

The College of Charleston
History 103.090/091 World *History to 1500*

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Fall 2008
T (section 090) and R (section 091) 4-6:45
Maybank 306

E-mail: coatest@cofc.edu I am happy to communicate with you via email. However, **please do not email assignments; they get lost and frequently arrive after the due date has passed. If you send me an assignment via email I will not accept it and I will not respond to your inquiries about it. I have over 100 students each semester and emailed assignments and the responses are overwhelming.**

Office Hours: T/W/R 2:30-4 and by appointment.

Course Description: This course introduces the student to the history of the human race by examining distinctive civilizations and cultures of the world and interactions among them, focusing on political, economic, social, and intellectual systems, including religion, science, and technology.

Organization, Objectives, and Grading.

There are no prerequisites for this class. The organization is based on five units, with the general theme of long distance connections in World History to 1500. The objectives of this course are to:

1. Introduce students to historical inquiry as a subject;
2. Provide a framework of global history to 1500; and
3. Develop critical skills in reading for content;
4. Practice effective writing, especially paragraph writing; and
5. Develop skills needed for group work and presentations.

This syllabus outlines the course goals and requirements. Read it carefully and keep it in a handy place throughout the semester. You are responsible for understanding the information contained here, meeting all deadlines, **bringing your Strayer text to every class session** as well as the other texts on the days indicated, and attending class.

Grades will be based on 100 points as follows:

type of work	points	assigned (session)	due (session)
First one page assignment (water control)	15	2	4
Committee presentation on water control	5	2	4
Committee assignment for empires	5	1	6
Second one page assignment (Feudalism)	15	7	8
Committee assignment for Marco Polo	5	1	9
Third one page assignment (Marco Polo)	20	9	11
Committee reports on The Crusades	15	1	12-13
<u>Fourth one page assignment (Lewis and Madden)</u>	<u>20</u>	<u>14</u>	<u>December 16 (090)/ 11 (091) by 7:00 PM</u>
Total	100		

Course grades will be based on the following scale of percentages: 100-94=A, 93-90=A- 89-87= B+; 86-84= B; 83-80=B-, 79-77= C+; 76-74=C, 73-70=C-; 69-67= D+, 66-64=D, 63-60=D-; less than 60= F.

Please note that there are no opportunities for any student to have assignments in addition to these.

That is, there is no possibility of extra credit for any student.

Special Opportunity. Students who receive 15/15 on either of the first two one page papers or 20/20 on the Marco Polo paper will automatically receive 20/20 on the final Lewis/Madden paper.

Attendance Policy: Attendance at each session is important. There is a direct and obvious connection between attending class and obtaining a passing grade. I do not take attendance except on presentation days. Some students have misinterpreted this to mean, "The Professor does not care about attendance." That is not true. What it means is this is a college class (not high school) and you are adults (not children). If you wish to pay for this class and not attend it, that is your decision and you will have to live with the results. You are responsible for all the material in the readings and what is presented in each class, whether you attend or not. The fact that you are absent on the day something is due does not alter the due date. **There are no excused absences for this class for any reason whatsoever.** I have over 100 students in three classes. Please do not call the History Department secretaries or me to say that you will be absent on a given day; it is pointless. If you want to get points for presentations and know what we are doing, be in class. If you are absent on the day scheduled for a presentation, you will not receive any points. The writing assignments require you to use the material from class as well as from your readings. *How can you do that if you are absent?*

All assignments turned in late lose 5 points for each day late.

General Requirements for One-Page Papers

Margins must be less than one inch on the sides, top, and bottom and must be written in twelve-point type (this is twelve point). **I will return papers that do not conform to these basic guidelines with no grade and no comments.** The single most problematic aspect of these classes involve submitting papers. Your paper is due when I ask for it in class on the day indicated on this syllabus. Under NO CIRCUMSTANCES should you email or fax your assignment nor should you pin or tape your paper to my office door. The result in all three cases will be the same: I will not receive your work. You can avoid these problems by turning in your paper at the time it is due. Late papers will be penalized five points for each day late.

During the course, you will be required to write four one-page papers. A one-page paper has a total of one page. It does not have a cover page; it does not have a second or a third page. This is why it is called a **one-page** assignment. Put your name at the top of the page. If you submit more than one page for such an assignment, you will receive zero points. A one-page paper will be graded on the basis of three factors:

1. The **links** that you establish between the two or three sources assigned;
2. The **focus** of the assignment; and
3. **How well** your essay is constructed.

Good links can be established by citing specific terms or concepts from the two or three sources under review. For example, contrasting how an institution is shown in a film and in a reading. A strong focus can be obtained by narrowing your topic to something manageable in the limited space of one page. For example, *religion* is too broad a topic for a one-page paper but the rules of the Order of St. Benedict are not. Make each word count in your essay and proofread your work to ensure it says exactly what you mean.

Pay particular attention to the following in your writing (these numbers will be used on your written assignments if needed):

1. Use active rather than passive voice. Example: *Change was started.* This is a weak sentence because it is vague and especially because we do not know who started what change, when or where.

Revolutionaries changed society. Now this is still a bit vague but at least we know who did the action. Better still would be: *Fidel Castro and a handful of revolutionaries changed Cuban society in the late 1950s and early 1960s.*

2. Avoid repetition and wordiness. Example: She tried to **put** her ideas **into practice**. **To put something into practice...** can you think of **one word** that means that? In a one-page paper, space is at a premium; make each word count. For every ten words that I can remove from your essay, your grade will be lowered 10%.

3. Use your spell check, **always**.

4. Proof read your work. Your failure to use the spell/grammar check feature or to proofread will mean another 10% reduction in your grade.

5. Use past tense in your writing. Example: *The Ancient Egyptians use several different water systems.* The ancient Egyptians lived thousands of years ago. Use the past tense to discuss them. *The Ancient Egyptians **used** several different water systems.*

6. Be certain to select the correct word to express your meaning. Example: *Magellan was the first person to **circumspect** the World.* In this sentence, the word you would want is *circumnavigate*, not *circumspect*. The spell/grammar check feature will sometimes mislead you; this is one reason why proofreading is very important.

Required texts (in the College Bookstore/University Books on King Street and available on the internet):

Strayer text, photocopy to be distributed in class.

Lewis, Bernard. *Cultures in Conflict* (on reserve in the library).

Madden, Thomas. *A New Concise History of the Crusades* (on reserve in the library).

Polo, Marco. *The Travels* (on reserve in the library).

You will benefit most from the class and avoid a number of potentially serious problems if you:

1. Complete the assigned readings **before**, not after, each class.

2. Keep up with readings--do not allow yourself to fall behind. Reserve a special time in your weekly schedules for the readings.

3. Borrow notes from a friend in the class in the event you miss a lecture. Please do not come to my office and ask me for a synopsis of a missed lecture. If you want to know what we do in class, attend!

4. Visit me **during my office hours** to ask any questions you may have. I am happy to meet with you and discuss any issues you might want to raise. That is why I have office hours. If you are unable to see me during my scheduled office hours, ask for an appointment and we can arrange another time.

5. Review this syllabus carefully and note the dates when papers are due. Reserve time just for writing the essays for this class. If you plan your time in this fashion, you will be able to avoid rushing at the last minute to complete the required readings and writing an essay over material that is new. The result will actually be **less work** completed over a longer period. Your essay will reflect a better understanding of the material.

6. Submit your own work on time. That may sound easy, but it means your work (not something written by someone else) on the date and time due. The first day of class we will review the course requirements and the meaning of the term *plagiarism*. I will report cases of plagiarism and any other violations to the Honor Board and students found guilty will receive a grade of XF or F. All students are

reminded that we are required to follow the honor code of the College. This code is explained in detail on pages 46-47 of the *Student Handbook*.

Answers to some frequently asked questions. These questions are asked of me each semester. Because they reflect some serious differences in the importance and philosophy of a liberal arts education (in general) and this class (in particular), I think it is worth pausing a moment to consider:

1. *What will happen if I do not turn in an assignment?* If you note the grading scale, each assignment has a given number of points. Rather than obtaining any of these, you will receive a zero.

2. *The readings in this class are too long. Why don't you cut out one/two/three texts so that they don't interfere with my work?* The answer to this question should be obvious. I know that many students work, and I monitor my reading assignments. You will note that I total the number of pages of assigned reading just for this reason. Isn't paying for school the rationale behind working? I do not think that you would suggest to your boss that you should be paid for forty hours of work when you have completed twenty. Isn't that what this question asks the professor to do--give credit for a class with half the usual reading and other assignments? The amount of reading and the type of assignments are determined by the History Department as a whole, not by individual professors. The solution is to plan your time as carefully as possible and to keep in mind why you may be working. The purpose of this syllabus is to inform students on the first day exactly what the expectations will be.

If you feel that the readings are too long or too hard or that the requirements are too demanding, then drop this class. When you return on the second day of class, you have agreed to the assignments outlined in this syllabus. Any further complaining is pointless.

3. *Where should I be in the readings?* The purpose of this syllabus is to answer that very question. Find today's date on the syllabus and your question will be answered.

4. *Is it OK if I come late/leave early? I have a doctor's appointment/to take a friend to the airport/want to go to the beach.* I expect you to be in class when we start and stay until we finish. If you decide to schedule other activities during class time, that is your business and you will have to live with the consequences.

5. *The books for this class are too expensive. Together with the tuition, this class costs too much money. Do I have to buy all the books? I do not have the time to read all the books for this class, do I have to?* Any of the required books that the library owns are on reserve. Costs for books and tuition have gone up and I realize they are not cheap. Students will not be able to pass this, or any other class in history, without reading the assigned books. In fact, students are actually wasting their time and someone's money if they register for this class and refuse to read the books. The result will be an F and the students will then have to retake class and pay a second time. Let me ask you two questions: *Why do you suppose this class is part of the general education requirement for the College?* If you want to look only at economics (and put aside the idea of learning something about the past) and only discuss what is expensive, the cost of ignorance is very high indeed. The median income for a high school graduate is \$29, 510 (men) and \$ 20, 463 (women) while that of a college graduate is \$45,266 (men) and \$32, 051 (women). If you are currently 20 years old and work for 40 years (until you are 60), this is a difference of around half a million dollars (between \$ 630, 240 and \$463,000), not adjusted for inflation, promotions, or any other factors. Now, *What do you think is expensive and what is cheap?*

Eating, drinking, and smoking are prohibited in classrooms and hallways at the College of Charleston. Students are specifically requested not to make or receive telephone calls on their cell phones during the class period. This includes checking and responding to emails and all related activities. Please turn off your telephones and pagers before class begins. The classroom is not an appropriate place to apply make up, comb hair, or other similar activities of personal grooming,

nor is it a place to drink coffee and read a newspaper. If necessary, on the first day of class, I will be happy to explain why these activities are not appropriate in a class. I will appreciate not being required to ask students a second time to refrain from any of the above. I will permanently remove students from this class if they insist upon engaging in these activities.

Schedule of Lectures and Required Readings

Please note that this schedule is subject to change due to unexpected or unforeseen circumstances (such as hurricanes, storms, power outages, etc.), especially days scheduled for films. We may not have time to see all the films listed below, but will pick and choose from among those listed.

It is **extremely important** that students keep up with the readings and do not allow themselves to fall behind. **Be sure to bring your STRAYER TEXT to class each day (when indicated) as well as any other texts mentioned below.**

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1. **Tuesday August 26/ Thursday August 28.** Introductions. First day of class. Course requirements and expectations. Film: *Iceman*. (OMT 2532, 60 minutes). Discussion: What fields contributed answers to the mysteries of the *Iceman*? What is history and how does it differ from the other fields mentioned?

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2. **Tuesday September 2/Thursday September 4.** Part 1--Early Times. For this week, read (51 pages): *STRAYER TEXT*, chapters 1-2. Film (OMT 2695, 60 minutes) *Egypt: Quest for Eternity*. **First one page paper (water problems) assigned. Using your STRAYER TEXT (assuming it has arrived), the photocopy handout, and the movies as sources, discuss how ancient societies controlled water. Why is this important? What happened as a result? Your paper will discuss several different societies, but your group presentation will need to focus on one particular ancient society and prepare a 10-minute presentation on that society and its efforts to control water.**
In class exercises, water control preparation.

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3. **Tuesday September 9/Thursday September 11.** For this week, read : *STRAYER TEXT*, chapter 3. Film (OMT 2765, 60 minutes): *The Search for Ancient Americans*. **Bring to class: STRAYER TEXT. Library work.**

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4. **Tuesday September 16/ Thursday September 18.** Part 2- The Convergence Towards Empire. For this week, read: *STRAYER TEXT*, chapters 4-5. **First one page paper due.** Committee presentations on water control in ancient societies. Film (OMT 2318, 50 minutes): *The Roman Arena*. Discussion; In what ways did the arena reflect social, political, economic and other aspects of daily life in ancient Rome and it Empire?

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5. **Tuesday September 23/ Thursday September 25.** For this week, read : *STRAYER TEXT*, chapter 6. Film (OMT 2339) *Origins of India’s Hindu Civilization*. **Bring to class: STRAYER TEXT. Note group assignment next week.**

Slides: Vijanagara: the Great Hindu Kingdom of South Asia.

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6. **Tuesday September 30/Thursday October 2. In class exercise/presentation empires.**

For this week, read *STRAYER TEXT*, chapters 7-8.

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7. **Tuesday October 7/Thursday October 10. For this week, read your Strayer text, chapters 9-10.**

Film (OMT #1454): *The Name of the Rose*. Second one page assignment. Contrast the view of daily life in the Middle Ages in Europe as depicted in your *STRAYER TEXT* and shown in *The Name of the Rose* with that of Medieval Islamic culture shown in *STRAYER TEXT*.

Begin reading *Marco Polo*, pp. 7-162.

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FALL BREAK OCTOBER 13-14

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8. **Thursday October 16/Tuesday October 21. Second one page assignment due.** For this week, read, *STRAYER TEXT. chapters 11-12*. Continue reading *Marco Polo*, pp. 163-259. Library orientation.

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9. **Thursday October 23/Tuesday October 28.** Film (OMT 3024, 50 minutes): *Storm from the East, part 2 World Conquerors*. Continue reading *Marco Polo*, pp. 260-end.

Committee discussions of Marco Polo.

Third one page assignment. Was Marco Polo the World's greatest traveler or an equally good liar? Make your case by using specifics from the *STRAYER TEXT* and *Travels* texts. Do **NOT** use other sources for this assignment. I want you to reach a conclusion by yourself, based **ONLY** on Polo’s *Travels*, *STRAYER TEXT* and the movies. **In particular, do not read or use any materials that have Polo’s name in them**, such as the work *Did Marco Polo Go to China?* I want you to reach your own conclusion,

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10. **Thursday October 30/Tuesday November 4.** For this week, read . Film (OMT 2617, 47 minutes): *Five Hundred Nations part 2, Mexico*.

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11. **Thursday November 6/Tuesday November 11.** Library work. **Third one page assignment due.**

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12. **Thursday November 13/Tuesday November 18.** For this week, read the first half of Madden, *A New Concise History of the Crusades*. **Group presentations. Your presentation should be at least 10 minutes and no longer than 15 minutes.** This assignment was made during the first class session of the

semester and we have gone to the library during class time as well as devoted sections of the class for preparation for your presentations. As a result, you all will have had plenty of advance warning and time for preparation for this assignment. The key to an effective group presentation, as we discussed in class, is **organization**. Part of the requirement for each group is to give me **a brief written outline with the names of the people in your group and a bibliography**. This should be on one page. The objective of this is to force you to organize yourselves and to provide me with a list of what you read. This information will tell me how much preparation you have done.

Today: The First Crusade, The Second Crusade, The Latin Kingdom of Jerusalem, The Third Crusade, and The Fourth Crusade

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13. **Thursday November 20/Tuesday November 25**. For this week, read the second half of Madden, *A New Concise History of the Crusades*.

Remaining group presentations: The Fifth Crusade and Frederick II, The Crusades of St. Louis, The Later Crusades, and The Knights Templar.

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THANKSGIVING BREAK NOVEMBER 26-27-28
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14. **Tuesday December 2/Thursday December 4**. Before class, read *Cultures in Conflict*, entire text. **Last Day of class. Discussion of *Cultures in Conflict*. Bring it to class. Fourth one page assignment (final)** on Madden's *New Concise History of the Crusades* and Lewis' *Cultures in Conflict*. Your fourth one page assignment is due at the time scheduled by the registrar for our final exam. It is based on these two texts and my lectures. Using these sources, discuss how Madden and Lewis view the Christian struggle with Islam. Do they have similar or different views? How and why? Do they agree on the impact this struggle had on both parties?

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Final exam (last one page paper) due no later than Thursday December 11 (section 091) and Friday December 16 (section 090) at 7:00 PM. Turn into my box in the History Department or slip it under my office door. Since your paper could easily get lost, **please DO NOT pin/tape it on my door or try to send it via fax or email.**

If you would like to know your grade for this class, look on Cougar Trail. If you would like to know why you received the grade you did, you MUST come see me in person during my office hours in the spring semester. Because of Federal Privacy laws, professors CANNOT DISCUSS GRADES OVER THE TELEPHONE OR INTERNET.

Marco Polo Groups

Prologue Chapters, pp. 7-45 1. 2. 3.	The Middle East, pp. 46-73 1. 2. 3. 4.
The Road to Cathay, pp. 74-112 1. 2. 3. 4.	Kubilai Khan, pp. 113-193 1. 2. 3. 4.
From Peking to Bengal, pp. 163-193 1. 2. 3. 4.	From Peking to Amoy, pp. 194-240 1. 2. 3. 4.
From China to India, pp. 241-259 1. 2. 3. 4.	India, pp. 260-294 1. 2. 3. 4.
The Arabian Sea, pp. 295-312 1. 2. 3. 4.	Northern Regions and Tartars, pp. 313-346. 1. 2. 3. 4.