

COLLEGE OF CHARLESTON
ST: THE CLASH OF SUPERPOWERS:
THE EGYPTIAN AND HITTITE EMPIRES

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Office: Maybank 314

Office Hours: TTh 2:00-4:30 pm (and by appt.)

Time: T, Th 12:15-1:30 pm, Maybank 306

Online: OAKS: <https://lms.cofc.edu/d2l/home/304205>

History 270.03

Spring 2023

E-mail: piccione@cofc.edu

Course Web Pages: URL **www.cofc.edu/~piccione/hist-270/**

Username: **++++** Password: **++++** (hidden; sent directly to students)

Prerequisites: History 115 and 116 or the equivalent.

Course Description. With the threat of a great-powers conflict in the world today, it is timely to examine the rise and collision of the first superpowers in world history and their epic conflicts, i.e., the Empires of Ancient Egypt and the Hittites. This course examines the political, military, and diplomatic histories of the Egyptians and the Hittites, who were the superpowers of their day, commanding vassal kingdoms and great international alliances. Beginning before 3000 BC with the Old Kingdom through to the end of the Empire by 1000 BC, the course considers the nature of Egyptian society and government, especially in the formation of the imperial state and Egyptian hegemony in Western Asia. The course also probes the political and social history and archaeology of Asia Minor in the Bronze Age from before the arrival of Indo-Europeans in c. 23rd century BC, the Old Assyrian colonies, native Hattians, and ultimately the Hittite Old and New Kingdoms, including the formation of the great Hittite Empire. Here it considers the Hittite penchant for treaties and codified laws, social and political organization, warfare and conquest, and relations with its neighbors, especially competing for territories and influence with the Egyptians. It also includes Hittite relations with Troy, the Mycenaean Greeks, and the political situation in Asia Minor in the Late Bronze Age. So, it will provide a Near Eastern perspective on the real "Trojan War," later dramatized and fictionalized in Greek myth.

A significant issue is the nature of Egyptian-Hittite political and military relations at the height of both empires, when they warred heavily against each other as the two reigning superpowers of their age, including the Hittites' use of advanced super weapons, and ultimately leading to a dramatic finale that is still commemorated today, even 3,300 years later, at the United Nations in New York. Significantly, the course examines the major forces that were unleashed against both of them with the collapse of Mycenaean civilization, leading ultimately to the Hittites' political extinction and the ultimate crumbling of Egyptian power. With the permission of appropriate departmental chairs and program directors, this course can also be applied to credits in the Classics and Archaeology majors, and African Studies.

Venue and COVID-19. This course is taught live, in person, and in Maybank Room 306. It does not include a Zoom component, except in the most extraordinary circumstances if directed by the College. Any students exhibiting possible symptoms of COVID-19 should follow all the required protocols for testing and isolation. Students testing positive must report their positive test to the College, which once completed, will provide further information about quarantine and isolation, as well as documentation that they can share with the professor if they must be out of class for a period of time. If students are exposed to or develop COVID-19, the College requires that they isolate themselves. Students in isolation may not attend class, academic meetings, nor may they socialize on campus in any way during that period. **It is highly desired that all students be vaccinated against COVID-19 in order to slow the spread of the disease, including the newly emerging variants, which can even affect those already vaccinated.**

Online Resources. The Web pages for this course with syllabus, readings, assignment schedules, images, and course policies are located at the address in the banner above. These pages run alongside OAKS as means of transferring information and downloading readings. OAKS, where possible, will also be used in this course to provide announcements, emails, syllabus and class materials and assignments.

Course Requirements

Research Paper. Due April 13. Students will complete a research paper (**5-6 pages**) on a topic bearing upon Egyptian and Hittite history and relations. The topic must be approved by the instructor in advance. The specific requirements of the paper are located below under "Paper Requirements." *Completion of the paper is necessary to pass the course.*

Map Exercises and Video Responses. Students will complete two take-home map assignments on Egypt, Anatolia, and Western Asia. In addition, they will view certain videos in class or on their own on Hittite and Egyptian history and culture and prepare specific written responses to them. The dates are indicated below in the "Lectures and Assignments Schedule." Students are responsible to be aware of all dates.

Interim Writing Assignments. This course includes two take-home writing assignments, each containing objective questions and essays drawn from the lectures and readings, and videos. The second interim assignment will be distributed just prior to the last day of class. There are no cumulative midterm or final examinations. See the "Lectures and Assignments Schedule" for specific dates. (See "Reading Assignments"-page below for specific time).

Student Learning Outcomes. General Education Student Learning Outcomes are to be assessed in the second writing assignment (15% of the course grade), and they include:

1. Students will learn how to analyze how ideas are represented, interpreted, and valued in various expressions of human culture.
2. Students will learn how to examine relevant primary source materials and the evidence of material culture as understood by the discipline and interpret the material in writing assignments.

Accommodations for absences related to COVID-19. According to the revised College policy on attendance, "Because class attendance is crucial for any course, students are expected to attend all classes and laboratory meetings of each course in which they enroll." Instructors have the responsibility to address absences. Students should talk to the instructor about occasional and recurring absences. Students who test positive for COVID-19 or have been exposed must stay away and quarantine for the appropriate period.

Any students absent specifically due to COVID-related issues, i.e., they have tested positive for COVID-19, or they have been exposed, they express symptoms, and/or they are in isolation, they must inform the College. The instructor will try to make reasonable accommodations for students absent for COVID issues or issues related to major life disruptions. According to the College:

A reasonable accommodation provides a student with the opportunity to continue making progress in the course but does not compromise the course's goals and learning objectives. Students may directly notify instructors {or the Dean of Students' Office} of these disruptions. If a particular situation cannot be accommodated during the course of the semester, students can withdraw from the class, request an incomplete (if the instructor agrees), or petition for a late withdrawal.

Any students are suspected of being dishonest about an illness or a COVID-associated absence, according to the policy, may be reported to the Dean of Students for suspected Honor Code violation.

Attendance and Participation. Discussion figures prominently in the class-program, and class attendance, participation and effort form a percentage of the course grade. Attendance and participation constitute 20% of the course grade. Success here improves the functioning of the class as well as students' grades. Students are otherwise expected to attend all lectures and to engage in discussion, unless they have valid excuse. Regardless, students are responsible for all the material in the readings, videos, lectures, etc., whether they are present or not in class. **Students should never telephone the instructor on the same day to say they will be absent, nor should they ever(!) call the History Department to report their absence.**

If the instructor does not call the daily roll, an attendance sign-in sheet may be circulated. Students are also marked as absent for the following reasons: they do not sign the attendance sheet; they sign the sheet then leave class; they leave class for an *inordinate* period of time without valid excuse.

VERY IMPORTANT: Any students who have missed 30% of class meetings or more, i.e., eight (8) or nine (9) individual classes may become subject to automatic failure in the course. The professor's lectures contain more materials than are found in the textbook and course readers, and discussion and question-and-answer constitute important parts of the curriculum. If students have missed 30% of lectures, they are not getting all the materials, and they are not participating in classroom discussions in any significant manner.

Any person missing class for a valid college function should present documentation to the instructor at least one week in advance. Students are also marked as absent for the following reasons: they do not sign the attendance sheet; they sign the sheet then leave class early without authorization; they leave class for an inordinate period of time without valid reason, and if they arrive substantially late after the doors are closed. Any student who leaves class without authorization and does not return *after taking a quiz or exam* will be recounted as absent, and the quiz/exam will receive an automatic failing grade (0 = F).

Special Needs. The College will make reasonable accommodations for persons with documented disabilities. Students should apply for services at the Center for Disability Services/SNAP located on the first floor of the Lightsey Center, Suite 104. Students approved for accommodations are responsible for notifying me as soon as possible and for contacting me one week before accommodation is needed.

Statement of Inclusion

The History Department's learning community is a safe and inclusive space for students of all religions, genders, races, ethnicities, nationalities, and sexualities. Sexist, racist, xenophobic, and homophobic language is unacceptable. Also, insults, intimidation, threats, harassment, and bullying of any kind will be met with severe sanctioning. In regard to names and gender pronouns, this course will honor students' request to address them by the name and gender pronouns of choice that are within the bounds of courteous English normative use ("meathead" is out of the question). Many students are given names that are gender neutral (e.g., Jordan, Skylar, Michael, Sydney, Kennedy, Logan, Taylor, etc.). Are they male or female? In these cases, please let the instructor know which gender pronoun applies to you, and do this early in the semester via email or during virtual office hours. The College of Charleston offers many resources to address gender, racial, and religious diversity. Below is a link for diversity resources on campus.
<https://diversity.cofc.edu/diversity-resources/index.php>

Standard Vernacular English (SVE) is the language of instruction in this class and is required in all discussions and writing assignments. That includes proper English grammar and the use of traditional pronouns in all discussions and writing assignments. SVE is the common language of social empowerment and efficient communication in education, the professions, business, and media in the larger English-speaking world.

Email Contact Policies. The professor will generally contact students outside of class through OAKS and by direct email, using their college Gmail address. If students regularly use addresses other than that, they should check their college email on a regular basis to insure they are receiving all mailings. The professor can be reached by email with the following limitations. He cannot guarantee to reply to every email within 24 hours, but he will try. Since, he does not regularly check email on weekends and holidays, students should not expect replies on Saturdays, Sundays, and holidays.

Course Textbooks

The required textbooks for this course are:

Beckman, Gary. *Hittite Diplomatic Texts*. Second edition. Atlanta: Society of Biblical Literature and Scholars Press. 1999. Paperback.

Bryce, Trevor. *The Kingdom of the Hittites*. New Edition. Oxford and New York: Oxford University Press, 2005, 2006. Paperback and eBook.

Murnane, William J. *The Road to Kadesh: An Historical Interpretation of the Battle Reliefs of King Sety I at Karnak*. 2nd ed., rev. Studies in Ancient Oriental Civilizations 42. Chicago: The Oriental Institute, 1990. Pp. xvi + 157, 3 maps. ([eBook is freely available for download on the Web; see Web pages, "Required Texts"-link to access](#)).

Shaw, Ian, ed. *The Oxford History of Ancient Egypt*. New edition. New York, Oxford University Press, USA, 2004. Paperback and eBook.

It is especially important that students acquire the revised editions of the books as indicated. First editions exist of the books by Beckman, Bryce, and Murnane but are not satisfactory for this class. Their contents have been revised—sometimes very significantly—with corrections and substantial additions due to new discoveries. Their page numbers also differ from one edition to another. Do not assume that an early edition is the same as a later one. They are not the same; they are not equal, and reading assignments are formulated for the revised or new editions only.

Web Sources and Library Reserve Readings. A variety of primary-source readings, monographic extracts, and journal articles are also required reading for this course. They are available for download and printing from the course Web pages. The location of each reading is noted in the Syllabus and the "Reading Assignments"-schedule in the course's Web Pages and OAKS "Contents," which is updated regularly. *Please consult the Web pages on a regular basis.*

Grading Policy

Final course-grades will be constituted according to the following formula: map exercises (2) 10%, video responses 15%, interim assignments (2) 30%, research paper 25%, attendance and class participation 20%.

According to College policy, the grading scale is as follows: A = 93-100; A- = 91-92; B+ = 88-90; B = 83-87; B- = 81-82; C+ = 78-80; C = 73-77; C- = 71-72; D+ = 68-70; D = 61-67; D- = 60; F = 0-59; F = also due to excessive absences; XF = failure due to academic dishonesty.

Research Paper Requirements

Due date: April 13. **Length:** 5-6 pp. **Value:** 25%

Topic. Students are required to complete a term paper on a specific topic of their choice bearing upon Egyptian and Hittite history and relations or issues in Egyptian + Hittite historical archaeology (combining textual sources with material culture). They could consult the list of "Subject Areas and Themes for the Term Paper," found on the course web pages. They could also refer to the extensive course bibliography to help identify sources or to narrow topics. Then they must confer with the instructor on the topic to ensure feasibility. **All topics must be approved in advance by the instructor (i.e., before the student has actually begun to write the paper).** Papers with unapproved topics will not receive passing grades. The specific requirements for the paper are described on the course Web pages under "Paper Requirements"-link. Paper Completion of the paper (even if it has a failing grade) is required to pass this course.

Late Policy. Late papers will be penalized 5 points for each day late (including Saturdays), up to three days, after which they will be graded no higher than a 59% (F).

Form and Format. All papers must be submitted in hard copy, paper format. Papers submitted electronically via e-mail or in OAKS are unacceptable. See course Web page, "Paper Requirements"-link, for detailed information, advice, and suggestions on form, format, and grading criteria for the theme essay and term paper.

IMPORTANT!! Papers should contain 1-inch margins on all sides, top and bottom. They should be typed or printed double space in a 12-point type. The term paper must include: (1) cover page; (2) type-written page

numbers; (3) citations (footnotes only); (4) separate Bibliography-page. *The cover page and the bibliography do not count toward the required number of pages.* Pagination begins on the first page of text.

In the preparation and execution of all written work for the class, students are required to follow the format presented by ***The Chicago Manual of Style*** or **Kate L. Turabian, *A Manual for Writers of Term Papers, Theses, and Dissertations*, 6th-9th eds.** (**Chicago: University of Chicago Press, 1996-2018**), especially in regard to the style of block quotations, footnotes, and bibliographies. Look over Chapters 8-11 on how to cite references. Use footnotes only; do not use parenthetical references (that means you cannot put references in parentheses at the ends of sentences). *Caution: Do not rely on online style templates to format the paper properly. Such short-cuts do not usually meet the full requirements of the "Chicago" format and can result in some dramatic format failures.*

The Turabian style is a standard for writing in the Humanities and Social Sciences. If you are not familiar with this format, open the manual and learn it. Don't try to "wing" it or fudge the format. *Any papers that do not conform to Turabian or the "Chicago" system, will be graded accordingly.* Copies of Turabian are located in the College Library, two in the Reference Section, two on Permanent Reserve.

**DO NOT EMPLOY THE MLA STYLE IN WRITING YOUR HISTORY PAPERS.
EACH OCCURRENCE OF A REFERENCE IN A PARENTHESIS
WILL RECEIVE A 3-POINT REDUCTION IN PAPER GRADE!!**

Execution. As a rule of thumb, ***do not quote class-lecture notes in your paper.*** If you wish to quote material mentioned in class, *you must find it in published sources* among the course readings and quote from there. The first place to look is in the bibliography at the end of the appropriate chapter in the course textbook. If you cannot find the source among the readings, see the instructor for advice. Please feel free to consult the instructor at any time for advice and suggestions on preparing the paper.

Form and spelling are factors in grading both papers. If you are uncertain of your spelling, use a dictionary or a spell-check program. *Why the emphasis on form?* A research paper is a means of communication. The purpose of any paper is to convey an argument as logically as possible according to standards of form that facilitate its communicative function. Form is not merely format and correct spelling; it also includes the logical arrangement of an argument and the rational ordering of historical and textual data to support a particular historical interpretation. Poor form can impede the communication of a valid point of view. When a paper cannot communicate due to a lapse of form, it has failed in its purpose.

Using the World Wide Web for Research

Peer Review. *All research materials that students use to cite as references in their assignments, papers, and bibliographies MUST be peer reviewed and properly vetted by professional scholars.* They include sources published in paper-form or digitally (in electronic journals, ebooks, etc.). Peer review is the ultimate measure of academic accuracy, acceptable methodology, and honesty. All professional journals and academic presses undergo peer review and are acceptable to use. However, popular magazines and newspaper reports are not peer reviewed, nor are any blogs and most essays on open World Wide Web, even including those written by college professors on their own Web home pages (including this instructor's own Web essays!).

Citing the Web. One does not do historical research merely by sitting at a computer and surfing the Web. One does research by paging through books and journal articles and by following and tracing documents and secondary sources backward from a footnote in one book to a footnote in earlier book, and so creating a "paper trail" of sources. Footnotes are like cookie crumbs leaving a trail back home. Students should confine the bulk of their research to printed publications and peer-reviewed electronic sources. They may use the World Wide Web selectively to help research the paper topic. However, there is a great deal of trash on the Web that does not conform to modern academic standards. The World Wide Web contains four types of materials pertaining to ancient Egypt:

1. primary sources, i.e. editions of original ancient inscriptions translated and presented by reputable scholars, often used as classroom resources on the Web;
2. original archaeological reports and field data by archaeologists and bona fide researchers;
3. synthetical studies, essays, and old books prepared by Egyptologists (often as Web versions of reputable printed publications and books);
4. materials, idiosyncratic essays, and polemical tracts of uneven and inconsistent quality, prepared by non-professionals, dilettantes, radical Afro-centrists, and self-proclaimed prophets of the New Age revelation.

As of now, there relatively few peer-reviewed professional—specifically Egyptological—journals published on the Web compared to other fields, but this is changing. Still, publicly available primary sources on the Web [no. 1] are often out of copyright, obsolete translations superseded by modern translations in print. For the purposes of this course, students are permitted to quote from these, **but only with the prior approval of the instructor and only if the texts are not available in print!** Because Egyptological secondary sources on the Web are rarely peer-reviewed, students may quote from [nos. 2 & 3] **but only after consulting with the course instructor on each source!** Web pages for [nos. 1 - 3] are usually identifiable by the domain-markers ".edu" or ".ac" in their Web addresses, and sometimes also by ".org" (denoting educational or charitable organizations).

Acceptable Library Electronic Databases. On the other hand, many legitimate and professional peer-reviewed historical academic journals are also scanned and published on restricted portions of the Internet (requiring password access). Many Doctoral dissertations and Master's theses are also scanned and published. All these sources are collected together into various electronic databases or digital archives for easy search and access. The Addlestone Library of the College subscribes to these electronic databases, and they are available to students through the Library catalog under the heading, "Databases." E-books are also available through the Library's catalog (GoogleScholar and GoogleBooks are not reliable sources, except as last resort). Students should use these Library databases and sources to find books and articles for writing their papers, and they do not need the instructor's permission to use them, e.g.: **Jstor, Academic Search Complete, Academic OneFile, On-Line Egyptological Bibliography, Proquest Dissertations and Theses**, etc.

Sometimes scholars load their past peer-reviewed publications on to publicly accessible open Web sites for free download. However, the same Web sites often also collect student papers and other sources that are not peer-reviewed. Therefore, students wishing to quote from these Web sites must always obtain the professor's permission for each source from such Web sites, e.g.: **Academia.edu, ResearchGate.net**, etc.

Students may never quote from from any general dictionaries and encyclopedias, such as Wikipedia, Encyclopedia Britannica, etc. They may always quote freely from on-line sources found in the Addlestone Library Catalog of electronic databases and e-journals (as noted above). However, students may not quote from any public Web pages, including translations, reports, blogs and essays without prior approval of the instructor. This includes Academia.edu (which contains unvetted sources). Each violation of this rule found in a paper will receive a 5-point grade reduction.

While students may not *quote* from any public Web source without permission, they should still *freely consult* reliable Web pages (i.e., those that are authored by professionals) in order to identify issues, books, and other *printed* sources of information, which they could quote in their papers. Use public Web pages to identify objects, issues and printed books. Reliable Web pages are usually identifiable by the domain-markers ".edu" or ".ac.uk" or ".org" in their Web addresses, while much less trustworthy pages are often—but not always—identifiable by the domain-markers ".com" or ".net" in their Web addresses. If in doubt about the appropriateness of any research source—either on the Web or in print—so consult the professor, and run these pages by him.

Writing Lab

Take advantage of the Writing Lab in the Center for Student Learning (Addlestone Library, 1st floor). Trained writing consultants can help with writing for all students' courses. They offer 1-on-1 consultations addressing everything from brainstorming and developing ideas to formatting, crafting strong sentences, and documenting sources. For more info, telephone 843-953-5635, or visit <http://csl.cofc.edu/labs/writing-lab/>

Policy on Plagiarism, Cheating, and Disruptive Behavior

Academic Honor Code. As you prepare your papers for this course, do not plagiarize any of your sources. Plagiarism is copying or paraphrasing the words and ideas of others and passing them off as your own or misleading the reader into thinking that the words and ideas of other writers are your own. Any plagiarism, whether intentional or unintentional, whether blatant or merely inappropriate paraphrasing, cannot be tolerated.

WARNING: Never ever(!) copy and paste from the Internet !!

College of Charleston Honor Code and Academic Integrity

Lying, cheating, attempted cheating, and plagiarism are violations of our Honor Code that, when suspected, are investigated. Each incident will be examined to determine the degree of deception involved.

Incidents where the instructor determines the student's actions are related more to misunderstanding and confusion will be handled by the instructor. The instructor designs an intervention or assigns a grade reduction to help prevent the student from repeating the error. The response is recorded on a form and signed both by the instructor and the student. It is forwarded to the Office of the Dean of Students and placed in the student's file.

Cases of suspected academic dishonesty will be reported directly by the instructor and/or others having knowledge of the incident to the Dean of Students. A student found responsible by the Honor Board for academic dishonesty will receive a XXF in the course, indicating failure of the course due to academic dishonesty. This status indicator will appear on the student's transcript for two years after which the student may petition for the XX to be expunged. The F is permanent.

Students can find the complete Honor Code and all related processes in the Student Handbook.

Keep this in mind, prospective employers in the future might see your transcript. You are responsible for informing yourself of all definitions and regulations on this subject. Ignorance is not an acceptable excuse before the College Honor Board. Protect yourself; when in doubt, footnote it!

Classroom Behavior. Students are reminded that eating, drinking, and smoking are prohibited in the classrooms of the College of Charleston. The classroom is an inappropriate venue for eating meals, reading newspapers, listening to podcasts and music, personal grooming (such as combing hair, applying makeup, etc.), or even sleeping. The instructor reserves the right to expel any student from the classroom for unruly or disruptive behavior, and to contact Campus Police when necessary.

HANDGUNS (CONCEALED OR NOT) ARE PROHIBITED IN THE CLASSROOM AND ANYWHERE ON CAMPUS.

Computers in Class. Laptop and tablet/iPad computers are permitted in class, although their use is discouraged. A recent Stanford University study has shown that typically, students typing lecture notes usually have less comprehension and retention of a lecture's contents and understanding its implications than students writing notes by hand. Another study at McGill University shows that students using computers in class were prone to multi-tasking, resulting in statistically lower grades than students not using computers. Furthermore, the other students sitting around them taking notes by hand also received

lower grades. **Therefore, students using a laptop computer in class should sit at the back of the classroom to not distract other students.**

Any student on a computer who engages in activity unrelated to the class (checking e-mail, messaging, surfing the Web, recording, gaming, etc.), will forfeit permission to use the device in class for the rest of the term and will receive a 3-point reduction in the final course grade.

No Electronic Devices in Class. Other than computers, students may not operate **ANY** type of personal electronic device in class, especially: iPods, Android and Android-like devices of any kind, etc., MP3 players, iPhones, cell phones, smart telephones, cameras of any kind, and any similar devices. Students may not wear ear buds or earphones or use voice or video recorders of any kind, nor may they record any lectures **without the prior permission of the instructor.**

Each time a cell phone or pager goes off or is activated in class during lectures and discussions, it will result in a 3-point reduction in the FINAL(!) course-grade for the student. However, if a student is found to be texting or receiving a text, it will result in a 5-point reduction in the final course-grade.

Any cell phone, pager or electronic device going off or activated during a quiz or exam, in addition to the 3-point course-grade reduction, will also result in a 15-point grade reduction for that exam. Any student found even handling a cell phone or electronic device, texting or receiving a text, during a quiz or exam will be considered cheating and will receive an automatic failing grade for the entire course, as well as be remanded to the College Honor Board for institutional sanctioning.

Cell Phones in Class and Exams. Students may not make or receive cellular telephone calls, podcasts, text messages of any kind, nor accept any electronic pages during the class period. Please turn off all cell phones, pagers, iPods, and all other devices at the start of class.

Copyrights, Class Access, etc. All lectures are the copyright of the instructor. He is their owner, and he reserves all rights to their content. Students do not purchase the lectures, but similar to computer software, they license access to them and their content for study purposes. Students may take and keep written notes from them, as detailed as they wish, and make all necessary use of them for their studies and to meet the academic requirements of this and other courses. Only registered students (or students in the process of registering) and those formally auditing are permitted to sit in this class. Any unregistered persons and guests must have the prior permission of the instructor to sit in on any class.

Lectures and Assignments Schedule

The complete schedule of lectures and assigned readings for this course are found on the course Web pages under the link, "Reading Assignments, " URL:

<http://www.cofc.edu/~piccione/hist-270/hist270assign.html>

The readings consist of the texts and Internet source described above, as well as a large selection of other documents freely available for downloading (marked "W" in the Reading Assignments-schedule).

Class will endeavor to adhere to the assignments and course schedules found there. **The instructor reserves the right to alter the schedule of lectures, discussions, video presentations, and reading assignments, quizzes and exams at any time.** Students are responsible for the full course material through the readings listed on the Web pages. Students should keep up with the schedule of weekly reading assignments, regardless of any deviation in the schedule of classroom lectures. Students must obtain or acquire access to all the textbooks and readings, since the exams and quizzes include significant amounts of reading material not covered in class lectures.

Bibliography

An extensive bibliography for this course, categorized by subject area, is found among the course Web pages, URL: <http://www.cofc.edu/~piccione/hist-270/hist270biblio.html>

Thank you. Have a nice course!