

# **HISTORY 112.01 CRN 13927/15287: WORLD CIVILIZATIONS 950 - 1750**

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Fall 2018  
Class Time: TR 12:30 – 1:45 PM  
Classroom: Kinard 207  
Credit Hours: 3

## Office Hours:

M 10:45 AM – 12:45 PM  
M 9:45 – 10:45 AM in my Medieval Studies office (Bancroft 105)  
W 10:45 AM – 1:45 PM  
W 9:45 – 10:45 AM in my Medieval Studies office (Bancroft 105)  
or by appointment

A history of world civilizations offers a unique perspective on our collective history and provides a foundation for a diverse and broad understanding of the lives we lead today. This course delves into the history of civilizations found around the globe between the years 950 and 1750 CE. In this class we will look at the ideas and trends that exemplified various cultures—what they excelled at—as well as the difficulties they overcame. Examining their contributions and interactions on the larger world stage, it becomes clear that our collective history is not just the history of one continent, but a hodgepodge of views and ideas from around the world.

## **GENERAL EDUCATION GOALS, UNIVERSITY-LEVEL COMPETENCIES, AND STUDENT LEARNING OUTCOMES**

This course satisfies the historical perspectives, global perspectives, and arts and humanities requirements of the general education program.

Satisfied University-Level Competencies for undergraduate students include:

- First: Winthrop graduates think critically and solve problems
- Third: Winthrop graduates understand the interconnected nature of the world and the time in which they live
- Fourth: Winthrop graduates communicate effectively

The global learning component(s) of this course is/are the following: By its very nature, this course adheres to the Global Learning Initiative.

In order to achieve these goals, this course will have the following student learning outcomes:

*History Department Component Learning Objectives*

Students in this course are expected to achieve the following learning objectives of the

History Department:

- (Department Outcome Two) History majors are personally and socially responsible. They demonstrate understanding of ethical dimensions of historical moments, processes, and developments
- (Department Outcome Four) History majors communicate effectively core themes, ideas, and subject matter, in both written and oral form

*Historical Perspective Component Learning Objectives*

Students in this course are expected to achieve the following learning objectives related

to the historical perspective:

- Read, write, and speak standard English on historical topics
- Critically read significant primary and/or secondary sources on historical questions. Students should be able to understand their reading, as well as spoken and non-verbal messages
- Understand and practice rhetorical techniques and styles by speaking and writing on historical subjects. Speaking might include formal oral presentations, informal class discussion or small group discussions, or peer review. The writing component should include demonstrated writing competence appropriate to the level of the course. This should be demonstrated through a number of evaluated writing assignments
- Identify sound and unsound historical reasoning
- Demonstrate knowledge of diverse cultural, aesthetic, and/or intellectual viewpoints and milieus
- Demonstrate ability to “think historically,” i.e., they appreciate both the differences and the relationships between past and present and how past eras differ from one another
- Demonstrate an understanding of how historical change occurs and what causes it
- Articulate a philosophy of history or be able to use the “tools” of historiographical study and research
- Demonstrate knowledge of significant information specific to the topic, time period, or culture addressed

- Analyze, synthesize, and critically evaluate “difference” and the value of diversity. Put in its most fundamental expression, students should be aware of and resist the easy temptation to equate “different” with “inferior” or “wrong”
- Demonstrate an appreciation of universal themes or “human constants” across historical periods; e.g., basic needs, gender relations, poverty, wealth, property relations, political movements, aesthetic values, and religious experience
- Demonstrate awareness of interrelationships that foster change among societies, regions, nations, and cultures
- Identify the root causes of historical changes or conflict and articulate methods of conflict resolution
- Demonstrate recognition of historical causes for present realities
- Demonstrate awareness of the impermanence of present circumstances and the inevitability of change in future realities
- Demonstrate knowledge of how artistic forms and expressions have changed over time periods, cultures, and disciplines
- Demonstrate understanding of the relationships among various art forms within their socio-historical contexts
- Critically evaluate the connections between the arts and society

#### *Humanities and Arts Perspective Component Learning Objectives*

Students in this course are expected to achieve the following learning objectives related to the humanities and arts perspective:

- Demonstrate knowledge of and appreciation for diverse intellectual and/or cultural viewpoints
- Critically evaluate diverse intellectual and/or cultural viewpoints
- Demonstrate knowledge of the history of the arts
- Demonstrate understanding of the relationships among various art forms within their sociohistorical contexts
- Demonstrate knowledge of and appreciation for diverse values and beliefs
- Critically evaluate those values and beliefs
- Examine their own values and beliefs
- Critically evaluate materials in a variety of formats (e.g., written, oral, visual, etc.)
- Gather information and to develop and effectively communicate ideas in Standard English

#### *Global Perspective Component Learning Objectives*

Students in this course are expected to achieve the following learning objectives related to the global perspective:

- To expose students to multiple perspective such as the influences of economic,

- historical, political, social, and cultural forces in the development and functioning of the world
- To study the effects of such forces on particular countries, cultures, and geographic regions
  - To apply critical thinking and analytical skills
  - To recognize human diversity (both past and present)

This course conforms to the *General Education guidelines* by requiring four written assignments.

### **ASSIGNMENTS AND GRADE BREAKDOWN**

There are three short papers as well as a mid-term exam and a final exam in this course. A map project is associated with each exam. The three **papers** are due, in order, on Thursday, September 6<sup>th</sup>; Thursday, October 4<sup>th</sup>; and Thursday, November 15<sup>th</sup>. All three papers will be due at midnight on Thursdays. They should be two-to three-double-spaced pages (750 – 1000 words) in length. The first two papers (each worth 15% of your overall grade) will be examinations of a primary document, an account of Abbasid Baghdad and an overview of the caste system in India, respectively. The third paper (worth 22% of your overall grade) is a comparison between two letter exchanges—among Pope Innocent IV and the Mongol ruler Kuyuk Khan in the mid-thirteenth century and the Chinese Rites Contest, which comprised letters between Emperor Kangxi and Pope Clement XI in 1751). A hand-written **mid-term exam** (15% of the overall grade; Thursday, October 25<sup>th</sup>) will be taken in-class and the **final exam** will take place during the established final exam period (22% of the overall grade; Thursday, December 6<sup>th</sup> at 11:30 AM in Kinard 207). The midterm and final exams will be all essays. More detailed descriptions of the papers and exams are available online and the assignments will be announced and discussed in class over the course of the semester. At the beginning of the semester, you will receive a blank **map**, which is to be filled out two times over the course of the semester. These maps are due at the end of class on the day before the midterm exam (the first map project is due on Tuesday, October 23<sup>rd</sup>) and will make up 5% of your midterm exam grade. A second map, reflecting what we learned in the second half of the semester, is due on the last day of class (on Thursday, November 29<sup>th</sup> and again comprises 5% of your final exam grade). Though when combined the two

map projects are only a small percentage of your exam grade, they are easy projects to complete, and they help you prepare for your exams. If done properly, the map project should help boost your midterm and final exam grades. **Class participation** is 11% of the overall mark. Your overall class participation grade reflects regular attendance, which will be taken. Multiple unexcused absences will result in a reduced class participation grade. Abuse of the attendance policy (regular unexcused absenteeism) will result in a *zero* class participation grade. Winthrop University policy states that a student who misses a total of 25% or more of the class meetings, which totals seven classes, will receive “a grade of F or U” for the course. In this class, ***more than seven unexcused absences will result in a failing grade for the course.*** Please send an email, voice-mail, or note on my door if you are not in class. I would let you know if I was going to miss a class, and I appreciate that you reciprocate this. There will be no extra credit assignments; however, consistently attending and being attentive during class is a wonderful way to bolster your overall grade. Much of the content on the mid-term and final exams will be provided in class discussions and lectures. Therefore, missing classes will not only result in a poor class participation grade, but also will make the exams more difficult. Please Note: Sleeping (even a short catnap) or the use of cell phones (without permission) during class will result in an automatic 0 for daily attendance.

Again, the breakdown of the overall grade is as follows:

<b>Abbasid Baghdad Analysis</b>	15% of grade	Thurs., Sept. 6 <sup>th</sup> at midnight
<b>Caste System Source Analysis</b>	15% of grade	Thurs., Oct. 4 <sup>th</sup> at midnight
<b>Mid-Term Examination</b>	15% of grade	Thurs., October 25 <sup>th</sup> in class
• <b>Map Project One</b>	(5% of midterm grade)	Tues., October 23 <sup>rd</sup> in class
<b>Comparing Two Sources</b>	22% of grade	Thurs., Nov. 15 <sup>th</sup> by midnight
<b>Final Exam</b>	22% of grade	Thurs., Dec. 6 <sup>th</sup> @ 11:30 AM
• <b>Map Project Two</b>	(5% of final exam grade)	Thursday, Nov. 29 <sup>th</sup>
<b>Class Participation</b>	11% of grade	

## Turnitin

Class Name: World Civilizations 112 001, 12:30 Class

Class ID: 18740358

Enrollment Key: Vikings

This course will be graded on a plus/minus basis. Each course component (the two Source Analyses, the Research Paper, the Mid-Term Examination, the Final Examination, and Class Participation) will receive a letter grade. The numerical value of the letter grade is equal to the grade points listed in the Winthrop University Catalog (e.g., a C equals 2.0). Your overall mark will reflect a weighted average of those grades. Utilizing the published rubric, which will be distributed in class and reflect the rubric posted on the General Education website, the following letter grades will be assigned:

A+ = 98-100 points	Level 5 ~ Exceptional	Substantially exceeds requirements
A = 95 points	Level 4 ~ Superior	Exceeds requirements
B = 85 points	Level 3 ~ Commendable	Meets requirements
C = 75 points	Level 2 ~ Rudimentary	Partially meets requirements
F = 0-59 points	Level 1 ~ Minimal	Does not meet requirements

Your grade will be assigned using the Plus/Minus grading system:

94% - 100%	=	A	74% - 76%	=	C
90% - 93%	=	A-	70% - 73%	=	C-
87% - 89%	=	B+	67% - 69%	=	D+
84% - 86%	=	B	64% - 66%	=	D
80% - 83%	=	B-	60% - 63%	=	D-
77% - 79%	=	C+	59% or less	=	F

## READINGS AND REQUIRED MATERIALS

Required Readings include:

- Duiker and Spielvogel, *The Essential World History*, 8<sup>th</sup> edition (one volume)
- A notebook with sufficient space to take notes over the course of the semester and jot down thoughts and ideas

This book can be bought at the textbook store located within the DiGiorgio Campus Center. It is also available at Dacus Library, although it is kept with the textbooks (not with regular books in the stacks). Other reading assignments will either be placed in the “Content” section of our Blackboard Website or handed out in class. We will often read documents in class, so make sure to check Blackboard to see what readings you should bring with you. There will also be an occasional article or book chapter assigned in addition to those listed on the syllabus.

### **ADDITIONAL INFORMATION**

**Students with Disabilities:** Winthrop University is dedicated to providing access to education. If you have a disability and require specific accommodations to complete this course, contact the Office of Disability Services (ODS) at 803-323-3290. Once you have your official notice of accommodations from the Office of Disability Services, please inform me as early as possible in the semester.

Review the student code of conduct for university polices on academic misconduct. Academic misconduct will not be tolerated and will result in a failing grade on the assignment and/or in the course. In particular, plagiarism is a serious academic offense and, whether intentional or not, is a violation of the Code of Student Conduct. The full handbook is available online at:

(<http://www2.winthrop.edu/studentaffairs/handbook/StudentHandbook.pdf>)

All electronic devices (including cell phones) should be set to silent and kept in your book bag or purse throughout class time unless otherwise instructed. If such devices are seen at times when we are not using them as a class you will be counted absent.

This syllabus is tentative, and may be updated over the course of the semester. An up-to-date syllabus, reflects any changes, will be available on Blackboard.

## **TENTATIVE SCHEDULE OF CLASSES, READINGS, AND ASSIGNMENT DUE DATES**

### **AUGUST**

Week One (August 21<sup>st</sup> and 23<sup>rd</sup>): The Americas during the Medieval Period

- **Introduction; Progress and Civilization**
  - Readings: *Essential World History*, pp. 142-143
- **Americas: Unique perspectives**
  - Readings: *Essential World History*, pp. 144-152 (up to “The Aztecs”), pp. 156 - 160 (up to “The Inka) and pp. 163-166. We will read about the Aztecs and the Inka later in the semester.

Week Two (August 28<sup>th</sup> and 30<sup>st</sup>): The Americas during the Medieval Period; Medieval Mediterranean

- **Americas: Unique Perspectives: MesoAmerica and unique animal husbandry**
- **Americas and Byzantium**
  - Readings: *Essential World History*, pp. 328-338 (up to “The Decline and Fall of the Byzantine Empire”); Basil II (Online)

### **September**

Week Three (September 4<sup>th</sup> and 6<sup>th</sup>):

- **Byzantium and the Basic Tenets of Islam**
  - Readings: *Essential World History*, pp. 168-172 (to “The Arab Empire and Its Successors) and pp. 177-180 (“The Abbasids” – “The Crusades”)
- **Basic Tenets of Islam**
  - Readings: *Essential World History*, pp.181-193 (From “Andalusia: A Muslim Outpost in Europe”)

**SOURCE PAPER # 1: ABBASID BAGHDAD (Thursday, Sept. 6<sup>th</sup> at midnight)**

Week Four (September 11<sup>th</sup> and 13<sup>th</sup>): Eastern/Southern Mediterranean and Medieval Africa

- **Islam Expands**
  - Readings: *Essential World History*, pp.181-193 (From “Andalusia: A Muslim Outpost in Europe”)
- **Islam Expands ; Women in the Eastern Mediterranean: Byzantine and Muslim Women**
  - Readings: “Muslim and Byzantine Women” Readings (Online)

Week Five (September 18<sup>th</sup> and 20<sup>th</sup>): Medieval Africa and Europe

- **Africa before 1500 CE**



- Readings: *Essential World History*, pp. 196-219 (The textbook does not mirror what was discussed in class. The class PowerPoints on Africa reflect the direction current academic research is heading)
- **Africa before 1500 CE II**
  - Readings: *Essential World History*, pp. 196-219 (The textbook does not mirror what was discussed in class. The class PowerPoints on Africa reflect the direction current academic research is heading)

Week Six (September 25<sup>th</sup> and 27<sup>th</sup>): Medieval Europe

- **Europe, Vikings, and Changes after 1000 CE: Innovation and Change in Outlook and Agriculture (Those who work)**
  - Readings: *Essential World History*, pp. 314-323 (up to “Medieval Europe and the World”); Letter of Holy Roman Emperor Henry IV to Pope Gregory VII (Online)
- **European Optimism after 1000 CE II: Those Who Fight**

## October

Week Seven (October 2<sup>nd</sup> and 4<sup>th</sup>): Medieval Europe and India

- **Those who pray and European Identity**
  - Readings: *Essential World History*, pp. 323-325 (from “Medieval Europe and the World to the end of the chapter”); p. 180 (“The Crusades”); and pp. 338-340 (up to “The Crises of the Fourteenth Century”); Saladin’s Summons to Holy War (Online); Western Identity Readings (Online; PowerPoint)
- **The Crusades and Medieval India**
  - *Essential World History*, pp. 221-237 (up to “The Golden Region”)

**SOURCE PAPER #2 DUE: INDIAN CASTE SYSTEM (Thursday, Oct. 4<sup>th</sup> by midnight)**

Week Eight (October 9<sup>th</sup> and 11<sup>th</sup>): Medieval India and China

- **Medieval India II**
  - *Essential World History*, continue reading pp. 221-237 (up to “The Golden Region”); “The Islamic Conquest of India,” *Essential World History*, p. 232 (mentioned in class)
- **Medieval China: The Song Dynasty**
  - *Essential World History*, *Essential World History*, pp. 249-260 (up to “Explosion in Central Asia: The Mongol Empire”); pp. 268-274 (from “In Search of the Way to the end of the chapter”); A poem by Amir Khusrau (PowerPoint on Blackboard); Confucian Readings: “The Great Learning” (online)

Week Nine (October 16<sup>th</sup> and 18<sup>th</sup>): Medieval China, Maps, and Midterm

- **The World Turned Upside Down: The Mongols and the Black Death**

- *Essential World History*, pp. 260-262; 340-345 (up to “Recovery: The Renaissance”); “A Letter to the Pope,” *Essential World History*, p. 263 and Boccaccio’s “Black Death”
- **China III: Mongol China and the rise of the Ming Dynasty**
  - Readings: *Essential World History*, pp. 262-268 (up to “In Search of the Way”); Zheng He in India, a Chinese Fleet (both online)

Week Ten (October 23<sup>rd</sup> and 25<sup>th</sup>): Mongols, the Black Death, and China

- **China IV: The Ming Dynasty and Zheng He**
  - Readings: *Essential World History*, pp. 262-268 (up to “In Search of the Way”); Zheng He in India, a Chinese Fleet (both online)

**Completed Maps Due (Thursday, October 23<sup>rd</sup>)**

- **Midterm Exam (Thursday, October 25<sup>th</sup>)**

Week Eleven (October 30<sup>th</sup>):

- **After the Plague: The Renaissance and Reformation**
  - Readings: Both readings from *Essential World History: On Renaissance and Reformation Era Europe*, pp. 345-349 and pp. 380-403

## November

Week Eleven. continued (November 1<sup>st</sup>): Early Modern Europe and the Americas

- **Reinvigorated Western Identity and Contact: The Americas (Inca and Mexica)**
  - **Readings:** *Essential World History: The Aztecs*, pp. 152-156 (up to “The First Civilizations”) and *The Inka*, pp. 160-163 (up to “Stateless Societies in the Americas”)

Week Twelve (November 6<sup>th</sup> and 8<sup>th</sup>): The Americas

- **Contact: The Americas (Mexica and disease)**
- **Islam: The Ottomans**
  - Readings: *Essential World History*, pp. 406-422 (up to “The Impact of European Power in India”) and pp. 424-428

Week Thirteen (November 13<sup>th</sup> and 15<sup>th</sup>): Early Modern Africa and Islam

- **Africa and the Beginnings of the Atlantic Slave Trade**
  - Readings: *Essential World History*, European Contact, pp. 362-374 (up to “Southeast Asia in the Era of the Spice Trade”)
- **Islam in India (the Safavids and the Mughals) and the Qing Dynasty in China;**
  - Readings: *Essential World History*, pp. 354-362 (up to “The Conquest of the New World”); pp. 422-424 (“The Impact of European Power in India”) up to “The Mughal Dynasty: A ‘Gunpowder Empire’?”); *Qing China*, pp. 431-432 (up to “China at its Apex”); pp. 432-433 (from “China at its

Apex” up to “The Greatness of the Qing”); and pp. 433-444 (from “The Greatness of the Qing” up to “Tokugawa Japan”)

**SOURCE PAPER # 3 DUE: COMPARATIVE ANALYSIS (Thursday, November 15<sup>th</sup> by midnight)**

Week Fourteen (November 20<sup>th</sup> and 22<sup>nd</sup>): Happy Thanksgiving

- **Pirates and Pilgrims: Unique experiences in the New World**
- **Thanksgiving Break, No classes**

Week Fifteen (November 27<sup>th</sup> and 29<sup>th</sup>): India and China

- **Scientific Revolution / Enlightenment**
  - Readings: *Essential World History*, pp. 458-466 (up to “Economic Changes and the Social Order”)
- **Last Day of Class: Colonial America; Looking Within, Looking Without**
  - Readings: *Essential World History*, pp. 468 (from “Colonial Empires and Revolution in the Americas” up to “The American Revolution”) Overview and Practice for Exam
  - **Completed Maps due by the end of class on Thursday, November 29<sup>th</sup>**

**FINAL EXAM: THURSDAY, DECEMBER 6<sup>TH</sup> AT 11:30 AM IN KINARD 207**