

**The College of Charleston**

History 101.001 *The Rise of European Civilization to 1715*

Dr. Timothy J. Coates

Summer 2 (day) 2008

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**Course Description:** A survey of the major developments in European history from antiquity to 1715. This course will examine ideas and events that contributed to the rise of Europe and the political, economic, and social institutions which developed in medieval and early modern Europe. Topics will include the Ancient World, the Middle Ages, the Renaissance, the Reformation, the emergence of national monarchies, and the Scientific Revolution.

**Organization, Objectives, and Grading.**

There are no prerequisites for this class. The organization is based on five units, with the general themes of interaction during the Crusades and other long distance connections. The objectives of this course are to:

1. Introduce students to historical inquiry as a subject;
2. Provide a framework of Western European history to 1715; and
3. Develop critical skills in reading for content;
4. Practice effective writing, especially guided short essay 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 *History of Western Society* (hereafter *HWS*)** as well as the other texts on the days indicated, and attending class.

**Grades are based on 100 points as follows:**

type of work	points	assigned	due
First one page assignment (water control)	15	F July 11	M July 14
Oral report on water control (5 minutes)	5	F July 11	M July 14
Second one page assignment (food)	15	F July 18	M July 21
Oral report on food	5	F July 18	M July 21
Committee report on the Crusades	15	T July 8	T/R/F July 22/23/24
Third one page assignment (Lewis and Madden)	15	F July 25	M July 28
Committee Report on Magellan's Voyage	5	T July 8	T July 29
Oral Report on <i>Hakluyt</i> reading	5	T July 8	M August 4
Fourth assignment ( <i>Hakluyt</i> )	20	F August 1	W August 6
<b>Total</b>	<b>100</b>		

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.

**I do not post grades and will not be able to tell you your final grade over the phone or on email.**

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 a 15/15 on any of the first three written assignments will automatically receive a 20/20 for the last written assignment.

**Attendance Policy:** Courses over the summer move at an accelerated pace. Therefore, attendance at each session is important. I do not take attendance. 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. Each semester I have at least one student who never attends class and then comes to my office wondering why he or she failed. It is not rocket science. Students are responsible for all the material in the readings and what is presented in each lecture, whether they 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.** Please do not call the History Department secretaries or me to say that you will be absent on a given day.

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?*

**Nature of the Committee Report.** Your group will make an oral report to the class on one aspect of the crusades. These oral reports will count for 15 points and everyone in each group will receive the same grade. Your oral presentation should be between 10 and 15 minutes and definitely not exceed the 15-minute limit. **Be sure to organize and practice** your presentation so that it flows easily from one topic and person to the next while not exceeding the time limit. I strongly suggest using visuals, such as slides, drawings, maps or PowerPoint.

The class will be divided into groups on:

1. The First Crusade
2. The Second Crusade
3. The Third Crusade
4. The Fourth Crusade
5. The Knights Templar

### **General Requirements for One-Page Papers**

Margins must not be greater than one inch on the sides, top, and bottom and must be written in twelve-point type (this is twelve point) and single-spaced. Papers that do not conform to these basic guidelines will be returned to the student without a grade or comment. Late papers will be penalized five points for each day late.

More so than any other single problem, some students fail to understand that a paper is due in class on the day indicated on this syllabus. When I ask for your papers, that is when they are due. When a student fails to do this, the paper is then late. **DO NOT EMAIL ME YOUR ASSIGNMENTS. DO NOT FAX THEM TO ME. DO NOT TAPE THEM TO MY OFFICE DOOR.** Why? Because the result will be the same. Emails frequently do not end up in my inbox; the fax machine is shared by 25 faculty; papers taped to my door fall onto the floor and get thrown away. The result is that I will not get your assignment. **All of this can be avoided by turning in your paper in class when I ask for it.**

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 is 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 too broad a topic. 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. *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?

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

4. Proof read your work, **always**.

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*.

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

McKay, Hill, Buckler. *History of Western Society, Volume 1*.

Lewis, Bernard. *Cultures in Conflict*.

Pigafetta, Antonio. *Magellan's Voyage*.

Madden, Thomas. *A New Concise History of the Crusades*.

**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 lecture.
2. Keep up with readings--do not 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*. Students guilty of plagiarism will be reported to the honor board of the College. 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*. A student found guilty by the honor board for any violation will automatically fail this class.

**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 to me if I do not turn in an assignment?* If you note the grading scale, each assignment has a given number of points possible. 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 40 hours of work when you have completed 20. 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 note that I assign every page of the books we will use in this class. 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?*

### **Classroom Behavior**

The College of Charleston has a strict and very clear policy regarding student behavior and activity. This is covered in detail in the *Student Handbook*, which all students have and agreed to follow. I will report violations of the code of conduct, and this will result in the student being counseled and, if the behavior continues, I will call the campus police and have the student escorted out of the class and off the campus. The Dean of Students will withdraw the student from the class for disruptive behavior and he or she will possibly be dismissed from the College. Unfortunately, because of the past actions of a handful of disrespectful, immature students, it is necessary for me to occasionally issue negative points in class for immature or disruptive behavior. For example, talking to other students during a film or presentation or knocking your chair over repeatedly and thinking that is somehow amusing. This class has a total possible of 100 points. Each time a student violates the code of conduct, he or she will receive -5 points.

**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 portable telephones during the class period. Please turn off your telephones and pagers before class begins. Students are also reminded that the classroom is not the appropriate place to apply make up, comb hair, or other similar activities of personal grooming. 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 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, floods, etc.), especially days scheduled for films. We will not have time to see all the films listed below, but will chose from among those listed.

During the summer, we move at a fast pace. It is **extremely important** that students keep up with the readings and do not allow themselves to fall behind. **Be sure to bring your**

***History of Western Society (HWS)* text to class as well as any other texts mentioned below on the days indicated below.**

Readings for this first week;

McKay, Hill, Buckler. *History of Western Society, volume 1*, chapters 1-4.

Madden, *A New Concise History of the Crusades*, pp. 1-62.

Movies for this week: *Iceman*, OMT 3178 part 3; *Egypt Quest for Eternity*, OMT 2695.

1. Tuesday July 8. First day of class, introductions, and class expectations
2. Wednesday July 9. *Iceman*
3. Thursday July 10. *Egypt*
4. Friday July 11. Bring *HWS* to class. First One page paper assigned: *In what ways did ancient peoples attempt to control water? Why is this important?*

Notice that this assignment requires that you read, watch, and blend information from a variety of sources. It asks for a synopsis from that material in one-page.

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Readings for this second week:

McKay, Hill, Buckler. *History of Western Society, volume 1*, chapters 5-8.

Madden, *A New Concise History of the Crusades*, pp. 63-142.

Movies for this week: *The True Story of the Roman Arena*, OMT 2318; *Art of the Western World*, OMT 1707 part 1,

5. Monday July 14. First one page paper due. Oral reports on water control.
6. Tuesday July 15. *Roman Arena*
7. Wednesday July 16. *Art of the Western World*.
8. Thursday July 17. (Library) Orientation session.
9. Friday July 18. (Library)

Second one page paper assigned: Food in History. Select one food or spice and discuss how it was used in ancient and medieval Western society from 1000 BC to 1000 AD. How was it grown, produced, collected, distributed, and consumed? Where? How did its consumption spread? Why was it important? Examples would include salt, wheat, olive oil, wine, beer, etc.

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Readings for this third week:

McKay, Hill, Buckler. *History of Western Society, volume 1*, chapters 9-12

Lewis, Bernard. *Cultures in Conflict*.

Madden, *A New Concise History of the Crusades*, pp. 143-222.

Movie for this week: *The Crusades* (# 3097, 4 parts)

10. Monday July 21. Second one page paper due. Oral reports on the food you selected.
11. Tuesday July 22. Part 1. *Pilgrims in Arms. The Roots of the First Crusade*. Presentation by the First Crusade.
12. Wednesday July 23. Part 2. *Jerusalem: The Bloody Path of Crusades*. Presentations by the Second and Third Crusades.
13. Thursday July 24. Part 3: *Jihad: The Rise of Saladin*, and Part 4. *Destruction: Defeat of the Crusades* and presentations by the Fourth Crusade and the Knights Templar.
14. Friday July 25. Bring Lewis, Bernard. *Cultures in Conflict* to class for discussion. Third one page paper assigned. Now that we have discussed the Crusades in eastern end of the

Mediterranean and the *reconquista* in Iberia, how were they different? How do the two authors (Madden and Lewis) differ in their views of this struggle?

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Readings for this fourth week:

McKay, Hill, Buckler. *History of Western Society, volume 1, chapters 13-16.*

Pigafetta, Antonio. *Magellan's Voyage.*

Movie for this week: *Robinson Crusoe*

15. Monday July 28. Third one page paper due. The World Becomes One

16. Tuesday July 29. Committee reports on *Magellan's Voyage.*

17. Wednesday July 30. The World Becomes One.

18. Thursday July 31. Movie: *Robinson Crusoe.*

19. Friday August 1. Library day to select Hakluyt volume. Fourth one page paper assigned.

Using the lectures on "The World Becomes One," *Magellan's Voyage*, and the movie *Robinson Crusoe* as starting points, discuss your selected travel reading from the Hakluyt series.

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Readings for the last days of class

McKay, Hill, Buckler. *History of Western Society, volume 1, chapter 17*

20. Monday August 4. Oral presentations of your selected reading. Distribution of documents.

21. Tuesday August 5. **Last day of class, document discussion.**

Wednesday August 6. Final exam (fourth one page assignment, the Hakluyt reading). **They are due in my office due by 11:00 on Wednesday August 6.**

If you would like to know your course grade, check Cougar Trail. If you want to know why your received the grade you did, you need to see me IN PERSON during my office hours in the fall. **I cannot discuss a student's grade via the Internet or on the telephone due to Federal Privacy Laws.**