

California State University, Chico
Department of History
History 102: Medieval and Early Modern Civ.
Section 01, Fall 2009



Instructor: Jason Nice
Office location: Trinity 202
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Email: jnice@csuchico.edu (do not send me emails through Vista)
Office hours: M 2:30-5:00, Th 12:00-2:30
Class days/time: MWF 11:00-11:50
Classroom: Plumas 102

Course Usage of Blackboard Vista

Copies of the course syllabus, self-assessments, chapter guides, chapter quizzes, links to turnitin.com and gradebook are found on Vista. You are responsible for regularly checking the online resources, which are accessed through the portal at <http://portal.csuchico.edu>.

Please complete the online, un-graded, self-assessment during the first week of class. You will be asked to complete the same self-assessment at the end of the semester.

Course Description and Goals

This course will uncover a myriad of stories, people and events, which have interacted to form world cultures. Together, as historians, we will lay bare the naive assumption that the past is a tidy sequence of events, and navigate the messiness of history by reading a variety of authors from the Middle Ages until the Enlightenment. Rather than “covering” several hundred years chronologically, this course will progress thematically, and address four overlapping themes throughout history: Sex; Power; Truth; and Money. By the end of the semester, you should be able to draw your own conclusions about the political, economic, religious, and social structures of medieval and early-modern world civilizations.

Student Learning Outcomes

This course will serve the Student Learning Outcomes as determined by the History Department in areas 1, 2, 5, 6 and 7. For descriptions of these goals, please see Appendix 1. In short, students will begin to understand how civilizations changed (and sometimes stayed the same) over a thirteen-hundred year period. Yet, more importantly, students will also begin reading, thinking, and writing like professional historians.

SLO 1. Student's work demonstrates critical use and proper citation of both primary and secondary sources.

SLO 2. Student's work employs the formal styles of writing, argumentation, and presentation that historians use.

SLO 5. Student's work reflects an understanding of historiographic traditions.

SLO 6. Student's work reflects an understanding of the intellectual, political, economic, social, and cultural history of the United States, Europe, Classical Civilization, the Near East, or one "Non-Western" area.

SLO 7. Student's work reflects an understanding the roles of race, class, gender, or ethnicity in history.

Texts/Readings

Available for purchase at the AS Bookstore; also on reserve in the library.

Required

- *Worlds Together Worlds Apart*, 2nd ed., vol. B 600 to 1850 (ISBN 978-0-393-93209-6)
- *Meridians: Sources in World History*, course reader (ISBN 978-0-536-50048-9)
- Course packet

Recommended

- *A Pocket Guide to Writing in History*, 6th ed. (ISBN 978-0-312-53503-2)

Something to Consider

If you plan to take History 101 or History 103 in the future, you may want to consider purchasing *Worlds Together Worlds Apart*, 2nd ed., Combined Volume (ISBN 978-0-393-92547-0). I can't guarantee that your professor will teach this book, but currently at least three other professors are using this text for History 101, 102 or 103.

Course Structure:

This course has two major components, based upon the two types of sources that historians use, primary sources and secondary sources:

Primary Sources: “Materials produced by people or groups directly involved in the event or topic under consideration, either as participants or as witnesses.”¹ In this class, “primary sources” are documents written by individuals around the world from c.500-1800 CE, and published in your book *Meridians: Sources in World History*.

Secondary Sources: “Books...that comment on and interpret primary sources.”² In this class, your “secondary source” is *Worlds Together Worlds Apart (WTWA)*.

For all historians, including yourselves, **primary sources are much more important than secondary sources**, although secondary sources help provide historical context to better understand the primary sources.

Each week, primary source discussions and lectures will relate to a particular theme (for example, political history or gender history). Your secondary source readings, however, will be chronological rather than thematic. By the end of the class you should have the requisite knowledge of historical context (provided by your textbook *WTWA*) to make insightful observations about the primary sources. Again, the main goal is improving your ability to read and think about primary sources, but a variety of learning aids will help you understand the textbook (*WTWA*) as well. In addition to lectures, in Vista you will find chapter summaries, chapter outlines, interactive maps and flashcards to help you understand the textbook (*WTWA*). Please note that these exercises are optional, but the *WTWA* chapter quizzes (one per chapter) are mandatory and must be completed by the deadlines that appear below.

Online Chapter Quizzes and In-Class Exams:

Links to chapter quizzes appear in the “Assessments” area of Vista. There are seven online chapter quizzes, and each quiz is worth two percent of your overall grade. The 30-minute quizzes consist of ten multiple-choice questions, and they must be completed by the deadlines stated in the course schedule below.

The four exams (multiple-choice) will test your ability to interpret the primary sources (*Meridians*) assigned in each unit (for example, political history, gender history, etc.) and integrate material from secondary sources (*WTWA*).

Final Comprehensive Essay:

On Vista, you will find a link to the final comprehensive essay (4-5pp), where you will find the final essay question on the first day of class. It will ask you to consider all units/themes in the course and look for common changes or continuities in world history from c.500-1800, and support your answer with both primary and secondary source evidence. The final comprehensive essay must be written properly (see Appendix 1) and include correct documentation (see

¹ Mary Lynn Rampolla, *A Pocket Guide to Writing in History*, 5th ed. (Boston: Bedford/St. Martin’s, 2007), p. 6.

² Rampolla, *A Pocket Guide*, p. 7.

Appendix 2). You must use the link on Vista to upload your essay to turnitin.com. The deadline is the day of the final exam: Friday, December 14, at 11:59pm.

Please remember that your fourth unit exam will also take place on December 14 from 12:00-1:50 (our final exam slot). Like the other unit exams, this exam (on gender history) should only take 50 minutes. It is not a cumulative final exam.

Turnitin.com and Plagiarism:

TurnItIn.com is an online resource to which you are required to submit your final comprehensive essay.³ PLEASE TYPE YOUR NAME AT THE TOP OF THE ESSAY. Once an essay has been submitted to TurnItIn, the service searches its own database (including all past essays and exams submitted for this class) and billions of Internet pages for instances of plagiarism. As defined by the university, “plagiarism occurs when a [student] deliberately uses someone else’s language, ideas, or other original (not common-knowledge) material without acknowledging its source.” Plagiarism is a violation of the university’s Policy on Academic Integrity (http://www.csuchico.edu/prs/EMs/EM04/em04_36.htm). Please be aware that instances of plagiarism will lead to failure of the assignment or failure of the course. Furthermore, the university may impose a number of administrative sanctions, including expulsion. For more information I would highly recommend reading Chapter 6 of Mary Lynn Rampolla’s *Pocket Guide to Writing in History* (Meriam Library D13 R295 2001). It is very easy to catch attempted plagiarism, so please don’t try! Ask if you are unsure about what constitutes plagiarism or how to cite someone else’s ideas honestly.

Assignments and Grading Policy

You will be graded on the 100-point scale below. Plan carefully to earn the grade that you desire! *Failure to turn in the essay, or failure to take the both the midterm and final, will result in failure of the class despite your final average grade.*

7 Online Quizzes (14%)

3 Pop Quizzes (6%)

Exam 1 (15%)

Exam 2 (15%)

Exam 3 (15%)

Exam 4 (15%)

Final Comprehensive Essay (20%)

³ Please note that a copy of your essay will become part of TurnItIn’s database. If you agree to this, please disregard the next sentence, and submit your essay as explained above. If you don’t agree to this, please bring a hard copy of your essay to class along with a photocopy of the first page of all reference sources used, an annotated bibliography, and a one page paper reflecting your research methodology. Please ask if you have any questions.

Grading Scale

A 100-93	C 76-73
A- 92-90	C- 72-70
B+ 89-87	D+ 69-67
B 86-83	D 66-60
B- 82-80	F 60-0
C+ 79-77	

Late Policy:

You will receive no credit for any work completed after the deadlines on the course schedule.

University Policies and Campus Resources

Academic integrity

Students are expected to be familiar with the University's Academic Integrity Policy. Your own commitment to learning, as evidenced by your enrollment at California State University, Chico, and the University's Academic Integrity Policy requires you to be honest in all your academic course work. Faculty members are required to report all infractions to the Office of Student Judicial Affairs . The policy on academic integrity and other resources related to student conduct can be found at: <http://www.csuchico.edu/sjd/sja.shtml>

Campus Policy in Compliance with the American Disabilities Act

If you need course adaptations or accommodations because of a disability, or if you need to make special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. Students with disabilities requesting accommodations must register with the DSS Office (Disability Support Services) to establish a record of their disability.

Special accommodations for exams require ample notice to the testing office and must be submitted to the instructor well in advance of the exam date.

Student Computing

Computer labs for student use are available <http://www.csuchico.edu/stcp> located on the 1st floor of the Merriam Library Rm 116 and 450, Tehama Hall Rm.131 and the BMU Rm 301.

Student Services

Student services are designed to assist students in the development of their full academic potential and to motivate them to become self-directed learners. Students can find support for services such as skills assessment, individual or group tutorials, subject advising, learning assistance, summer academic preparation and basic skills development. Student services information can be found at: <http://www.csuchico.edu/5.-studentservices.html>.

Disability Services

Any student who feels s/he may need an accommodation based on the impact of a disability should contact me privately to discuss your specific needs. Please also contact the Disability Support Services office to coordinate reasonable accommodations for students with documented disabilities. Disabilities Support Services online: <http://www.csuchico.edu/dss/studentServices/>.

Student Learning Center

The mission of the Student Learning Center (SLC) is to provide services that will assist CSU, Chico students to become independent learners. The SLC prepares and supports students in their college course work by offering a variety of programs and resources to meet student needs. The SLC facilitates the academic transition and retention of students from high schools and community colleges by providing study strategy information, content subject tutoring, and supplemental instruction. The SLC is online at <http://www.csuchico.edu/slc/>. The University Writing Center has been combined with the Student Learning Center.

Ask Questions:

If, at any time during the course, you have a special situation that you need to call to my attention, if you feel that you are falling behind, or if you simply want to chat about this course or about the History major, please don't hesitate to contact me by email or in office hours. DO NOT send me an email via the Vista email system, since I check this less frequently.

History 102 Course Schedule

Remember to always bring *Meridians* and the Course Packet to class on discussion (Disc.) days. It is ESSENTIAL that you complete the *Meridians* readings before coming to class.

In regards to *Worlds Together, Worlds Apart* (WTWA) this textbook is designed to supplement lectures and assist your analysis of the *Meridians* readings. I have recommended that you read the chapters of WTWA in order, although they will not correspond to the thematic approach of the lectures and discussions. Therefore, it is NOT ESSENTIAL that you complete the WTWA readings before coming to class, but you should budget your time wisely in anticipation of the online chapter quizzes. You do not need to bring WTWA to class.

Schedule subject to change with fair notice.

Date	Class Format	Title	Readings: <i>Meridians</i>	Readings: <i>WTWA</i>
			Required deadlines	Recommended reading deadlines Required quiz deadlines
M 8/24	Lecture	Introduction		
W 8/26	Disc.	Civilizations 1	Montaigne, 1-11 Rousseau, 12-21	
F 8/28	Lecture	Western/World Civilizations		“Religions, Empires, and Agricultural Revolutions,” 367-71 “The Origins and Spread of Islam,” 371-88
M 8/31	Disc.	Civilizations 2	Li Jing, 22-29 Ibn Munqidh, 30-34	
W 9/2	Lecture	The West & the East		“The Tang State,” 388-97 “Early Korea and Japan,” 397-402 “The Christian West,” 402-15 Deadline: Chap. 9 Online Quiz, 11:59pm
F 9/4	Lecture	Global Geography		“Commercial Connections,” 417-23 “Sub-Saharan Africa Comes Together,” 423-29 “Islam in a Time of Political Fragmentation,” 429-34

Date	Class Format	Title	Readings: <i>Meridians</i> Required deadlines	Readings: <i>WTWA</i> Recommended reading deadlines Required quiz deadlines
M 9/7	No Class	Labor Day		
W 9/9	Disc.	Political History 1	Sundiata, 91-100 Tabari, 101-106 Tokugawa, 107-11	
F 9/11	Lecture	Early Medieval Order		“India Up for Grabs,” 434-37 “Song China, 960-1279,” 437-42 “China’s Neighbors, 1000-1300,” 442-46
M 9/14	Lecture	Late Medieval Disorder		“Christian Europe,” 446-54 “The Americas,” 454-59 “The Mongol Transformation of Afro-Eurasia,” 459-70
W 9/16	Disc.	Political History 2	Machiavelli, 112-16 Frois, 117-19 Hideyoshi, 120-21 James I, 122-29 Hobbes, 130-38	Deadline: Chap. 10 Online Quiz, 11:59pm
F 9/18	Lecture	Renaissance State		“Collapse and Integration,” 473- 78
M 9/21	Lecture	Architecture of Power		“Islamic Dynasties,” 478-90
W 9/23	Disc.	Political History 3	Magna Carta, 139-44 Locke, 145-56 Rousseau, 157-166	
F 9/25	Lecture	Challenges to Absolutism		“Western Christendom,” 490-99
M 9/28	Exam 1	Political History		Review textbook pages relating to Political History: <i>WTWA</i> , 375-78, 380-84, 386-92, 397-403, 407-14, 423-28, 429-38, 441-43, 446-50, 454-68, 473-89, 493-96, 499-505, 523-31, 537-38, 574-95, 606-10, 639-56, 667-76.

Date	Class Format	Title	Readings: <i>Meridians</i> Required deadlines	Readings: <i>WTWA</i> Recommended reading deadlines Required quiz deadlines
W 9/30	Disc.	Intellectual/Religious History 1	Al-Biruni, 167-178 Boniface VIII, 179-82 St. Francis, 183-88	
F 10/2	Lecture	The “Dark” Ages?		“Ming China,” 499-509
M 10/5	Disc.	Intellectual/Religious History 2	Ibn Khaldûn, 189-94 Aquinas, 195-207 Erasmus, 208-216	
W 10/7	Lecture	Renaissance		Deadline: Chap. 11 Online Quiz, 11:59pm
F 10/9	Disc.	Intellectual/Religious History 3	Gui, 217-28 St. Fr. Xavier, 229-36 Winthrop, 237-48	
M 10/12	Lecture	Reformations 1		“The Old Trade and the New,” 511-17 “European Exploration and Expansion,” 517-23
W 10/14	Lecture	Reformations 2		“The Atlantic World,” 523-36 “Portugal’s New World Colony,” 536-37
F 10/16	Disc.	Intellectual/Religious History 4	Galileo, 249-55 Smith, 256-68	
M 10/19	Lecture	New Science: Cosmos		“The Transformation of Europe,” 537-43
W 10/21	Lecture	New Science: Society		“Prosperity in Asia,” 543-51 Deadline: Chap. 12 Online Quiz, 11:59pm
F 10/23	No Class			“Increasing Economic Linkages and Social and Political Effects,” 553-59 “New Colonies in the Americas,” 559-66

Date	Class Format	Title	Readings: <i>Meridians</i> Required deadlines	Readings: <i>WTWA</i> Recommended reading deadlines Required quiz deadlines
M 10/26	Exam 2	Intellectual/Religious History		Review textbook pages relating to Intellectual/ Religious History: <i>WTWA</i> 371-74, 379-81, 396-97, 403-07, 443-46, 450-54, 490-93, 498-99, 539-43, 599-606, 610-29, 633-35.
W 10/28	Disc.	Economic/Social History 1	Langland, 269-76 Albuquerque, 277-79 Carlyle, 280-86	
F 10/30	Lecture	Agriculture		"The Slave Trade and Africa," 566-72
M 11/2	No Class	Mandatory Unpaid Furlough Day		"Asia in the Seventeenth and Eighteenth Centuries," 572-86
W 11/4	Lecture	Commerce		"Transformations of Europe," 586-97 Deadline: Chap. 13 Online Quiz, 11:59pm
F 11/6	Disc.	Economic/Social History 2	Equiano, 287-93 Abbé Proyart, 294-98 Acarete du Biscay, 299-307	
M 11/9	Lecture	Proto-Industrialization		"Trade and Culture," 599-601 "Culture in the Islamic World," 601-609
W 11/11	No Class	Veterans' Day		"Culture and Politics in East Asia," 609-17 "The Enlightenment in Europe," 617-24
F 11/13	Lecture	Slavery		"African Cultural Flourishing," 624-26 "Hybrid Cultures in the Americas," 626-29
M 11/16	Disc.	Economic/Social History 3	Zhu Zun, 308-15 Xu Naiji, 316-20 Lin Zexu, 321-27	

Date	Class Format	Title	Readings: <i>Meridians</i> Required deadlines	Readings: <i>WTWA</i> Recommended reading deadlines Required quiz deadlines
W 11/18	Lecture	Trading Empires		“Imperialism in Oceania,” 629-37 Deadline: Chap. 14 Online Quiz, 11:59pm
F 11/20	Exam 3	Economic/Social History		Review textbook pages relating to Economic/ Social History: <i>WTWA</i> 368-71, 384-86, 395-96, 417-23, 428-30, 428-40, 505-08, 511-23, 531-37, 542-50, 553-74, 629-32, 656-67, 676-82.
M 11/30	Disc.	Gender History 1	Qur’an, 35-41 Kempe, 42-50 Rammohun Roy, 51-60	
W 12/2	Lecture	Patriarchy		“Revolutionary Transformations and New Languages of Freedom,” 639-41 “Political Reorderings,” 641-56
F 12/4	Lecture	The Family		“Change and Trade in Africa,” 656-59 “Economic Reordering,” 659-67
M 12/7	Disc.	Gender History 2	Sei Shonagon, 61-68 Lady Montagu, 69-83 Cavendish, 54-90	
W 12/9	Lecture	Masculinity		“Persistence and Change in Afro-Eurasia,” 667-83 Deadline: Chap. 15 Online Quiz, 11:59pm
F 12/11	Lecture	Femininity		
M 12/14 12:00-1:50	Exam 4 & Essay due by 11:59pm	Gender History		Review textbook pages relating to Gender History: <i>WTWA</i> 379, 393-95, 399, 452, 462, 464, 483-84, 490-91, 497, 500, 504, 555, 648.

Appendix 1: Grading Rubric for Final Comprehensive Essay

For further assistance, please ask!

Grade	Description
A	An “A” range essay is outstanding work. It reveals a well-argued and perceptive response to the question, based on your reading. The essay uses a range of examples (including quotations) to support the argument and references (e.g. footnotes) them accurately. It develops an argument, rather than merely listing evidence, and body paragraphs are clearly linked to the main argument and follow logically from it. Finally, the conclusion considers the broader ramifications of your argument. A grade in this range reflects a well-written essay with few technical errors. It suggests original thinking, good information, and persuasive presentation of <i>your</i> ideas.
B	A “B” range essay is very good work. It provides a clearly focused answer, and indicates proficiency with coherent and defensible arguments. The essay contains good examples, which are referenced accurately, but the essay reads as a list of evidence rather than the development of an argument. It demonstrates a strong degree of competence and knowledge, but is marked by some grammatical or stylistic errors. A grade at the bottom end of this range may indicate an insufficiently developed argument with one or more key points neglected.
C	A “C” range essay has good parts, but it isn’t yet “good” all over. It may have any of the attributes of a “B” range essay, but it has other problems unique to this grade. An essay in this range offers a relevant response to the question, but with little evidence and a poorly developed argument. It tends toward over-summarization, and is more descriptive than analytical. The essay is based on limited reading, and over-reliant on the textbook. The essay is unorganized, with some signs of confusion, and may contain errors of fact or interpretation. Considerable grammatical, spelling and/or footnoting errors.
D	A bare response to the question, which shows very little knowledge of relevant material. A grade in this range could result from a failure to address the question; an insignificant or lack of an argument; and/or irrelevant or tangential comments. The essay is inadequately informed, erroneous in matters of fact and interpretation, with virtually no evidence or analysis, and poorly written and organized.
F	Failure to carry out the task assigned. Negligible or wholly irrelevant content. Plagiarism.

Appendix 2: Guide to Proper Documentation

For the final comprehensive essay, you are not required to complete a bibliography, but you are required to document your sources in the form of footnotes. “Sources” include any or all of the course readings, as well as other materials (whether written or non-written) that you consulted or quoted in your essay. As Mary Lynn Rampolla explains, “Historians typically use footnotes...to document their sources. With this method, you place a raised number, called a superscript, at the end of the last word of a quotation, paraphrase, or summary. This number corresponds to a numbered note that provides bibliographic information about your source.”⁴ In some classes, professors will ask you to place these notes at the end of the essay (endnotes, as in this syllabus), but I prefer that you place these notes at the bottom of each page (footnotes).

Microsoft Word, like other word processors, makes the task of inserting footnotes quite simple. To add a footnote in Microsoft Word place the cursor where you want the footnote to appear (usually immediately after a quotation mark). Then, click Insert > Footnote. Click the bullet points for “Footnote: Bottom of Page” and “AutoNumber: 1, 2, 3...” Then, click “Okay.” A superscript number will appear in your text and at the bottom of the page. Finally, type your footnote next to the superscript number at the bottom of the page.

There are many different models of footnotes (MLA, etc.), but in this class you shall compose footnotes according to the rules of *The Chicago Manual of Style*, 15th ed. (Chicago: University of Chicago Press, 2003). The following examples come from the web page of the Department of History, The College of Staten Island of The City University of New York. For more examples, please consult: <http://www.library.csi.cuny.edu/dept/history/lavender/footnote.html>.

How to footnote a book: author, title, place of publication, publisher, date, page#.

Robert Tignor, *Worlds Together, Worlds Apart*, 2nd ed., vol. B (New York: W.W. Norton & Co., 1990), p. 600.

How to footnote a selection in an edited book: author, title of selection, title of book, editor (ed.), place of publication, publisher, date, page#.

William Langland, “The Peasants Life,” in *Meridians: Sources in World History*, ed. Mark Kishlansky (Boston: Pearson Custom Publishing, 2008), p. 270.

How to footnote a web page: author (if available), title, url, date that you viewed the page.

Martin Luther, *95 Theses*, <http://www.fordham.edu/halsall/source/95theses-latin.txt> (Aug 2008).

Short form: author’s last name, shortened title, page #.

In your essay, when you footnote the same source more than once, please use shortened footnotes after the first full citation. Here is a shortened footnote for the book cited above:

- Tignor, *Worlds Together, Worlds Apart*, p. 113.

⁴ Rampolla, *A Pocket Guide*, p. 100.