

Term Information

Effective Term Summer 2023
[Previous Value](#) Summer 2012

Course Change Information

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

Adding 100% DL Approval

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

We regularly offer 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 3550
Course Title War in World History, 500-1650
Transcript Abbreviation War 500-1650
Course Description Study of the causes, conduct, and consequences of warfare around the world, 500-1650. 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
Greater or equal to 50% at a distance
[Previous Value](#) Yes, Greater or equal to 50% at a distance
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, Wooster

[Previous Value](#)

Columbus, Lima, Mansfield, Marion, Newark

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: English 1110.xx and any History 2000-level course, or permission of instructor.

Exclusions

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; Global Studies (International Issues successors)

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

Course Details

Course goals or learning objectives/outcomes

- Students will develop competencies to master the basic factual knowledge of the major issues, events, and personalities involved in the global history of warfare

[Previous Value](#)

COURSE CHANGE REQUEST
3550 - Status: PENDING

Last Updated: Vankeerbergen, Bernadette
Chantal
02/22/2023

Content Topic List

- Migration and invasion
- 500-1100
- Warfare in Central Asia to 1100
- Byzantine Empire
- Islamic warfare
- 624-732
- Warfare in China
- 500-1100
- Warfare in Japan
- 1200-1650
- Warfare in Western Europe
- 500-1095
- The Crusades
- Warfare between Christendom and the Ottoman Empire

Sought Concurrence

No

Attachments

- History 3550 DL Approval Form.pdf: DI Cover Sheet
(Other Supporting Documentation. Owner: Getson, Jennifer L.)
- SKDouglas History 3550 Syllabus (DL).docx: Syllabus - DL
(Syllabus. Owner: Getson, Jennifer L.)
- SKDouglas History 3550 Syllabus (in-class).doc: Syllabus - In-Person
(Syllabus. Owner: Getson, Jennifer L.)

Comments

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Getson, Jennifer L.	02/16/2023 03:16 PM	Submitted for Approval
Approved	Soland, Birgitte	02/16/2023 08:25 PM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	02/22/2023 11:37 AM	College Approval
Pending Approval	Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Hilty, Michael Vankeerbergen, Bernadette Chantal Steele, Rachel Lea	02/22/2023 11:37 AM	ASCCAO Approval

Instructor: Dr. Sarah K Douglas

douglas.162@osu.edu

Include "History 3550" in subject line

Office: Dulles Hall 173

Phone: 614-292-2674

Office Hours: TR 3-4PM ET OR by Appointment

Course #: XXXX

Course TA:

TBD

History 3550: War in World History, 500CE – 1650CE (ONLINE)



COURSE DESCRIPTION:

Socially sanctioned armed conflict is a hallmark of the human experience. Some historians argue that war is a universal and ancestral aspect of human nature while others believe it is only the result of specific socio-cultural or ecological circumstances. To address this debate, this course will examine warfare on a global scale from 500(ish)-1650CE(ish), focusing on attitudes to war in different ages, how war shaped societies, the impact of technology, the nature of armies, and what it was like to serve in them. The course will combine theories of war with historical case studies in order to generate a holistic picture of the causes, course, and impact of war in human history. The course will require the analysis of assigned readings, the viewing of assigned multimedia materials, and the completion of various assignments discussed below.

More abstractly, you as the student will learn how much of our past depends a great deal upon the confluence of small minutiae coming together to produce results often out of step with their seeming importance. After all, history is complex and the answers to problems are not always obvious and simple; big events do not always have major causes but are often the result of a collection of small elements interacting at a specific time and place to generate a previously unexpected outcome. As a result, you, the student, must be detail-oriented in your study of history and be prepared to take your analysis beyond specific data to see broader trends over time. This challenge is one that I know you can meet if you are willing to embrace complexity rather than seek simple answers.

PREREQUISITES:

In order to enroll in this course, students are required to complete English 1110.xx, completion of GE Foundation Writing and Information Literacy Course, or receive direct permission from the instructor.

ENROLLMENT:

All students must be officially enrolled in the course by the end of the first week of the semester. No requests to add the course will be approved by the History Department Chair after that time. Enrollment is solely the responsibility of the student.

COURSE OBJECTIVES AND LEARNING OUTCOMES:

Based upon individual effort and independent work submitted asynchronously through Carmen, you as the student will recognize how past events are studied and how they influence today's society and the human condition. Specifically, you will develop competences to master the basic factual knowledge of the major issues, events, and personalities involved in the global history of warfare. Students will...

- 1) Construct an integrated perspective on history and the factors that shape human activity.
- 2) Describe and analyze the origins and nature of contemporary issues.
- 3) Speak and write critically about primary and secondary historical sources by examining diverse interpretations of past events and ideas in their historical contexts.
- 4) 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.
- 5) Recognize the role of national and international diversity in shaping their own attitudes and values as global citizens.
- 6) Learn about warfare conceptually and its global application throughout time.

GENERAL EDUCATION CATEGORIES AND GOALS:

This course fulfills the Legacy GE category of Historical Studies and Diversity: Global 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.

Course-Specific Fulfillment: Students will not only learn about how past societies have conceptualized warfare but they will explore various societies around the world between 500CE and 1650CE time that have engaged in the activity. They will examine a variety of primary and secondary sources to do so, discuss the course content in course-wide group discussions, and then engage in a primary-source based research project in order to practice advanced historical methodology.

Legacy GE: Diversity: Global Studies

Goal: The goal of this GE is for 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.

Course-Specific Fulfillment: Students will learn about historical cultures around the world, from Africa and Asia to Europe and the Americas. Students will therefore learn how warfare has been a universal human activity and how that activity has impacted the course of human events during our period of consideration. They will examine a variety of primary sources created by these globally diverse cultures, read secondary sources about those cultures, discuss the course content in course-wide group discussions, and then engage in a primary-source based research project in order to practice advanced historical methodology.

HOW THIS ONLINE COURSE WORKS:

This course is entirely online and asynchronous in nature. This means that students are not required to attend live lectures/discussions but rather will complete all course assignments on their own schedule during each assignment week. Students are therefore expected to keep pace with course assignments as outlined below in order to ensure success in the course.

The course is built around weekly modules and assignments. Unless school holidays dictate otherwise, each course module will open on Monday and assignments for that week will close on the following Sunday. As to the weekly course workload, this is a 3-credit-hour course, which means that students should expect 3 hours per week of time spent on direct instruction (i.e. recorded lectures and videos in your weekly playlist) and an additional 6 hours of work on homework such as assigned course readings and assignment preparation/completion.

A NOTE ABOUT ONLINE COURSES:

The key difference between a face-to-face class and an online class is the emphasis on reading and writing. In contrast to a face-to-face class where students listen to lectures and vocalize their responses, an asynchronous online class requires reading, watching, and completing quizzes or written work. Consequently, an online class sharpens students' reading and writing skills with limited impacts on spoken skills. Your success also *hinges* upon your ability to read carefully and follow directions. The information in this syllabus and other course materials should help you decide whether this course will contribute to developing the skills you would like to possess. All of these skills are important for academic development but the online platform is not for everyone.

OUR COMMITMENT TO YOUR SUCCESS:

Your TAs and I are sincerely committed to helping you succeed in the course. Online education is new to many students and those experienced with the format know that it is different in many ways to the in-class experience. To ensure your success, please consult us if you are having difficulties and we will make every effort to accommodate your needs. **We will be sure to address all student questions and issues within 24 hours on school days** and we are happy to arrange Zoom meetings to discuss issues if desired.

GRADING FEEDBACK:

We will provide detailed grading feedback on course assignments and return that feedback in time for students to integrate those comments into their efforts on subsequent assignments. If students seek to obtain clarification or reconsideration of their course grades, students should first contact their immediate grader (so their assigned course TA or Dr. Douglas, depending upon who graded their work). Students can then work with their assigned TA and/or Dr. Douglas to get their questions answered and ensure obtaining the most help from their grading feedback.

COURSE MATERIALS AND TECHNOLOGIES:

Course Texts: All weekly primary and secondary source readings are (1) posted as PDFs on Carmen, (2) available online using the hyperlinks below and in the weekly modules on Carmen, or (3) available digitally through the OSU Library. Students will also complete a research project in this course and depending upon the specific topic students choose, the requisite materials can be (1) purchased in hard copy through online retailers, (2) purchased digitally through an online retailer, (3) accessed for free through the OSU Library/Ohio Link, and/or (4) accessed online for free using provided hyperlinks in the Counterfactual Essay Guidelines.

Course Lectures/Videos: Each week students will be assigned a YouTube playlist that will include Dr. Douglas' digital lecture(s) on the weekly course content. Students will also be assigned supplementary videos vetted by Dr. Douglas pertaining to the topics covered. The lectures and supplementary videos in total will vary in specific length depending upon the topics discussed for the week but the total playlist time will not exceed three hours per week (in accordance with online asynchronous direct instruction parameters). The link for these playlists will be located in each weekly course module and will be accessible when each weekly module opens.

Technology Skills and Requirements: As to technology skills and requirements for this course, students will need to be able to successfully access digital materials on a PC/Mac and navigate both Carmen and YouTube. Students will also need: (1) regular access to the internet with any available web browser, (2) regular, unrestricted access to YouTube, (3) the ability to view PDF files, and (4) Microsoft Word. Students can download Adobe for viewing PDFs [here](#) and as an OSU student, you can download a free version of Microsoft Office [here](#).

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

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

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

Digital Flagship: Digital Flagship is a student success initiative aimed at helping you build digital skills for both college and career. This includes offering an engaging collection of digital tools and supportive learning experiences, university-wide opportunities to learn to code, and a Design Lab to explore digital design and app development. Digital Flagship resources available to help Ohio State students include on-demand tutorials, The Digital Flagship Handbook (your guide for all things tech-related), workshops and events, one-on-one tech consultations with a peer or Digital Flagship staff member, and more. To learn more about how Digital Flagship can help you use technology in your courses and grow your digital skills, visit go.osu.edu/dfresources

ASSIGNMENT BREAKDOWN AND GRADING:

1	Course Requirements Quiz	20 pts
12	Content Quizzes	300 pts
5	Group Discussions	500 pts
1	Counterfactual Essay	<u>180 pts</u>
		1000 pts

Weekly Course Modules:

To view the module for each assignment week, select the “Modules” tab on the left-hand side of the course Carmen page. If you click on that tab, you will see that each week’s announcement, readings, video links, and assignments are listed. Please note that each week’s module will unlock when the assignment week has arrived, typically on Monday at 9AM ET (unless holidays dictate otherwise). In online instruction, students working together in sequence is incredibly important so without instructor permission, students are not permitted to access modules before an assignment week begins.

Weekly Announcements:

On the first day of each assignment week, an announcement will be posted on the Carmen course home page. This announcement will detail the week’s content and various assignment. The announcement will also provide any feedback on previous weeks’ assignments or tips/reminders for future work. **You should read each announcement carefully to understand weekly assignments and requirements.**

Course Requirements Quiz (20pts):

This quiz consists of 20 questions at 1pt/question. You will have 25 minutes and two chances to take it. It is designed to make sure that you are aware of course parameters and requirements, meaning that you are as prepared as possible for our class together. Students are permitted to consult the course introductory video and the various course guidelines during the quiz BUT the timing of the quiz will not permit students to take it without first reviewing these course materials. The quiz is due **by 11:59PM ET on Sunday (8/30)**.

Weekly Content Quizzes (12 quizzes, 25pts/quiz, 300pts total):

These quizzes consist of 25 questions at 1pt/question. You will have 30 minutes and two chances to take each quiz. Using a variety of question formats, these quizzes will test your knowledge of the historical content covered in the assigned reading and viewing each given week. They will not test your knowledge of miniscule details but rather focus on the major events, themes, trends, and concepts we cover. Students are permitted to consult course lectures and readings BUT the timing of each quiz will not permit students to take the quiz without first completing their weekly viewing and reading. Make sure, therefore, to complete your weekly course readings and viewing before taking each quiz. Each quiz is due each week **on Sunday at 11:59PM ET**

Group Discussion (5 discussions, 100pts/discussion, 500pts total):

One key practice historians undertake is using historical events and details to make various arguments about the past. Students will engage in this practice in the given discussion weeks by addressing a posted discussion prompt relevant to the given course content. These prompts are meant to challenge students to assimilate the content they have learned in order to make cohesive, persuasive arguments about historical events. Specifically, students will draft a written response to each prompt of **750 words (or more)**, which they will post in the weekly Group Discussion window. At the same time, students will submit a version of their response to the Group Discussion Plagiarism Check window for a TurnItIn scan. Once these tasks are completed, students will then have access to the Group Discussion stream, at which time they will post **two (or more)** comments in response to other students' essays. Students will then further build the "discussion" by posting **one (or more) rebuttal** comments to respond to a fellow student's thoughts on their own post. For more specific details on this assignment, consult the [Group Discussion Guidelines](#) and the [Group Discussion How-To](#) video. Initial prompt responses and the two (or more) discussion comments will be due **each Saturday at 11:59PM ET** and the one (or more) rebuttal comment(s) will be due **each Sunday at 11:59PM ET**.

Counterfactual History Essay (180pts):

One exercise military historians often engage in is called counterfactual history, or when we contemplate how battles/campaigns could have turned out differently and what the

historical consequences/importance of that difference might be. This not only teaches students how to read and analyze primary sources then think critically about different versions of historical events, but consider their importance from various points of view. For your research essay, you will engage in some counterfactual history of your own! You will choose **ONE** historical battle/campaign listed in the Counterfactual Essay Guidelines, read some primary and secondary sources about that battle/campaign, and then follow the directions in both the Counterfactual Essay Guidelines and the [How-To video](#) to construct a 5-7-page counterfactual essay. This essay will be uploaded to Carmen in Word doc/docx format and scanned by TurnItIn for originality. Students are required to submit their essays by **Wednesday, December 9th at 11:59PM ET**.

Extra Credit Historical Media Analysis (50pts max):

One of the primary ways that most people access and learn about history is through popular media, whether it be movies, tv shows, video games, historical novels, or board games. Yet when creating this media, writers and producers often take license to ensure that the media is interesting in addition to informative. Given that this involves “altering” history to do so, in order to earn extra credit, students can choose a historical film, TV series, or video game related to a theme or topic discussed in the class (options have been provided in the Extra Credit Guidelines). The student will then research the chosen media and write a 2-3-page paper discussing its historical accuracies and inaccuracies. In so doing, students will learn where the line is between history and entertainment. You will upload this Extra Credit essay to Carmen in Word doc/docx format, it will be scanned by TurnItIn for originality, and it should be submitted to Carmen **by Wednesday, December 9th at 11:59PM ET**.

NOTE: Please consult the University academic integrity policy on pgs. 10-11 of this syllabus before submitting all coursework for TurnItIn scans as students who violate this policy will be reported to CoAM.

LATE ASSIGNMENT POLICY:

As noted above, students CANNOT complete quizzes or post discussion responses/comments after established deadlines unless specific extensions are arranged with the professor. Assignments also cannot be submitted via email if Carmen submission windows lock before work is completed. As such, should unexpected conflicts or personal emergencies occur, please contact the professor **BEFORE** the assignment week is complete to organize an assignment extension. Carmen at times will move slowly due to heavy student traffic on Sunday evening so it is **HIGHLY** recommended that you complete your weekly assignment before this can interfere with your ability to post your work for the week.

GRADING SCALE (IN %):

A = 92.5* – 100.0	B- = 79.5 – 82.49	D+ = 67.5 – 69.49
A- = 89.5 – 92.49	C+ = 77.5 – 79.49	D = 59.5 – 67.49
B+ = 87.5 – 89.49	C = 72.5 – 77.49	E = 59.49 and below
B = 82.5 – 87.49	C- = 69.5 – 72.49	

In the event that the student is 0.5% away from the next available letter grade, the student's score will be rounded up. **No rounding will occur below this point.*

COURSE COMMUNICATION GUIDELINES:

Students in the course are expected to be respectful and civil in all course communications with Dr. Douglas, their assigned TA, and other students in the course. Maintaining a collegial environment is key to maintaining a safe and educational learning environment and in accordance, any students found violating this policy will be penalized accordingly. If students have concerns about other students, they are to contact Dr. Douglas ASAP to inform her of the situation. Dr. Douglas and the course TAs will also monitor all communications to ensure that these standards are maintained at all times. In so doing, we can create a beneficial online classroom environment and focus on historical education accordingly.

ACADEMIC INTEGRITY POLICY:

Students are expected to complete all course assignments based upon individual effort and independent work. Specifically, you must complete weekly quizzes, which are a way to ensure you are learning the major topics and themes covered each week, without any external help or communication. Your discussions responses should also be your own original work. You should follow the citation style discussed in the relevant assignment guidelines to properly cite the ideas and words of your assigned sources. You are welcome to ask either myself or your TA for feedback on a rough draft but your work should ultimately be your own original creation. To ensure academic integrity is maintained, course discussions will be checked for plagiarism via TurnItIn uploads. As such, to avoid issues with academic integrity, don't cheat! Dishonest academic practices are taken **very seriously** in this course so if plagiarism is detected, it will be reported.

Academic integrity is essential to maintaining an environment that fosters excellence in teaching, research, and other educational and scholarly activities. Thus, The Ohio State University and the **Committee on Academic Misconduct (COAM)** expect that all students have read and understand the university's Code of Student Conduct (studentconduct.osu.edu), and that all students will complete all academic and scholarly assignments with fairness and honesty. Students must recognize that failure to follow

the rules and guidelines established in the university's Code of Student Conduct and this syllabus may constitute "Academic Misconduct."

The Ohio State University's Code of Student Conduct (Section 3335-23-04) defines academic misconduct as: "Any activity that tends to compromise the academic integrity of the university or subvert the educational process." Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the university's Code of Student Conduct is never considered an excuse for academic misconduct, so I recommend that you review the Code of Conduct and, specifically, the sections dealing with 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/>.

If I suspect that a student has committed academic misconduct in this course, **I am obligated 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](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 DISCLAIMER:

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

STATEMENT ON TITLE IX:

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

ACCESSIBILITY ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES:

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.

COMMITMENT TO A DIVERSE AND INCLUSIVE LEARNING ENVIRONMENT:

OSU 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 ACKNOWLEDGMENT:

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 Greeneville 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:

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. OSU 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 through the 24/7 National Suicide Prevention Hotline at 1-800-273- TALK or at suicidepreventionlifeline.org.

ASSIGNMENT SCHEDULE

WEEK 1 (8/25 – 8/30): War! What IS it? Theorists Weigh In

Reading: [Clausewitz and Jomini: Their Interaction](#)

Clausewitz, *On War*, Book 1, Chs. 1,2 (Carmen)

OPTIONAL: Vego, *What is Military Theory?* (Carmen)

OPTIONAL (for a challenge!): [Beyerchen, "Clausewitz and Non-Linearity"](#)

Videos: Week 1 YouTube Playlist

Assignments: Course Requirements Quiz

Week 1 Discussion

WEEK 2 (8/31 – 9/7): Warfare in Medieval Africa

Reading: Reid, *Warfare in African History*, Preface, Ch.3 (Carmen)
Conrad, *Empires in Medieval West Africa*, Chs.1,2 (Carmen)

Videos: Week 2 YouTube Playlist

Assignments: Week 2 Quiz

**NOTE: Due to Labor Day, the Week 2 Quiz is due on Monday, 9/7 at 11:59PM ET.
Week 3 will also begin on Tuesday, September 8th**

WEEK 3 (9/8 – 9/13): Viking Warfare and the Age of the Norsemen

Reading: Hjarðar, *Vikings: Raiders from the Sea*, Chs. 2, 4-6 (Carmen)
Hale, *The Viking Longship* (Carmen)
OPTIONAL: Kennedy, Mongols, Huns, & Vikings, Ch. 6 (Carmen)

Videos: Week 3 YouTube Playlist

Assignments: Week 3 Quiz

WEEK 4 (9/14 – 9/20): Knights and Medieval European warfare

Reading: Keen, *Medieval Warfare* (Carmen)
OPTIONAL: Sean McGlynn, “Myths of Medieval Warfare”

Videos: Week 4 YouTube Playlist

Assignments: Week 4 Quiz
Week 4 Discussion

WEEK 5 (9/21 – 9/27): The Crusades

Reading: [Magadalino, “The Byzantine Background to the First Crusade”](#)
[“Pope Urban Calls the First Crusade” \(Guibert of Nogent Account\)](#)
[“The First Crusade”](#)
Peter Edbury, “Warfare in the Latin East” (Carmen)
[Sandra Alvarez, “The Origin of the Second Crusade”](#)
[“The Second Crusade”](#)
[“The Third Crusade”](#)
OPTIONAL: Barber, “The Albigensian Crusades: Wars Like Any Other?”

Videos: Week 5 YouTube Playlist

Assignments: Week 5 Quiz

WEEK 6 (9/28 – 10/4): Chinese Warfare and the Emergence of a Game Changer

Reading: [Timeline of Chinese History](#)
[Medieval Chinese Warfare Website](#) (read links on R of page)
Andrade, *The Gunpowder Age*, Chs. 2-4 (Carmen)

Videos: Week 6 YouTube Playlist

Assignments: Week 6 Quiz

WEEK 7 (10/5 – 10/11): Genghis Khan and the Mongol Conquests

Reading: Kennedy, *Mongols, Huns, & Vikings*, Chs. 4,5 (Carmen)

Videos: Week 7 YouTube Playlist
Assignments: Week 7 Quiz
Week 7 Discussion

WEEK 8 (10/12 – 10/18): Samurai and the Sengoku Jidai

Reading: Turnbull, *War in Japan, 1467-1615* (Carmen)
Videos: Week 8 YouTube Playlist
Assignments: Week 8 Quiz

WEEK 9 (10/19 – 10/25): Warfare in Medieval India

Reading: Roy, *Warfare in Pre-British India*, Chs.3,4 (Carmen)
Videos: Week 9 YouTube Playlist
Assignments: Week 9 Quiz

WEEK 10 (10/26 – 11/1): The Rise and Fall of the Byzantine Empire

Reading: Haldon, *Byzantium at War AD 600-1453* (Carmen)
Videos: Week 10 YouTube Playlist
Assignments: Week 10 Quiz
Week 10 Discussion

WEEK 11 (11/2 – 11/8): The Ottoman Empire

Reading: Imber, *The Ottoman Empire*, Chs. 7,8 (Carmen)
Feldman, "1453" (Carmen)
Videos: Week 11 YouTube Playlist
Assignments: Week 11 Quiz

WEEK 12 (11/9 – 11/15): A Great Mesoamerican Empire

Reading: Hassig, *Aztec Warfare*, Chs. 1-4, 6-8 (Carmen)
Videos: Week 12 YouTube Playlist
Assignments: Week 12 Quiz
Week 12 Discussion

WEEK 13 (11/16 – 11/22): The Military Revolution on Land and Sea

Reading: Rogers, "The Military Revolution, History and Historiography" (Carmen)
Parker, "The Military Revolution" (Carmen)
Parker, "The Military Revolution, A Myth?" (Carmen)
Videos: Week 13 YouTube Playlist
Assignments: Week 13 Quiz

WEEK 14 (11/23 – 11/29): HOLIDAY WEEK—NO ASSIGNMENTS

WEEK 15/16 (11/30 – 12/9): Counterfactual Essay Project

Reading: Choose ONE battle in Counterfactual Essay Guidelines (Carmen)

Videos: “How to Do Counterfactual History Right (and Wrong)”

Assignments: Counterfactual Essay

Extra Credit Media Historical Analysis Essay

COUNTERFACTUAL PAPER DUE: Wednesday, December 9th at 11:59PM ET

Instructor: Dr. Sarah K Douglas
douglas.162@osu.edu
173 Dulles Hall

Course #: 35079
Journalism Building 375
Class Time: WF 2:20-3:40PM
Office Hours: By Appointment

HISTORY 3550: War in World History, 500(ish) to 1650(ish)

Course Description

Socially sanctioned armed conflict is a hallmark of the human experience. Some historians argue that war is a universal and ancestral aspect of human nature while others believe it is only a result of specific socio-cultural or ecological circumstances. To address this debate, this course will examine warfare on a global scale from 500(ish)-1650CE(ish), focusing on attitudes to war in different ages, how war shaped societies, the impact of technology, the nature of armies, and what it was like to serve in them. The course will combine theories of war with historical case studies in order to generate a holistic picture of the causes, course, and impact of war in human history. The course will require the analysis of primary and secondary historical sources, in-class exams, and a research project.

History is a very detail-oriented discipline. Much of our past depends a great deal upon the confluence of minutiae coming together to produce results often out of step with their seeming importance. History is also very complex and the answers to problems are rarely obvious and simple; big events do not always have major causes but are often the result of a collective of small elements interacting at a specific time and place to generate a previously unexpected outcome. As a result, you, the student, must be detail-oriented in your study of history and be prepared to take your analysis beyond specific data to see broader trends over time. However, this challenge is one that I know you can surmount if you are willing to embrace complexity rather than ignore the small stuff and seek simple answers.

Objectives/Learning Outcomes: You will develop competences to master the basic factual knowledge of the major issues, events, and personalities relating to global military history. Specifically, you will learn...

1. About the major methods, battles, campaigns, wars, leaders, and events that impacted, and were impacted by, warfare from 500(ish) to 1650(ish)
2. How to read secondary materials that deal with complex historical issues
3. How to critique primary sources and understand their historical context
4. How to communicate your analysis and understanding in writing and speaking

Course Texts: All course texts will be available on Carmen. Feel free to print them out as desired.

Enrollment: All students must be officially enrolled in the course by the end of the second full week of the semester. No requests to add courses will be approved after that time. Enrolling officially and on time is solely the responsibility of the student.

Course Conduct: As to class etiquette, please come to class on time, please turn off all electronic devices prior to lecture (including iPods, tablets, cell phones, etc...), stay alert, and do not leave before I dismiss class unless you have informed me of your need to do so before lecture begins. If I believe that a laptop or electronic note-taking device is being used for purposes other than course-related tasks, I will ask you to turn off the device or leave the room. Continued failure to respect me or your fellow students will result in removal from lecture.

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://studentaffairs.osu.edu/info_for_students/csc.asp).

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>.

Grading

Participation:	150 pts
Midterm:	250 pts
Research Paper:	300 pts
Final Exam:	<u>300 pts</u>
	1000 pts

Participation: I do not take attendance; you paid to take the class! To earn your participation grade, I expect each of you to be present in and participate in lecture, which will often involve the Socratic Method and expressing independent thinking. We will also discuss assigned reading (both secondary and primary) in class, so be ready!

Midterm: You will take an in-class short answer/essay question exam based upon content from the first half of the semester. A study guides will be made available a week before the exam.

Research Paper: You will read the first chapter of Lebow and Parker’s *Unmaking the West* (on Carmen) which discusses the parameters of counterfactual history. You will

then choose one historical battle from our period of study; the geographical and temporal scope of the battle is up to you but it must be approved by me beforehand. You will then research the battle (using both primary and secondary sources) and construct a fact-based argument about what you think history could have been like had the battle gone the other way. Specific paper parameters will be distributed later in the semester. Due IN CLASS with a digital copy in Word uploaded to Carmen on 11/18.

Final Exam: You will take an in-class short answer/essay exam based upon content from the second half of the semester. You will also be asked to answer an additional cumulative essay question. A study guide will be handed out during the final week of the course.

Extra Credit Opportunity (20pts): Attend a talk given at the Mershon Center for International Security Studies, the Department of History, the Department of Anthropology (or related fields) and write a 2-3 page paper discussing the content of the talk and your interpretation of the content. **DUE IN CLASS BY 12/7.**

Grading Scale (in %):

A = 93.0 – 100.0	B- = 80.0 – 82.9	D+ = 68.0 – 69.9
A- = 90.0 – 92.9	C+ = 78.0 – 79.9	D = 60.0 – 67.9
B+ = 88.0 – 89.9	C = 73.0 – 77.9	E = 59.9 & BELOW
B = 83.0 – 87.9	C- = 70.0 – 72.9	

Grade Challenges: Grade challenges will only be accepted **in writing at least 24 hours after an assignment has been returned**; no challenges will be accepted before that time. You are to explain your objections in writing and present an argument for why you feel the grade was undeserved. Please keep in mind though: should you want an assignment's grade reconsidered, I reserve the right to raise, lower, or maintain the original grade earned once the assignment is reviewed. I am not at all opposed to revising grades, but I expect viable, concrete reasons to consider potential changes. Should you simply want to discuss your grade so that you can better understand it and improve your work going forward, I would be happy to do so; the rule regarding a written response before the discussion does not apply.

NO MAKE-UP EXAM WILL BE GIVEN OR RESEARCH PAPER ACCEPTED AFTER THE ASSIGNED DATE UNLESS THE REASON FOR THE ABSENCE IS CLEARED BY ME BEFORE THE DATE OF THE EXAM/PAPER DUE DATE. FAILURE TO NOTIFY ME BEFOREHAND WILL RESULT IN A ZERO FOR THE ASSIGNMENT.

Class Schedule

WEEK 1:

WED (8-24): Course Introduction, Why Study Military History(?), and what *Is* "War"?

FRI (8-26): Military Concepts and Global Military Theories

Reading: Sun Tzu, "The Art of War"

Anonymous, "Summary of Stratēgikon"

Yoshimasa, "Chikubasho"

Judge, "Summary of Clausewitz's *On War*"

WEEK 2:

WED (8-31): Military Concepts and Global Military Theories (Cont.)

Reading: [Battle of Chalons](#)

FRI (9-2): The "Fall" of Rome?

WEEK 3:

WED (9-7): Muhammad and the Rise of Islam

Reading: [The Islamic Conquest of Egypt](#)

FRI (9-9): The Gothic Wars and the Carolingian Empire

Reading: [The Conversion of Clovis](#), [The Anglo-Saxon "Invasion" of England](#)
[Battle of Tours Sources](#), [Battle of Tours Sources](#)

WEEK 4:

WED (9-14): The Viking Age

Reading: [Sturlson, Heimskringla](#) (#77-#101, pg. 485-500)

FRI (9-16): The Norman Conquests

Reading: [The Bayeux Tapestry](#), [The Battle of Hastings](#)

WEEK 5:

WED (9-21): The Byzantine Empire

Reading: Antonucci, "Survival of the Byzantine Empire"

FRI (9-23): **NO CLASS**

WEEK 6:

WED (9-28): Japanese Samurai and the establishment of the Shogunates

FRI (9-30): The Seljuks, Mamluks, and the Crusades

Reading: [Pope Urban Calls a Crusade](#)

[Forgiveness for Sins](#)

[Siege of Jerusalem](#)

WEEK 7:

WED (10-5): The Great Khan to Timur the Lame

Reading: [Genghis Khan's Secret Weapon](#)

FRI (10-7): **MIDTERM EXAM**

WEEK 8:

WED (10-12): **NO CLASS, Autumn Break**

FRI (10-14): **NO CLASS, Autumn Break**

WEEK 9:

WED (10-19): The Incas and the Aztecs

Reading: [Chronicle of the Inca](#)
[Aztecs, Codex Mendoza 1](#)
[Aztecs, Codex Mendoza 2](#)
[Aztecs, Codex Mendoza 3](#)
[Aztecs, Codex Tovar](#)

FRI (10-21): Warfare in North America

WEEK 10:

WED (10-26): Warfare in Africa

Reading: [Mansa Musa and Islam in West Africa](#)
[The Story of Sundiata Keita](#) (0:00-5:20)

FRI (10-28): The Ottoman Empire

Reading: [The Battle of Nicopolis](#)
[The Siege of Constantinople](#) (Byzantines)
[The Siege of Constantinople \(188-End\)](#) (Ottomans)

WEEK 11:

WED (11-2): Medieval Warfare on Land and Sea Pt. I

Reading: [Sluys and Tournai](#) (#14)
[The Battle of Crecy](#)
[The Battle of Agincourt](#) (Monstrelet)

FRI (11-4): Medieval Warfare on Land and Sea Pt. II

WEEK 12:

WED (11-9): The Great Ming Dynasty, Pt. I

FRI (11-11): **NO CLASS, Veteran's Day**

WEEK 13:

WED (11-16): The Great Ming Dynasty Pt. II and the Manchu Conquest of China

FRI (11-18): The Mughal Empire

RESEARCH PAPER DUE IN CLASS

WEEK 14:

WED (11-23): **NO CLASS, Thanksgiving Break**

FRI (11-25): **NO CLASS, Thanksgiving Break**

WEEK 15:

WED (11-30): The European Military Revolution

FRI (12-2): The European Wars of Religion and the Thirty Years War

WEEK 16:

WED (12-7): The Age of Sail and the "West" against the "Rest"
Course Conclusions and Final Thoughts

FINAL: Wednesday, December 14th, 12:00PM-1:45PM

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.