

**History 103 (02)
World History to 1500
Spring 2008**

MWF 9-9:50 Rm. 320 Bell Bldg.
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Office hours: MW 10-10:30,
TR 1-1:30 and by appointment

If you fax (953-6349) me something, please include my name and yours. I do not accept assignments by e-mail because of technical difficulties, but I am happy to receive brief messages or inquiries from you by e-mail. The best form of communication is to see me in my office.

Catalogue Description: "An introduction to civilizations and cultures in the Middle East, Africa, Asia, Europe, and the Americas and the interactions among them, dealing with themes such as political, economic, social, and intellectual systems, religion, science, and technology."

Instructor's Course Objectives: By the end of this course, you should be able to meet the following objectives that I have identified:

- 1) understand and appreciate the nature of history and the historical inquiry,
- 2) understand and describe the interaction of political, economic, geographic, religious, and social factors in World History,
- 3) identify the major personalities of World History who have significantly influenced the development of the world, and
- 4) analyze the developments that have influenced the structure and content of the contemporary world.
- 5) apply reading, writing, and oral skills to the development, formulation, and expression of an understanding of the subject matter covered in this course.

Student Objectives: These objectives you will determine by vote:

- 1)
- 2)

Course Requirements:

The following required printed books are available for purchase at the Bookstore:

Peter Stearns and others, *World Civilizations: The Global Experience*, 5th ed., vol. 1 (N.Y.: Longman, 2007).

Edward Slingerland, ed., *Confucius: The Essential Analects* (Indianapolis: Hackett Publishing, 2006).

John Aberth, *The Black Death* (Boston: Bedford/St. Martin's, 2005).

Other texts for this course are available online or by e-reserve through library website.

Please bring the textbook with you every day to class because there are artifacts (documents and illustrations) in them we shall be studying and analyzing. If you do not bring your textbook to class, you may lose points on your section exam.

Grades:

It is your responsibility to keep up with the assignments in the Course Schedule and to prepare yourself fully to participate in class discussions over assignments. There will be no make-up examinations for section tests; I'll add the weight of the missed examination onto that of the final examination. Your final grade in the course will include:

<u>Assignment</u>	<u>points</u>	<u>due date</u>
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Oral presentation in class	(see final exam)
Class participation and discussion	20
3 Section Tests	60
Final exam with take-home essay	<u>20</u>
	100

The following grade structure will apply:

A	93-100	C	73-75	
A-	89-92	C-	69-72	
B+	86-88	D+	66-68	
B	83-85	D	63-65	
B-	79-82	D-	60-62	
C+	76-78	F	less than 60	WA

While I do not post grades or communicate them by phone or e-mail (for confidentiality considerations), I can respond if you provide a stamped self-addressed envelope or postcard.

Student Group Oral Presentation: You will each have an opportunity to lead one day's discussion on both the documents and the artifacts relating to one of the topics covered during the term. You will explain the era through analyzing these sources in class and later present the results in written form along with your analysis of how you could have improved your presentation (3-5 pp., double spaced) due the last day of regular class to constitute 50% of your final exam grade. Be prepared to provide supportive materials (overhead prints, power point presentations, handouts) to the members of the class to illustrate the issues and ideas you intend to stress.

Behavior: Please don't bring active computers, telephone devices, pagers, or electronic recorders to class without my prior approval and that only for medical cause. These or other disruptive behaviors can result in your temporary or permanent removal from this class. Please check the "Classroom Code of Conduct" in the Student Handbook. Students are responsible for obtaining any materials handed out in class that they miss.

Attendance: Your regular attendance in and attentiveness to classes is important. We'll be discussing material, documents, and artifacts not in the textbook which may appear in tests. You are personally responsible for material covered in the readings but not presented in class; you are also responsible for material covered in class that is not in the textbook. It is your responsibility to obtain such information; it is not my responsibility to make it available to you outside of class. Class discussion over your and my ideas has proven to be a valuable activity in preparing you for examinations. Unannounced quizzes may be given on assigned readings and the textbook; these will count as points on your section exams.

Class Discussions: I may divide the class roll into several discussion groups. These groups will provide you with an opportunity to interact on a regular basis with a small peer group for more intimate discussion of issues during and outside class. You may find these groups helpful for studying for tests, sharing class notes, and discussing assignments. Occasionally I'll use these groups during class for demonstrations or simulations to enhance your understanding. Class discussion is meant to draw out the implications of what is said. I'll often follow your answer with another question. The intention is not to embarrass but to stimulate critical thinking skills and to explore historical issues more deeply. This may cause some discomfort but is not unusual in a college level course. Please don't speak until first recognized. Students who are not present or who do not participate in discussions should not expect to receive a satisfactory class participation grade.

Class assignments: Students must complete all assignments (including the final exam) to pass the course. All requirements must be completed by the last day of classes. Papers should be typed, proofread, and written according to the standards of modern English usage. Written work will have correct spelling, appropriate punctuation, and exact grammar. Papers with insufficiently dark, readable print will be returned ungraded. Only hard copies will be accepted. Students should retain a hard copy of their own work. It is the responsibility of the student to insure that I

receive all papers and exams. Papers received after the due class (and therefore late) will result in a lowering of the grade by a letter grade for each 24 period or portion thereof. Technological problems (such as computer-printer-disc issues) are not a valid excuse. The College of Charleston provides a Writing Lab for issues related to modern English usage.

To benefit most from the class:

Complete the assigned readings before, not after, each class. Keep up with the readings; do not fall behind. If you miss class, borrow notes from a fellow student. While I do not provide class notes or outside tutoring, please feel free to come by during office hours to ask any individual questions you have. If you are unable to meet scheduled office hours, ask for an appointment to arrange another time. For a very brief response, I am on e-mail (croutr@cofc.edu); however, I can't not make complex responses by e-mail. Come see me. If you make an appointment to see me outside regular office hours and cannot attend, contact me immediately beforehand.

College of Charleston Honor Code: You are responsible for reading and complying with the College of Charleston Honor Code (Student handbook). Plagiarism is a serious offense.

Schedule of Class Assignments:

***** Student resource textbook website for the fourth edition (slightly outdated) is:
www.ablongman.com/stearns4e *****

Topic One. Introduction to the Course; What is History? (beginning)

Jan. 9, 11 Introductions; review of syllabus; instructor's course objectives; Identifying student-based course objectives; What do you think "history" is, and why do you think that? A definition of history.

Discussion: Peter Stearns, "History Should Not be Taught as a Set of Facts but as an Active Analytical Tool," *Chronicle of Higher Education*, August 7, 1991, p. A32; Ane Lintvedt, "Teaching Students to Interpret Documents," American Historical Association, *Perspectives*, December 2004, pp. 23-25. (These are available through e-reserve on the Addlestone Library website.) Who are the authors, and what are their qualifications and potential biases?: Stearns Text, xx

Topic Two The Rise of Civilizations in Asia and Africa; Nomads

Jan. 14, 16, 18 Stearns, *World*, chs. 2, 3, 4; Documents:

Gilgamesh (tablet VII-X): www.ancienttexts.org/library/mesopotamian/gilgamesh/tab7.htm

Code of Hammurabi: www.wsu.edu/~dee/MESO/CODE.HTM

Book of the Dead (Hymn to Osiris): <http://interoz.com/egypt/bod1.htm>

The Hebrew Bible (Book of Leviticus): www.ewtn.com/library/SCRIPTUR/LEVI.TXT

Laozi, The Daode Jing (Tao Te Ching): "1. To Guide with Names," "9. The inconstancy of achievement," "30. Government without Coercion":

www.hku.hk/philodep/courses/EWEthics/ttc.htm

Discussion of *Confucius: The Essential Analects* (ed. by Edward Slingerland)

Martin Luther King, Jr. Holiday January 21 (no class)

Topic Three The Mediterranean (Greece and Rome)

Jan. 23, 25 Stearns, *World*, chs., 5, 7; Documents: Aristotle, Politics (excerpts):

www.fordham.edu/halsall/ancient/aristotle-politics1.html; Plutarch's Lives ("Lycurgus", "Solon"):

www.e-classics.com/contents.htm

Artifact: Greek sculptures of Alexander the Great and Zeus (figs. 5.6 and 5.8)

Topic Four South Asia

Jan. 28, 30, Feb. 1 Stearns, *World*, ch. 6; Documents: The Bhagavad Gita: www.bhagavad-gita.org/index-english.html; Buddha, "Quotes":

www.brainyquote.com/quotes/authors/b/buddha.html; Kautilya, The Arthashastra:

www.wsu.edu:8080/~wldciv/world_civ_reader/world_civ_reader_1/arthashastra.html

Artifact: The statue of The Buddha (figure 6.4)

Topic Five Migrations in Africa, Japan, Polynesia, and Europe

Feb. 4, 6 Stearns, *World*, chs. 9; Documents:

Alice Werner, Myths and Legends of the Bantu, "Where Man Came From":

www.afrikaworld.net/afrel/bantutexts.htm

The Baldwin Project: The Heroes of Asgard, "A Giant---a Cow---and a Hero", "Ragnarok":

www.mainlesson.com/display.php?author=Keary&book=asgard&story=giant

The Kojiki, "The Origin of Japan": www.gly.uga.edu/railsback/CS/CsJapan.html

Artifact: The photographs of the Shinto and Buddhist temples (figures 9.7 and 9.8).

Exam No. 1: Feb. 8 (topics one through four)

Topic Six Conclusion of the Classical Era

Feb. 11, 13, 15 Stearns, *World*, ch. 10; Documents: Paul of Tarsus, Letters to the Romans:

<http://eawc.evansville.edu/anthology/romans.htm>; _____, First Letter to the Corinthians:

<http://biblescripture.net/1Corinthians.html>

Artifact: Photograph of the Chora Church in Istanbul (fig. 10.4)

Topic Seven The Rise of Islam

Feb. 18, 20 Stearns, *World*, chs. 11, 12, 13; Documents: The Koran (Chapter 1: "The Opening", Chapter 23: "The Believer"):

<http://etext.virginia.edu/toc/modeng/public/HolKora.html>

The Hadith ("Miscellaneous Sayings"): www.fordham.edu/halsall/source/misc-hadith.html

al-Mawardi, The Laws of Islamic Governance: www.bysines.co.uk/excerpts/excerptahkam.htm

Ibn Battuta, Travels in Asia and Africa: www.fordham.edu/halsall.source/1354-ibnbattuta.html

Artifact: Figure 11.5 of a Jewish synagogue in a medieval Islamic land.

OR

Artifact: Figure 12.5 of a group of fifteenth century Persian scientists testing and developing navigational instruments.

OR

Artifact: Figure 13.3 of a photograph of the great mosque at Jenne on the Niger River.

Topic Eight The Byzantine Empire and the Rus

Feb. 25, 27 Stearns, *World*, ch. 14; Documents: Procopius, The Secret History, 1. "How the Great General Belisarius was Hoodwinked by his Wife," 8. "Character and Appearance of Justinian," 24. "Unjust Treatment of the Soldiers":

www.fordham.edu/halsall/basis/procop-anec.html; Russian Primary Chronicle ("The Baptism of Rus"):

http://web.ku.edu/~russcult/culture/handouts/chronicle_all.html

Artifact: The two Byzantine mosaics of Jesus (on page 311 and figure 14.4).

Exam No. 1: Feb. 29 (topics five through seven)

Spring Break March 2-9

Topic Nine Emergence of "Christendom" (European Middle Ages)

Mar. 10, 13, 15 Stearns, *World*, ch. 15; Documents:

Feudalism ("Feudal Oaths"): www.fordham.edu/halsall/source/feud-oath1.html

"Agreement between Count William V of Aquitaine and Hugh V of Lusignan:

www.fordham.edu/halsall.source/agreement.html; Andreas Capellanus, The Art of Courtly Love:

www.fordham.edu/halsall/source/capellanus.html

Artifact: The photograph of the cathedral at Amiens, France (figure 15.6).

John Aberth, ed., *The Black Death: The Great Mortality of 1348-1850*

Topic Ten Reunification and Renaissance in East Asia

Mar. 17, 19, 21 Stearns, *World*, chs. 17, 18; Documents:

Dufu (Tu Fu), Poetry: www.chinapage.org/poet-e/dufu2e.html; Bo Zhuyi (po Chu-i), "Drunk

Again", "Night on the West River": www.humanistictexts.org/po_chu_i.htm

Tale of the Heike: afe.easia.columbia.edu/japan/japanworkbook/literature/heike.htm

Artifact: The ink drawing of Chinese philosophers of the Song dynasty (figure 17.2).

Topic Eleven The Khans

Mar. 24, 26 Stearns, *World*, ch. 19; Documents: Secret History of the Mongols: (library e-reserve); Juvaini: The History of the World Conqueror (library e-reserve); Rashid al-Din: (library e-reserve); William of Rubruck, Account of the Mongols ("Mongols' Social and Religious Customs," "Christians at the Court of the Khan"):

<http://depts.washington.edu/silkroad/texts/rubruck.html>

Artifact: The illustration (figure 19.4) of the Mongol siege of Baghdad in 1258.

Topic Twelve Renaissance in Europe

Mar. 31, Apr. 2 Stearns, *World*, ch. 20; Documents: Machiavelli, The Prince, (esp. Chapters 17, 25): www.constitution.org/mac/prince00.htm; Castiglione, The Courtier, (esp. Books 1, 3):

www.uoregon.edu/~rbear/courtier/courtier.html

Artifact: Painting of Dante and the new Florence (fig. 20.2)

Exam No. 3: Apr. 4 (topics eight through eleven)

Topic Thirteen The Pre-Columbian Americas

Apr. 7, 9, 11 Stearns, *World*, chs. 8, 16; Documents:

Popul Vuh, (esp. chapters 1 and 2):

www.geocities.com/Athens/academy/7286/populvuhmain.html

Artifact: Drawing of Aztec human sacrifice (fig. 16.3)

Topic Fourteen The Columbian Exchange

Apr. 14, 16, 18 Stearns, *World*, ch. 21; Documents: Christopher Columbus (Colon), Journal (extracts): www.fordham.edu/halsall/source/columbus1.html

Artifact: Map of 1489 (fig. 20.3)

Conclusion: The Global Order: Emergence of the "Modern"

Apr. 21, 23 Stearns, *World*, ch. 22

Final Exam (Comprehensive Exam and artifact essay) Monday, April 28, 8-11 A.M.

Do not plan to stop attending this course before completing its requirements (including the final exam) unless you accept the consequences upon your grades. Any uncompleted assignments may result in a course grade of F. Requests for a change in the final exam date must be accompanied by the appropriate written form. Early departure from campus is NOT a valid reason. For the College policy on final exams, see "Absence from Final Examinations" in the College Bulletin.

Any assignment not received by the final exam will receive a grade of "zero."

Do not consider this syllabus as a contract; it is a tentative work plan, and therefore subject to changes that I consider reasonable as circumstances warrant. Records gathered in this course are for my use only and not for commercial purposes (as consistent with South Carolina law). Students are prohibited from selling or being paid to take notes during this course for or by any person or commercial firm without my express, written consent.