Spring 2012
Instructor: Catherine C. Chang
Office: Bancroft 374
Tel: 323-4957

Class Time: MW 12:30-1:45
Classroom: Kinard 207
Credit Hours: 3
Office Hours: MW 11:00-12:00, TR 10:00-11:00, and by Appointment

Email: changc@winthrop.edu

**HIST 112-001: World Civilizations, 950-1750**

**Course Description:** This course explores the history of major civilizations of the world from about 950 to about 1750 CE. Important themes include trade, religion, empire, migration, nation state, geographical exploration, and globalization. We will illustrate the continuity and changes of world civilizations, in order to understand what this period inherited from the time before 950 and how it influenced that after 1750. Taking a global and historical perspective, we will compare the formation of the medieval and early modern periods and discuss the following topics: the growth and spread of important civilizations; the creation, growth, and conflicts of empires; the emergence of nation states; the evolution and reformation of religions; and the development and transformation of social structures.

**Global Learning Component:**
This course participates in the Global Learning Initiative by its very nature. The global learning components of this course are the following: 1) It will compare different areas, political polities, and religions; and 2) Students will explore the legacies of these early civilizations to the modern world.

**Goals of the Course:**
1. This course satisfies the historical perspectives, global perspectives, and arts and humanities requirements of the general education program for undergraduate students: the first goal (“to communicate clearly and effectively in standard English”); the second goal (“to identify sound and unsound reasoning; to analyze and use a variety of information-gathering techniques; and to use the library and other information sources competently”); the fourth goal (“to recognize and appreciate human diversity [both past and present] as well as the diversity of ideas, institutions, philosophies, moral codes, and ethical principles”); and the sixth goal (“to understand aesthetic values, the creative process, and the interconnectedness of the literary, visual, and performing arts throughout the history of civilizations”).
2. This course satisfies a core requirement for both history majors and minors (two courses out of HIST 111, 112, 113). It will also satisfy the following goals for student learning outcomes of the history department’s B.A. degrees: the first (“Students will be able to communicate effectively core themes, ideas, and subject matter, in both written and oral form”), and the fourth (“Students will be able to discuss critically important developments of global history, especially issues and events significant to areas outside the United States”).

**Student Learning Outcomes:**
1. Students will synthesize information from a variety of sources and make critically reasoned written arguments on the basis of that information (general education goals 1 and 2; department outcomes 1 and 4).
2. Students will identify and analyze critically important developments in global history (general education goals 1, 2, and 4).
3. Students will critically read significant primary and secondary sources on historical questions (general education goals 1, 2, 4, and 6; department outcome 2).

**Required Texts** (available for sale and for rent at the bookstore; and on reserve in the library): You are required to read the following books for this course. Please complete each week’s reading BY the date indicated on the syllabus and bring the textbooks (or copies) to the class.


**Suggested Readings:** The following books are not required. If you want to extend your learning experience, however, they will offer you deeper understanding and more fun regarding the evolution of world civilizations. This is only a short list. If you have more and other interests, please discuss with the instructor for more options.
Grading System: There are Eight main course requirements as follows.

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<thead>
<tr>
<th>Requirement</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Lecture Attendance</td>
<td>10%</td>
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<tr>
<td>Homework—Note-taking</td>
<td>10%</td>
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<tr>
<td>Discussion</td>
<td>5%</td>
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<tr>
<td>Quizzes</td>
<td>5%</td>
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<tr>
<td>1st Essay (Feb 14)</td>
<td>15%</td>
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<tr>
<td>2nd Essay (April 12)</td>
<td>20%</td>
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<tr>
<td>Midterm Exam (Feb 29)</td>
<td>15%</td>
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<tr>
<td>Final Exam (3:00 pm, April 30)</td>
<td>20%</td>
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1. This course will be graded on a plus/minus basis. All course components will receive a number grade, but the final grade will be a letter grade and result from a weighted average of the grades of these course components. I will only give incompletes in extraordinary circumstances. According to the Winthrop’s academic regulations, the letter grades are assigned on the following basis:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
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<tbody>
<tr>
<td>A (94+)</td>
<td>Excellent, achievement of distinction</td>
</tr>
<tr>
<td>A- (90-93), B+ (87-89), B (84-86)</td>
<td>Good, achievement above that required for graduation</td>
</tr>
<tr>
<td>B- (80-73), C+ (77-79), C (74-76)</td>
<td>Fair, minimum achievement required for graduation</td>
</tr>
<tr>
<td>C- (70-73), D+ (67-69), D (64-66), D- (60-63)</td>
<td>Poor, achievement at a level below that required for graduation; must be balanced by good or excellent work in other courses</td>
</tr>
<tr>
<td>F (~59)</td>
<td>Failure, unsatisfactory achievement</td>
</tr>
</tbody>
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2. Lecture and Attendance: You are expected to attend lectures regularly. You must complete reading assignments, in particular the textbook (Duiker & Spielvogel) readings before class. Class sessions will be devoted to contextualizing as well as analyzing the required readings. We will cover materials in class that enhance but do not duplicate the course readings, and we will analyze selected primary sources. Attendance is mandatory and regularly graded. Each student is permitted two unexcused absences without penalty; every unexcused absence more than that will result in points being subtracted from your grade. Arriving 15 minutes late or leaving 15 minutes early will be considered as half-absence. Sleeping, texting, or reading other materials during class time will be considered as absence. More than 5 absences will result in an “F” in the student’s final grade. For an excuse to be valid, the student must submit written verification from a physician, advisor, or administer to explain the reasons why the student cannot attend class, or it probably will not be accepted. Excuses will also be accepted for deaths in the family, but must be supported by such evidence as an obituary or a funeral program containing the student’s surname. The student must understand that the instructor may or may not accept any excuse for a missed class. The attendance component of the class will account for 10 percent of the course grade.

3. Homework: Note-taking: Please meet the instructor during the office hours and show your notes to the instructor twice in the semester to discuss your questions. The first time must be done by the end of Week 6 (Feb 3); the second time by the end of Week 14 (April 13). Note-taking is a basic but the most effective way to
guarantee your learning outcome. Do not expect to understand the readings at the first glance or to memorize it easily. Give yourself plenty of time to read (and reread) the books. Note-taking process and reviewing your notes after class will further help you understand the structure and key points of each reading and develop your systematic thinking. If you find yourself confused, do not hesitate to discuss in class or come see the instructor during office hours. The “homework: note-taking” component of the class will account for 10 percent of the course grade.

4. **Discussion:** Please participate in discussions by reading and taking notes of the assigned readings. You must complete reading assignments before class, raise study questions, and make critical arguments about the readings in class and respond to other students’ arguments in class. The textbooks also provide you with focus or study questions to guide your study [Tip: Answer the questions in informal writing but do note the approximate page numbers on which you find the answers. They will be very helpful in preparing your exams and essays in addition to class discussion]. We will have discussion time in class each week as preparation for your essays and exams. The quality of our discussion and classes depends on you and your classmates—sharing with each other your opinions, observations, and questions. The “discussion” component of the class will account for 5 percent of the course grade.

5. **Quizzes:** In order to assure that students are obtaining the evidentiary base in lecture, there will be quizzes at the beginning or in the end of a class per week, starting from Week 3, on the required readings for that week. These quizzes are to help you keep up the reading schedule and learn the basic themes and arguments of our assigned readings. Each quiz will last only five minutes and comprise a few multiple choice questions. There will be no makeup quizzes. Each week’s quiz will cover the readings in the schedule of classes below. The quiz component of the class will account for 5 percent of the course grade.

6. **Essays:** You must submit two essays. The first essay will be 15 percent, and the second essay 20 percent of the course grade because your progress, as the semester goes on, is the most important thing. Topics and further guidelines will be provided two weeks prior to the due dates in separate handouts. You must provide in the essays with evidence (particularly examples in primary materials), your interpretation of the evidence, analysis, and original thought rather than listing of isolated facts or sentences. The essays must be typed, double-spaced, proofread, numbered, and well cited. Citations offer the sources of your evidence and constitute a very significant part in academic writings, proving your understanding of the topic(s) and showing respect for the scholarship. For this course, please use the Chicago Manual of Style for writing essays (You can find a guideline of the Chicago Manual of Style on the Blackboard). You must submit an electronic copy; the submission to Turnitin will be due by midnight of the due date. No late assignment will be accepted without prior approval of special circumstance. It is always wise to register Turnitin in advance to make sure your ID and password are correct and to submit as early as possible to avoid internet traffic. Please make sure to get a receipt from Turnitin as a guarantee of your successful submission. If you have an illness or an extreme emergency that will force you to miss a deadline, please email me —at least one day before the deadline—a written explanation and a firm deadline by which you will be able to complete the assignment; you must also submit written verification from a physician, advisor, or administrator as soon as possible for rescheduling the deadline.

7. **One Midterm Exam and One Final Exam:** All exams will be closed-book and closed-note essay exams. All exams will cover all lectures and readings. It will be imperative that you attend class regularly and do the readings carefully. About a week before each exam, students will receive study guides containing keywords for essay questions to help students’ preparation for them. The exams emphasize your ability to think, analyze and express ideas. Therefore, keywords will guide you onto the right track—dropping memorizing the details of historical events, but focusing on building connections among them in order to explore themes and concepts developed through a certain historical period. Bring bluebooks to the classroom (without your names on them) for the exams. The instructor will immediately exchange them with prepared ones for your use. There is no makeup exam. If you have a serious illness or an extreme emergency that will force you to miss the midterm exam, please email me—at least one day before the exam—a written explanation and discuss with me a firm date on which you will be able to take the makeup exam; you must submit written verification from a physician, advisor, or administrator as soon as possible for rescheduling the makeup exam. It is the responsibility of the student to confer with the instructor to arrange a day for the makeup exam. Regarding the final exam, make your travel plans around the exam schedule, and not the other way around. The midterm will be 15 percent of the course grade, and the final exam 20 percent of the course grade.
Notes:

1. **Accommodations for 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, please contact the Office of Disability Services (ODS, http://www2.winthrop.edu/hcs/DS.htm) at 323-3290 or at Crawford Building 110A at the beginning of the semester. You will need to provide documentation for the ODS to verify the existence of a disability and support your request. Once you receive your Professor Notification Form or the official notice of accommodations from the Services for Students with Disabilities, please see the instructor as soon as possible to discuss your accommodation needs.

2. **Winthrop’s Academic Success Center**: The ASC is a free resource for all undergraduate students seeking to perform their best academically. It offers a variety of personalized and structured resources that help students become effective and efficient learners. The services available to students are as follows: peer tutoring, academic skill development (test taking strategies, time management counseling, and study techniques), group and individual study spaces, and academic coaching. The ASC is located in University College on the first floor of Dinkins Hall, Suite 106. Please contact the ASC at 803-323-3929 or success@winthrop.edu. For more information on ASC services, please visit www.winthrop.edu/success.

3. **Academic Integrity**: All academic work (including both tests and short essays) produced by you is the result of your own efforts and the explicit acknowledgement of other people’s contribution. **Any student caught cheating in exams will receive an F for the course.** Another and the most common and overlooked form of cheating is plagiarism. **Plagiarism is taking someone else’s words or ideas and passing them off as your own without giving proper credit to the source of your information.** As such, it is intellectual theft and is considered one of the most serious forms of academic dishonesty. **No proper citations of both primary and secondary sources in essays will be considered plagiarism.** Serious violations of academic integrity by students result in both academic sanctions (e.g., failing the course) and disciplinary sanctions (e.g., suspension or dismissal). For details about how we can avoid plagiarism, please check the following website, http://www.winthrop.edu/cas/english/default.aspx?id=21084, or the sections of “Using Sources and Avoiding Plagiarism” (pp. 378-403) and “Borrowed Definition” in your Prentice Hall Reference Guide. The university-wide policy on plagiarism is found in the Student Conduct Code, as listed in the current Student Handbook <http://www2.winthrop.edu/studentaffairs/handbook/studenthandbook/pdf> under Section V, "Student Academic Misconduct”. In the most severe cases, an act of plagiarism can lead to suspension or expulsion from the university. For more information, please consult academic regulations and the following website: http://www2.winthrop.edu/dacus/researchguides/plagiarismrg.htm. In addition, we will use Turnitin, a plagiarism detection device, to promote originality in your papers.

4. **Classroom Manners**: To improve our learning environment, there is no toleration of any disruptive behavior. **Computers, cell phones, pagers, IPods, I-Pads, and other electronic devices must be turned off (not just silenced) and put away during class.** **No food is allowed in classroom.** **Personal conversations should be restrained.** Any disruptive behavior listed above will cause the student to be considered as absence. If the student has any emergency and need to keep the cell phone on, please inform the instructor before the class begins. The instructor will leave her cell phone on (on vibration mode) only for campus emergency purposes in order to be notified.

5. **Syllabus Change and Classroom Policies**: The instructor does her best to adhere to the syllabus, but circumstances, whether based in the class’s own experiences, in world events, in weather conditions, or health conditions, may require a change in syllabus. Any changes and modification of the classroom policies, events, or items on this syllabus will be announced during class. All students are responsible for knowing these changes, regardless of attendance.

6. **Office Hours**: Please attend the instructor’s office hours. The office hours are MW 11:00-12:00, TR 10:00-11:00, and by Appointment.

**Weekly Schedule of Lectures and Readings: The instructor reserves the right to revise the assignments with one week’s notice.**

**Week One:**

**Jan 9: Introduction**

**Jan 11: Europe: Introduction to the Middle Ages I—From the Manorial System to Commercial Capitalism**
Duiker & Spielvogel, 290-297
“The Survey of Huntingdonshire in Doomsday Book” (on the Blackboard)

**Week Two:**
**Jan 16: Martin Luther King Jr. Day—NO CLASS**

**Jan 18: Europe: Introduction to the Middle Ages II—Kingdoms and Christianity**
Duiker & Spielvogel, 297-306
Ward & White, 106-108

**Week Three:**
**Jan 23: Eurasia: The Byzantine Empire**
Duiker & Spielvogel, 317-32
Ward & White, 112-117

**Jan 25: Eurasia: The Muslim Empires I**
Duiker & Spielvogel, 164-166
Additional Primary Material on the Blackboard [Al-Mawārdī, “Ordinance of Government”]

**Week Four:**
**Jan 30: Eurasia: The Muslim Empires II**
Duiker & Spielvogel, 166-180.
Ward & White, 124-128

**Feb 1: Eurasia: The Crusades**
Duiker & Spielvogel, 167-168, 306-309, 320
Ward & White, 183-187
Europe, the Middle East, and Beyond—the Crusades—Christian and Muslim Reactions (on the Blackboard)

**Week Five:**
**Feb 6: Europe: Crises and the Renaissance**
Duiker & Spielvogel, 321-329
Ward & White, 193-196

**Feb 8: Asia: China—the Song Dynasty**
Duiker & Spielvogel, 239-247
Ward & White, 175-178

[First Essay Due on Feb 14]

**Week Six:**
**Feb 13: Asia: China from the Yuan to the Ming Dynasties**
Duiker & Spielvogel, 247-259
Ward & White, 160-164, 210-214

**Feb 15: Asia: South Asia and Southeast Asia**
Duiker & Spielvogel, 214-232
Ibn Battuta, “The Travel of Ibn Battuta” (on the Blackboard)

**Week Seven:**
**Feb 20: Asia: Japan, Korea, Vietnam**
Duiker & Spielvogel, 268-282
Ward & White, 165-168

**Feb 22: Americas: American Civilizations**
Week Eight:
Feb 27: Africa: African Cultures
Duiker & Spielvogel, 191-205
Ward & White, 131-140

Feb 29: Midterm

Week Nine:
Mar 5: World: Exploration, Expansion, and a World Market
Duiker & Spielvogel, 334-343
Ward & White, 204-209

Mar 7: World: The Impact and Legacies of European Expansion
Duiker & Spielvogel, 343-358
Ward & White, 217-223

Week Ten: Spring Break—NO CLASS

Week Eleven:
Mar 19: Europe: The Reformation
Duiker & Spielvogel, 361-369
Ward & White, 199-203

Mar 21: Europe: Crises, 1560-1650
Duiker & Spielvogel, 369-375
TBA

Week Twelve:
Mar 26: Europe: Absolutism in the 17th Century
Duiker & Spielvogel, 375-378.

Mar 28: Europe: English Limited Monarchy
Duiker & Spielvogel, 378-81.
Ward & White, 188-189, 243-6.

Week Thirteen:
Apr 2: Eurasia: The Ottoman Empire; the Safavid Empire
Duiker & Spielvogel, 385-397
Sultan Selim I, “A Letter to Shah Ismail of Persia,” 1514 (on the Blackboard)

Apr 4: South Asia: The Mughal Empire
Duiker & Spielvogel, 397-408
Antonio Monserrate, “The Commentary of Father Monserrate: On Mughal India,” 1580 (on the Blackboard)

Second Essay Due on April 12

Week Fourteen:
Apr 9: Asia: Manchu China
Duiker & Spielvogel, 410-422
Huang Zongxi, “Waiting for the Dawn: On the Prince and on Ministership,” 1662 (on the Blackboard)
Apr 11: Asia: Tokugawa Japan, Choson Korea, and Vietnam
Duiker & Spielvogel, 422-432
Engelbert Kaempfer, “History of Japan,” 1727 (on the Blackboard)

Week Fifteen:
Apr 16: Europe: Intellectual and Economic Changes
Duiker & Spielvogel, 435-443
Ward & White, 243-247

Apr 18: Americas: Revolutions in the Colonial Empires
Duiker & Spielvogel, 444-447
European Views of Native Americans (on the Blackboard)

Week Sixteen:
Apr 23: Europe: Enlightened Absolutism
Duiker & Spielvogel, 447-450
Catherine II of Russia, “Two Decrees,” 1762, 1765 (on the Blackboard)

Apr 30: Final Exam (3:00 pm at Kinard 207)