuy.2@osu.edu
- **Office hours:** Wednesdays 1-2pm via Zoom
- **Preferred means of communication:**
 - My preferred method of communication for questions is **email**.
 - My class-wide communications will be sent through the Announcements tool in CarmenCanvas. Please check your [notification preferences](https://go.osu.edu/canvas-notifications) (go.osu.edu/canvas-notifications) to be sure you receive these messages.

Course Prerequisites

Prereq or concur: Prereq or concur: English 1110.xx, or completion of GE Foundation Writing and Information Literacy Course, or permission of instructor. Not open to students with credit for 1211.

Course Description

This course is a survey of Medieval history, from roughly the end of the Roman Empire (c. 476 AD) up to the Italian Renaissance and Protestant Reformation, c. 1400-1500. We will primarily be covering the civilizations and cultures in Medieval Europe, but students also will be introduced to the Medieval societies and cultures throughout other regions such as the eastern Mediterranean, the Near East and North Africa along the way. Numerous perspectives will be used in our survey and historical analysis of civilizations, serving to illustrate the variety and complexity of lived experience in the pre-modern world: political, social, economic, artistic,



religious, and intellectual. Students will also be introduced to the general disciplinary approaches, methods, tools, and theories by which historians construct narratives and generate consensus views about the past. Through lecture and required readings students will also interact with both historical (literary evidence) and some archaeological evidence (material data).

General education goals and expected learning outcomes

This course fulfills the Legacy GE category of **Historical Studies** and **Diversity: Global Studies** OR the current GE category of **Historical and Cultural Studies**.

Legacy GE: Historical Studies

Goal:

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

Expected Learning Outcomes (ELOs):

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

This course will fulfill the Legacy GE: Historical Studies in the following ways:

In this course students will study the history of various medieval societies from Europe to North Africa, the Near East, and the Mediterranean zone broadly speaking. The course traces the ways in which various societies emerged from the late Antique period and produced whole new trajectories, empires, and outlooks – while also supporting forms of continuity with the ancient past (ELO 1). Spanning from the late Roma period up to the Renaissance and Protestant Reformation, the course helps students both appreciate the serious differences in premodern outlook as well as understand the origins of some modern problems and modern ways of thinking that emerged already by the late medieval period (ELO 2). Throughout the course students will read primary sources that encourage them to think critically about the periods and societies in question, and they will also write about these sources in the essay portions of both the midterm and final exams (ELO 3).

Legacy GE: Diversity: Global Studies

Goal:

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

Expected Learning Outcomes (ELOs):

1. Students understand some of the political, economic, cultural, physical, social, and philosophical aspects of one or more of the world's nations, peoples and cultures outside the U.S.

2. Students recognize the role of national and international diversity in shaping their own attitudes and values as global citizens.

This course will fulfill the Legacy GE: Diversity: Global Studies in the following ways:

In this course, students are introduced to various medieval societies spanning across Europe, the Mediterranean, North Africa, and the Near East. (ELO 1). They will study the political, social, cultural, economic, and religious outlines of these societies in order to gain a fuller understanding of the ways in which the medieval Christian, pagan, Jewish, and Muslim “worlds” interacted with each other, had major points in common, as well as important differences (ELO 2).

GE Foundations: Historical and Cultural Studies

Historical Studies Goal:

Successful students will critically investigate and analyze historical ideas, events, persons, material culture and artifacts to understand how they shape society and people.

Historical Studies Expected Learning Outcomes (ELOs):

1. Identify, differentiate, and analyze primary and secondary sources related to historical events, periods, or ideas.
2. Use methods and theories of historical inquiry to describe and analyze the origin of at least one selected contemporary issue.
3. Use historical sources and methods to construct an integrated perspective on at least one historical period, event or idea that influences human perceptions, beliefs, and behaviors.
4. Evaluate social and ethical implications in historical studies.

This course will fulfill the current GE category Foundations: HCS in the following ways:

Students will read both primary that encourage them to think critically from Europe to North Africa, the Near East, and the Mediterranean zone and secondary sources about the history and culture of these regions throughout the medieval period (ELO 1), and they will also write about these sources in the essay portions of both the midterm and final exams (ELO 3). Spanning from the late Roman period up to the Renaissance and Protestant Reformation, the course helps students both appreciate the serious differences in premodern outlook as well as understand the origins of some modern problems and modern ways of thinking that emerged already by the late medieval period (ELO 2) and the ways in which historians have understood these problems and thought (ELO 4).

How This Online Course Works

This is an online course and will be conducted entirely online. Students will access and complete all reading and learning materials, lectures, assignments, readings, quizzes, and/or exams in an online format through CarmenCanvas (<https://carmen.osu.edu>). The course will be organized into weekly modules that will contain all your information and activities for each week, such as lecture videos, lecture slides, and any assignments, quizzes or exams. That means that this course is being conducted asynchronously. There are no live lectures or class meetings with specific times that you have to attend in person. You will access and complete the weekly activities on your own time and at your own pace each week. However, you will need to manage your time well since certain assignments—quizzes and weekly reading reflection questions—will be due at the end of each week (see the descriptions of assignments below for more details).

Each week will begin on Monday at 12am and close on the following Sunday at 11:59pm. Due to the semester start date, our first week of class is slightly shortened, running from Tuesday, the 24th through Sunday, the 29th. Otherwise, all weeks will run from Monday through Sunday, and any assignments for each will be due by 11:59pm on Sunday evening. Each weekly module will be locked until the starting Monday of that week. So you won't be able to work ahead through the materials and readings. Instead, you'll focus simply on the materials given for each week, one week at a time.

Credit hours and work expectations: This is a [3] credit-hour course. According to [Ohio State bylaws on instruction](https://go.osu.edu/credithours) (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: Research shows regular participation is one of the highest predictors of success. With that in mind, I have the following expectations for everyone's participation:

- **Participating in online activities for attendance: at least once per week**
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*.
- **Zoom meetings and office hours: optional**
I will be conducting a virtual office hour via Zoom each Wednesday from 1:00-2:00pm. The links to the Zoom office hours will be posted in the "Course Information" section at the top of the "Modules" page in the course. Attendance at office hours is **not mandatory**, but please feel free to join in if you have questions about the course and the materials we are covering. I admit students one at a time to my office hour, so if I am already with a student in the meeting, you will simply be admitted to the waiting room until I have finished with the previous student. Additionally, if you cannot make the scheduled office hour for any reason, please don't hesitate to contact me, and we can

arrange another virtual meeting time. Otherwise, please also feel free to contact me via email with any questions, and I will attempt to reply within 24 hours.

- **Participating in discussion forums: two or more times per week**
As part of your participation, each week you can expect to post at least twice as part of our substantive class discussion on the week's topics.



Course Materials

There is no assigned or required textbook for this course. The readings that you will be responsible for will be provided for you in the weekly modules of the course. Each week, you'll need to budget time to complete the assigned readings so that you can complete the weekly Reading Reflection Questions that will be due by the end of the week. See the description for that assignment below.

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

If you do not have access to the technology you need to succeed in this class, review options for technology and internet access at go.osu.edu/student-tech-access.

Required Software

Microsoft Office 365: All Ohio State students are now eligible for free Microsoft Office 365. Visit the [installing Office 365](https://go.osu.edu/office365help) (go.osu.edu/office365help) help article for full instructions.

CarmenCanvas Access

You will need to use [BuckeyePass](https://buckeyepass.osu.edu) (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 do each of the following:

- Register multiple devices in case something happens to your primary device. Visit the [BuckeyePass - Adding a Device](https://go.osu.edu/add-device) (go.osu.edu/add-device) help article for step-by-step instructions.
- 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.
- [Install the Duo Mobile application](https://go.osu.edu/install-duo) (go.osu.edu/install-duo) on 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 \(HELP\)](tel:614-688-4357) and IT support staff will work out a solution with you.

Technology Skills Needed for This Course

- Basic computer and web-browsing skills
- [Navigating CarmenCanvas](https://go.osu.edu/canvasstudent) (go.osu.edu/canvasstudent)
- [CarmenZoom virtual meetings](https://go.osu.edu/zoom-meetings) (go.osu.edu/zoom-meetings)
- [Recording a slide presentation with audio narration and recording, editing and uploading video](https://go.osu.edu/video-assignment-guide) (go.osu.edu/video-assignment-guide)

Technology Support

For help with your password, university email, CarmenCanvas, or any other technology issues, questions or requests, contact the IT Service Desk, which offers 24-hour support, seven days a week.

- **Self Service and Chat:** go.osu.edu/it
- **Phone:** [614-688-4357 \(HELP\)](tel:614-688-4357)
- **Email:** servicedesk@osu.edu

Grading and Faculty Response

How Your Grade is Calculated

Assignment Category	Weight
Weekly Discussion Posts	25%
Bi-weekly Quizzes (6 total)	25%
Midterm Exam	25%
Final Exam	25%

See [Course Schedule](#) for due dates.

Descriptions of Major Course Assignments

Weekly Discussion Posts

Description: Each week, there will be several assigned “primary source” readings (these are the actual historical texts that survive from the time periods we cover in this class). Once you have listened to the lectures and have done the readings each week, you can then find the week’s discussion forum within the weekly module, listed below the lectures and powerpoints.

For the discussions, you will see that I have posted in the forum each week with a number of discussion questions based on these primary-source readings. Each week’s discussion forum will be available to you starting at 12am (midnight) each Monday; the discussion then will close at the end of the week, at 11:59pm on Sunday. Students are required to post **2 thoughtfully written posts** in each of the weeks in order to earn full credit for their overall Discussion grade. Please respond **once to one of the instructor’s discussion questions** and **once to one of your peer’s comments**. When responding to a peer, make sure you are advancing the discussion, and avoid either ignoring or simply repeating/agreeing with what the original posts have said.

Be advised: there are a couple weeks in the course in which we will not have discussion due to holidays and breaks: those will be weeks 8 and 14. Be sure to also review the ‘Schedule of Weeks and Readings’ for this information. All total, by the end of week 15, students should have a minimum of 26 acceptable posts in order to get full credit for discussion. Please see the ‘Tips for Writing Discussion Posts’ document that I have placed under the Week 1 module, and make sure that you read it carefully and understand what you are to do and what makes for an

acceptable discussion post. I will update your discussion grade every 4 weeks throughout the course.

Academic integrity and collaboration: Your written assignments, including discussion posts, should be your own original work. 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.

Bi-weekly Quizzes

Description: Every two weeks, there will be a 15-question quiz that will test your knowledge of the material covered in the lecture and primary source readings. Quizzes will be in Weeks 2, 4, 6, 10, 12, and 14 (a total of six overall). You will find the quiz listed at the bottom of the module for each week that there is a quiz. These quizzes will be designed to simply test your knowledge of what we've covered. So, if you've done the readings for the week, and you've paid attention to lectures, you should be in good shape to do well on the quizzes. Each quiz will be available to you for 72hrs at the end of the given week it is assigned, from Friday at 12am until Sunday at 11:59pm. This means that you will have a 72-hour window of availability to take the quiz.

Academic integrity and collaboration: While quizzes are open-note/open-book, they must be completed alone. Quizzes will be timed (15 minutes), and you will have **2** attempts available to you; Carmen will automatically keep your highest score.

Midterm Exam

Description: The Midterm Exam will take place during Week 8 of the course. It will be available from Monday, Oct 10th at 12am through Wednesday the 12th at 11:59pm. This will give you a 72-hr window in which to go in and take the exam. I will publish a study guide for the exam in Week 7 that will clarify the nature of the exam and the kinds of questions that you'll deal with on the exam. There will be no other materials and/or activities to deal with in Week 8 since the mid-semester break occurs on Thursday and Friday of that week.

Academic integrity and collaboration: Like the quizzes, the midterm exam is open-note/open book, but must be completed alone. Discussing the exam with peers would be a violation of the academic integrity policy.

Final Exam

Description: The Final Exam will be entirely essay-based. It will be composed of two essays that you'll need to write and turn in by 11:59pm on December 9th. The questions for the exam will be published to you in the Week 15 module. So you will have a good amount of time to ponder the questions and write your responses before the deadline of the 9th. The details of

format and structure of your essay will be clarified when I publish the exam questions and document in Week 15, but one essay question will specifically address the materials in the second half of the course, and another question will address the course and its themes overall. Each essay will be worth 50pts possible, for a total of 100pts overall for the exam.

Academic integrity and collaboration: Your exam essays should be your own original work. 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. “TurnItIn,” the Carmen tool intended to help you prevent plagiarism, will be used on your submitted paper.

Late Assignments

Please be advised that I do not accept any late assignments without a valid, documented excuse. You must have documentation of the reason you were unable to submit the assignment, whether that is a quiz, set of reflection questions, or an exam. Please do not ask to submit an assignment late, after the due date, if you do not have a documented excuse. If you feel that you are going to have trouble submitting an assignment on time, please reach out to me as soon as possible before the due date. That will give me a greater amount of flexibility in helping you complete things successfully.

Instructor Feedback and Response Time

[Example: I am providing the following list to give you an idea of my intended availability throughout the course. Remember that you can call [614-688-4357 \(HELP\)](tel:614-688-4357) at any time if you have a technical problem.

- **Preferred contact method:** If you have a question, please contact me first through my Ohio State email address. I will reply to emails within **24 hours on days when class is in session at the university**.
- **Class announcements:** I will send all important class-wide messages through the Announcements tool in CarmenCanvas. Please check [your notification preferences](http://go.osu.edu/canvas-notifications) (go.osu.edu/canvas-notifications) to ensure you receive these messages.
- **Discussion board:** I will check and reply to messages in the discussion boards once mid-week and once at the end of the week.
- **Grading and feedback:** For assignments submitted before the due date, I will try to provide feedback and grades within **seven days**. Assignments submitted after the due date may have reduced feedback, and grades may take longer to be posted.]

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

Other Course Policies

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. I will provide specific guidance for discussions on controversial or personal topics.
- **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](#) for specific guidelines about collaboration and academic integrity in the context of this online class.

Ohio State's Academic Integrity Policy

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

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

- [Committee on Academic Misconduct](http://go.osu.edu/coam) (go.osu.edu/coam)
- [Ten Suggestions for Preserving Academic Integrity](http://go.osu.edu/ten-suggestions) (go.osu.edu/ten-suggestions)
- [Eight Cardinal Rules of Academic Integrity](http://go.osu.edu/cardinal-rules) (go.osu.edu/cardinal-rules)

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.

Creating an Environment Free from Harassment, Discrimination, and Sexual Misconduct

The Ohio State University is committed to building and maintaining a community to reflect diversity and to improve opportunities for all. All Buckeyes have the right to be free from harassment, discrimination, and sexual misconduct. Ohio State does not discriminate on the basis of age, ancestry, color, disability, ethnicity, gender, gender identity or expression, genetic information, HIV/AIDS status, military status, national origin, pregnancy (childbirth, false pregnancy, termination of pregnancy, or recovery therefrom), race, religion, sex, sexual orientation, or protected veteran status, or any other bases under the law, in its activities, academic programs, admission, and employment. Members of the university community also have the right to be free from all forms of sexual misconduct: sexual harassment, sexual assault, relationship violence, stalking, and sexual exploitation.

To report harassment, discrimination, sexual misconduct, or retaliation and/or seek confidential and non-confidential resources and supportive measures, contact the Office of Institutional Equity:

1. Online reporting form at equity.osu.edu,
2. Call 614-247-5838 or TTY 614-688-8605,
3. Or email equity@osu.edu

The university is committed to stopping sexual misconduct, preventing its recurrence, eliminating any hostile environment, and remedying its discriminatory effects. All university employees have reporting responsibilities to the Office of Institutional Equity to ensure the university can take appropriate action:

- All university employees, except those exempted by legal privilege of confidentiality or expressly identified as a confidential reporter, have an obligation to report incidents of sexual assault immediately.

- The following employees have an obligation to report all other forms of sexual misconduct as soon as practicable but at most within five workdays of becoming aware of such information: 1. Any human resource professional (HRP); 2. Anyone who supervises faculty, staff, students, or volunteers; 3. Chair/director; and 4. Faculty member.



Your Mental Health

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life's Counseling and Consultation Service (CCS) by visiting ccs.osu.edu or calling 614--292--5766. CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on call counselor when CCS is closed at 614--292--5766 and 24 hour emergency help is also available 24/7 by dialing 988 to reach the Suicide and Crisis Lifeline.

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 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.

Disability Services Contact Information

- Phone: [614-292-3307](tel:614-292-3307)
- Website: slds.osu.edu

- Email: slds@osu.edu
- In person: [Baker Hall 098, 113 W. 12th Avenue](#)

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 as early as possible.

- [CarmenCanvas accessibility](http://go.osu.edu/canvas-accessibility) (go.osu.edu/canvas-accessibility)
- Streaming audio and video
- [CarmenZoom accessibility](http://go.osu.edu/zoom-accessibility) (go.osu.edu/zoom-accessibility)



Course Schedule

Refer to the CarmenCanvas course for up-to-date due dates.

Week 1 (Aug 23 - 28): introductory materials, concepts; the late Roman world

Readings:

- Eusebius: Conversion of Constantine; Jerome, On Pagan Learning

Week 1 discussion posts due by 11:59pm Sunday the 28th

Week 2 (Aug 29 - Sept 4): “Barbarian” Migration Period and the Early Romano-Germanic Kingdoms

Readings:

- Procopius: The Vandal Conquest of North Africa
- Descriptions of Two Gothic Kings

Week 2 discussion posts due by 11:59pm on Sunday September 4th

Quiz 1 is open from 12am Friday on September 2 to 11:59pm Sunday September 4th

Week 3 (Sept 5 - 11): The Byzantine Empire and Justinian; The Arab Conquests/Rise of the Islamic World

Readings:

- Procopius: The Secret History; Accounts of the Arab Conquest of Egypt

Week 3 discussion posts due by 11:59pm on Sunday 9/11

Week 4 (Sept 12 - 18): Rise of the Papacy and the Western Church; Merovingian Gaul

Readings:

- Writings of Gregory the Great
- Excerpts from Gregory of Tours' *History of the Franks*

Week 4 discussion posts due by 11:59pm Sunday the 18th

Quiz 2 is open from 12am Friday 9/16 until 11:59pm Sunday 9/18

Week 5 (Sept 19 – 25): Monasticism and Learning; Carolingian Empire and Renaissance

Readings:

- The Rule of St. Benedict
- Einhard's *Life of Charlemagne*

Week 5 discussion posts due by 11:59pm on Sunday 9/25

Week 6 (Sept 26 – Oct 2): Anglo-Saxon England; the Umayyad and Abbasid Caliphates and the Islamic Cultural World

Readings:

- Gildas: *On the Ruin of Britain* (Excerpts)
- Excerpts from Ibn Rushd (Averroës)

Week 6 discussion posts due by 11:59pm on Sunday 10/2

Quiz 3 is open 12am Friday 9/30 through 11:59pm on Sunday 10/2

Week 7 (Oct 3 - 9): Viking Age and Post-Carolingian Collapse; Feudalism

Readings:

- Asser: *Life of Alfred the Great*
- Agreement between Count William V of Aquitaine and Hugh IV of Lusignan

Week 7 discussion posts due by 11:59pm on Sunday 10/9

Week 8 (Oct 10 – 16): Midterm Exam/Mid-semester Break

-Midterm Exam open from Monday the 10th at 12am through Wednesday the 12th at 11:59pm

Week 9 (Oct 17 – 23): Food and Diet in Medieval Europe; Medieval European Art

Reading:

- Primary sources for this week will be composed of visual sources

Week 9 discussion posts due by 11:59pm on Sunday 10/23

Week 10 (Oct 24 – 30): Papal and Church Reform Movement; Alexios Comnenos and the Call to Crusade

Readings:

- The Investiture Controversy
- Accounts of Urban II' Speech at Clermont, 1095 AD

Week 10 discussion posts due by 11:59pm on Sunday 10/30

Quiz 4 is open from 12am Friday 10/28 through 11:59pm on Sunday 10/30

Week 11 (Oct 31 – Nov 6): The Crusades; The Angevin Empire and France

Readings:

- The Siege and Capture of Jerusalem: Version of Raymond d'Aguiliers
- Anna Komnena: The Alexiad
- Accounts of the Angevins: Peter of Blois' Description of Henry II, Letter to Eleanor, Gerald of Wales description of Angevins

Week 11 discussion posts due by 11:59pm on Sunday 11/6

Week 12 (Nov 7 – 13): Romance Lit. and Chivalry; Intellectual Developments of the High to Late Middle Ages

Readings:

- Marie de France: *Eliduc*
- Thomas Aquinas: *Summa Theologia* (Excerpts)
- Letter of Heloise to Abelard

Week 12 discussion posts due by 11:59pm on Sunday the 11/13

Quiz 5 is open from 12am Friday 11/11 through 11:59pm Sunday 11/13

Week 13 (Nov 14 – 20): The Age of the Black Plague in Europe; The Hundred Years' War

Readings:

- The English Peasants' Revolt
- Froissart's *Chronicles*: Excerpts on the Hundred Years' War

Week 13 discussion posts due by 11:59pm on Sunday 11/20

Week 14 (Nov 21 – 27): Thanksgiving and Indigenous Peoples' holidays, NO CLASS - study and review week

Week 15 (Nov 28 – Dec 4): Renaissance and Reformation

Readings:

- Petrarch, *Letters*
- Machiavelli, *The Prince*
- Luther, *Letters*

Week 15 discussion posts due by 11:59pm on Sunday 12/4

Quiz 6 open from 12am Friday 12/2 through 11:59pm Sunday 12/4

FINAL EXAM DUE BY 11:59PM ON FRIDAY, DEC. 9TH

Syllabus

History 2202: Introduction to Medieval Europe

The Ohio State University

Autumn Semester 2014

MWF 3:00-3:55 PM

Journalism Building 371

Instructor: Sam Sutherland

Office: Dulles 009

Office Hours: MW 4:00-5:00 PM

Email: sutherland.115@osu.edu

A. Course Description

This course will survey the history of Europe, with a focus on Western Europe, from the late Roman period to the Protestant Reformation and the dawn of the European Age of Exploration. Particular attention will be paid to major political developments, transformations in the organization of labor and society, and the evolution of religious thought and experience. This course fulfills the GE Requirement for Historical Study and Global Diversity Studies.

B. Course Objectives

Content:

1. Gain a basic understanding of major political, social, and cultural trends and events from the late Roman Empire to the beginning of the 16th century
2. Recognize the causal factors driving these historical trends and events, and their interrelated consequences

Skills:

1. Discover how historians engage primary evidence to develop historical arguments
2. Gain exposure to the way historians evaluate and respond to the historical arguments of others
3. Learn how to develop a research question and survey relevant historiography

Historical Study Goals Expected Learning Outcomes:

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

b. 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

Global Diversity Studies Goals Expected Learning Outcomes:

a. 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

b. Expected Learning Outcomes:

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

C. Required Texts

1. Clifford R. Backman, *The Worlds of Medieval Europe*, Third Edition (Oxford, 2014)
2. Weekly selections from primary and secondary sources on Carmen

D. Course Requirements

1. Attendance & Participation (20% of Final Grade)
 - a. Attendance (10%; 2% deduction per unexcused absence beyond 4)
 - b. In-class Participation (10%)
2. Map and Chronology Quizzes (20%)
 - a. Map Quiz #1 – 9/5 (5%)
 - b. Map Quiz #2 – 9/19 (5%)
 - c. Map Quiz #3 – 10/6 (5%)
 - d. Cumulative Chronology Quiz – 12/8 (5%)
3. Exams (35%)
 - a. Exam #1 – 9/26 (30% of item grade)
-20 multiple-choice questions and 6 short-answer “identifications”
 - b. Exam #2 – 10/27 (30% of item grade)
-20 multiple-choice questions and 6 short-answer “identifications”
 - b. Exam #3 – 12/12, 4:00-5:45 pm (40% of item grade)
-15 multiple-choice questions, 5 short-answer “identifications”, and cumulative in-class essay
4. Research Prospectus (25%)
 - a. Preparatory Deadlines (15% of item grade; *must submit all for credit, 3% of the total item grade will be deducted per day late for each item, to a maximum of 15%*)
 1. Possible Research Questions – 11/2
 2. Office Meetings – Week of 11/3-11/7
 3. Honed Research Question – 11/10
 4. Partial Source Synopsis – 11/21

b. Final Prospectus – 12/5 (85% of item grade)

1. Abstract & Question (1/2 page)
2. Historical Background (2-3 pages)
3. Historiographical Overview (3-4 pages)
4. Historiographical Critique and Proposal (2-3 pages)

E. 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
- 59.9 & Below – E

F. Course Policies

a. Laptops and Personal Electronic Devices: To maintain a productive learning environment for all students, it is expected that laptops will be used only for immediately relevant course purposes. It is also expected that cellular phones, mp3 players, and other personal electronic devices will be kept on silent and put away during class. Students using electronic devices disruptively will be asked to leave.

b. Attendance: Attendance is required and will be assessed each class. After four unexcused absences, each additional absence will result in a 2% deduction from the final grade, to a maximum of 10%. For excused absences, make-up writing assignments can be arranged at the instructor's discretion and only if the instructor is notified of a legitimate reason for the absence well before the class session. Frequent absences will also negatively affect the "In-Class Participation" grade.

c. 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://studentlife.osu.edu/csc/>.

d. 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/>.

G. Course Schedule and Readings:

Date	Topic	Backman Reading	Primary Excerpts (on Carmen)	Assignments and Due Dates
W 8/27	Syllabus; Intro to Rome	p. 3-16		
F 8/29	3rd-Century Crisis; Diocletian	p. 16-23		
M 9/1	NO CLASS (Labor Day)			
W 9/3	Early Christianity	p. 25-37	<i>Gospel of Thomas</i>	
F 9/5	Christianity and Rome to Constantine	p. 37-40	1-Acts of Paul and Thecla 2-Martyrdom of Perpetua and Felicity	Map Quiz #1
M 9/8	Constantine and his Successors	p. 40-48		
W 9/10	Imperial Christianity	p. 48-56	<i>Letters of Ambrose of Milan to Theodosius</i>	
F 9/12	Early Monasticism	p. 88-94, 100-110	1-Life of Antony 2-Rule of St. Benedict	
M 9/15	Rome & the Barbarians, 378-527	p. 58-72, 82-86	Articles on "Fall vs. Transformation"	
W 9/17	Eastern Survival; Justinian	p. 121-132	<i>Procopius's Secret History</i>	
F 9/19	Rise of Islam	p. 133-142	<i>Conversation of Patriarch Timothy I and Caliph al-Mahdi</i>	Map Quiz #2
M 9/22	Ostrogothic & Lombard Italy; Visigothic & Muslim Spain	p. 72-5; 79-82		
W 9/24	Merovingian Gaul; Anglo-Saxon England	p. 76-9; 112-21	1-Gregory of Tours 2-Beowulf	
F 9/26	EXAM #1			
M 9/29	Rise of the Carolingians; Development of the Papacy	p. 144-50		

W 10/1	Charlemagne; The Carolingian Renaissance	p. 151-76	1- <i>Einhard on the Coronation of Charlemagne</i> 2- <i>Manual of Dhuoda</i>	
F 10/3	Carolingian Dissolution; Vikings, Magyars & Saracens	p. 181-210		
M 10/6	"Feudal" Land Reforms & Violence; Peace & Truce of God	p. 212-28; 239-46	<i>Sermons on the Peace & Truce of God</i>	Map Quiz #3
W 10/8	Renewal of Northern European Kingdoms	p. 246-68		
F 10/10	Southern Europe: Italy and Spain	p. 268-82		
M 10/13	Popular Religion; 11th-Century Church Reform; The Great Schism	p. 284-93	<i>Penitential of Burchard of Worms</i>	
W 10/15	Conflicts of Church and State	p. 293-97	1- <i>Dictatus Papae</i> 2- <i>Letters of Gregory VII and Henry IV</i>	
F 10/17	Crusades	p. 297-310	1- <i>Council of Clermont</i> 2- <i>Ibn Al-Athir on the Fall of Jerusalem</i> 3- <i>Robert de Clari: Sermons before the Assault on Constantinople</i> 4- <i>Nicetas Choniates on the Sack of Constantinople</i>	
M 10/20	12th-Century Renaissance; Anselm; Abelard	p. 317-346	1- <i>Anselm's Ontological Proof of God</i> 2- <i>Anselm's Cur Deus Homo</i>	
W 10/22	Monastic Reform	p. 310-15	1- <i>Foundation Charter of Cluny</i> 2- <i>Life of St. Francis of Assisi</i>	
F 10/24	Heretical Movements; Albigensian Crusade; Inquisition	p. 372-84	R. I. Moore excerpt	
M 10/27	EXAM #2			
W 10/29	Papal Imperialism; Innocent III; 4th Lateran Council	p. 357-72	<i>Unam Sanctam</i>	

F 10/31	Political Developments of the 13th Century	p. 389-412		Possible Research Questions Due on Carmen by Sunday 11/2 at 11:59 pm
M 11/3	NO CLASS (Research Question meetings 12-4 pm)			
W 11/5	NO CLASS (Research Question meetings 12-4 pm)			
F 11/7	NO CLASS (Research Question meetings 12-4 pm)			
M 11/10	Scholasticism; Aquinas; Gothic Architecture	p. 421-40	<i>Aquinas on the Existence of God</i>	Honed Research Question Due
W 11/12	Daily Life in the High Middle Ages	p. 447-77		
F 11/14	New forms of Piety; Mysticism	p. 482-504	1- <i>Hadewijch of Brabant</i> 2- <i>Caesarius of Heisterbach</i>	
M 11/17	Famine; Plague; Peasant Revolts	p. 506-24	<i>Giovanni Boccaccio's Decameron</i>	
W 11/19	Political developments; Hundred Years' War	p. 524-33		
F 11/21	Avignon Papacy; Papal Schism; Conciliar Movement	p. 533-42	<i>Council of Constance</i>	Partial Source Synopsis Due
M 11/24	Film (optional write-up for extra credit)			
W 11/26	NO CLASS			
F 11/28	NO CLASS			
M 12/1	Fall of Byzantium; Reconquista; Atlantic Exploration	p. 570-80		
W 12/3	Italian Humanism & Renaissance; Prelude to Martin Luther	p. 544-62		

F 12/5	General Discussion			Final Prospectus Due
M 12/8	In-Class Review			Cumulative Chronology Quiz
F 12/12	FINAL EXAM, 4:00-5:45			

Distance Approval Cover Sheet

For Permanent DL/DH Approval | College of Arts and Sciences

Course Number and Title:

Carmen Use

When building your course, we recommend using the [ASC Distance Learning Course Template](#) for CarmenCanvas. For more on use of [Carmen: Common Sense Best Practices](#).

A Carmen site will be created for the course, including a syllabus and gradebook at minimum.

If no, why not?

Syllabus

Proposed syllabus uses the ASC distance learning syllabus template, includes boilerplate language where required, as well as a clear description of the technical and academic support services offered, and how learners can obtain them.

Syllabus is consistent and is easy to understand from the student perspective.

Syllabus includes a schedule with dates and/or a description of what constitutes the beginning and end of a week or module.

If there are required synchronous sessions, the syllabus clearly states when they will happen and how to access them.

Additional comments (optional):

Instructor Presence

For more on instructor presence: [About Online Instructor Presence](#).

Students should have opportunities for regular and substantive academic interactions with the course instructor. Some ways to achieve this objective:

Regular instructor communications with the class via announcements or weekly check-ins.

Instructional content, such as video, audio, or interactive lessons, that is visibly created or mediated by the instructor.



- Regular participation in class discussion, such as in Carmen discussions or synchronous sessions.
- Regular opportunities for students to receive personal instructor feedback on assignments.

Please comment on this dimension of the proposed course (or select/explain methods above):

Delivery Well-Suited to DL/DH Environment

Technology questions adapted from the [Quality Matters](#) rubric. For information about Ohio State learning technologies: [Toolsets](#).

- The tools used in the course support the learning outcomes and competencies.
- Course tools promote learner engagement and active learning.
- Technologies required in the course are current and readily obtainable.
- Links are provided to privacy policies for all external tools required in the course.

Additional technology comments (optional):

Which components of this course are planned for synchronous delivery and which for asynchronous delivery? (For DH, address what is planned for in-person meetings as well.)

If you believe further explanation would be helpful, please comment on how course activities have been adjusted for distance learning (optional):

Workload Estimation

For more information about calculating online instruction time: [ODEE Credit Hour Estimation](#).

- Course credit hours align with estimated average weekly time to complete the course successfully.
- Course includes direct (equivalent of “in-class”) and indirect (equivalent of “out-of-class”) instruction at a ratio of about 1:2.

Provide a brief outline of a typical course week, categorizing course activities and estimating the approximate time to complete them or participate:

- In the case of course delivery change requests, the course demonstrates comparable rigor in meeting course learning outcomes.

Accessibility

For more information or a further conversation, contact the [accessibility coordinator](#) for the College of Arts and Sciences. For tools and training on accessibility: [Digital Accessibility Services](#).

- Instructor(s) teaching the course will have taken Digital Accessibility training (starting in 2022) and will ensure all course materials and activities meet requirements for diverse learners, including alternate means of accessing course materials when appropriate.
- Information is provided about the accessibility of all technologies required in the course. All third-party tools (tools without campus-wide license agreements) have their accessibility statements included.

Description of any anticipated accommodation requests and how they have been/will be addressed.

Additional comments (optional):

Academic Integrity

For more information: [Academic Integrity](#).

- The course syllabus includes online-specific policies about academic integrity, including specific parameters for each major assignment:
- Assignments are designed to deter cheating and plagiarism and/or course technologies such as online proctoring or plagiarism check or other strategies are in place to deter cheating.

Additional comments (optional):

Frequent, Varied Assignments/Assessments

For more information: [Designing Assessments for Students](#).

Student success in online courses is maximized when there are frequent, varied learning activities. Possible approaches:

- Opportunities for students to receive course information through a variety of different sources, including indirect sources, such as textbooks and lectures, and direct sources, such as scholarly resources and field observation.
- Variety of assignment formats to provide students with multiple means of demonstrating learning.
- Opportunities for students to apply course knowledge and skills to authentic, real-world tasks in assignments.

Comment briefly on the frequency and variety of assignment types and assessment approaches used in this course (or select methods above):

Community Building

For more information: [Student Interaction Online](#).

Students engage more fully in courses when they have an opportunity to interact with their peers and feel they are part of a community of learners. Possible approaches:

- Opportunities for students to interact academically with classmates through regular class discussion or group assignments.
- Opportunities for students to interact socially with classmates, such as through video conference sessions or a course Q&A forum.
- Attention is paid to other ways to minimize transactional distance (psychological and communicative gaps between students and their peers, instructor, course content, and institution).

Please comment on this dimension of the proposed course (or select methods above):

Transparency and Metacognitive Explanations

For more information: [Supporting Student Learning](#).

Students have successful, meaningful experiences when they understand how the components of a course connect together, when they have guidance on how to study, and when they are encouraged to take ownership of their learning. Possible approaches:

- Instructor explanations about the learning goals and overall design or organization of the course.
- Context or rationale to explain the purpose and relevance of major tasks and assignments.

- Guidance or resources for ancillary skills necessary to complete assignments, such as conducting library research or using technology tools.
- Opportunities for students to take ownership or leadership in their learning, such as by choosing topics of interest for an assignment or leading a group discussion or meeting.
- Opportunities for students to reflect on their learning process, including their goals, study strategies, and progress.
- Opportunities for students to provide feedback on the course.

Please comment on this dimension of the proposed course (or select methods above):

Additional Considerations

Comment on any other aspects of the online delivery not addressed above (optional):

Syllabus and cover sheet reviewed by *Jeremie Smith* on

Reviewer Comments:

Additional resources and examples can be found on [ASC's Office of Distance Education](#) website.