

**College of Charleston**  
**THE RISE OF EUROPEAN CIVILIZATION**  
**(TO A.D. 1715)**

**Dr. Peter A. Piccione**

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**History 101.019/022**

**Fall 2003**

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**Section 019: T, Th 9:25-10:40 am, MYBK 303**

**Section 022: T, Th 10:50-12:05 pm, MYBK 306**

**Course Description:** This course is a survey of European history from antiquity through the Age of Discovery, and to the coming of European colonialism. It examines ideas and events that contributed to the rise of Europe, its political, economic, and social institutions, and, especially, its conceptions of itself. Here the course examines how Europe's drive to colonize and exploit other lands and resources might have been informed by Europeans' perceptions of their own culture and their special place in the world.

In this regard, the course focuses on European contacts with eastern cultures through the ages in order to determine how Europeans conceived of themselves particularly as a "western" civilization? Thus, the course engages such issues as how did the West perceive the non-West (and act on those notions), and, commensurately, how did the non-West perceive the West? Discussions will include European contacts with the Middle East, Africa, and Asia; invasions by the Mongols, Moors, and Turks, European invasions of the Middle East, Arabs in Spain and Jews in Europe, and the extent of Arabic knowledge and erudition in Europe in the Middle Ages. As a case in point, the course will consider the Crusades from both the European and Arab perspectives to show how different cultures viewed the same historical processes differently. Through this approach, we seek to understand the extent to which a common European identity derived from a sense of shared values versus entirely different people in other places who did not share those values. Finally, we hope to answer the basic questions: what is Western Civilization, and, ultimately, how did the West become the West?

### **Course Requirements**

**Theme Essay: Due October 2.** Students will write a theme paper on the course readings (3- 4 pages), addressing specific cultural and historical questions related to the texts. This essay will conform to the same format as the term paper. The specific topic and format are located in the "Syllabus" and the "Paper Requirements"-page on the class Web pages. *Completion of the essay is required to pass this course.*

**Term Paper: Due November 20.** Students will complete a term paper (6-7 pages), for which the specific topic, format, and requirements, as well as late policies are located in the "Syllabus" and the "Paper Requirements"-page on the class Web pages. *Completion of the paper is a necessary requirement for passing the course.*

**Reading Quizzes:** Three quizzes on the class readings will be administered in this course. The dates for each reading quiz are listed below in the "Lectures and Assignments Schedule." The instructor will announce these quizzes in class at least one week in advance: reading quiz 1 (Sept. 23), reading quiz 2 (Oct. 30), reading quiz 3 (Nov. 25).

**Map Quizzes:** Students will take three map quizzes in the course. The dates for each quiz are listed below in the "Lectures and Assignments Schedule." The instructor will announce each quiz in class at least one week in advance: map quiz 1 (Sept. 16), map quiz 2 (Oct. 16), map quiz 3 (Nov. 18).

**Examinations:** This course includes a midterm and a final examination, each containing identifications or short answers and essays. The final exam will cover material mostly from the second half of the course. The dates for each exam are listed below in the "Lectures and Assignments Schedule." The instructor will announce these quizzes in class at least one week in advance: midterm (Oct. 7); final (Dec. 13/16).

**Attendance and Participation:** Discussion figures prominently in the class-program, and class participation and attendance will constitute a percentage of the course grade. Attendance and participation improve the functioning of the class as well as students' grades. According to College policy, attendance will be taken daily; any and all unexcused absences will result in automatic grade reductions.

Absences are excused by presenting written documentation to the Office of Undergraduate Studies (Randolph Hall, Rm. 206). Running errands is not a valid excuse. Students are responsible for all the material in the readings, videos, lectures, etc., whether they are present or not. Any person missing class for a valid college function should present documentation to the instructor at least one week in advance. **Students should never telephone the instructor on the same day to say they will be absent, nor should they ever(!) call the History Department office to report their absence.**

If the instructor does not call the daily roll, an attendance sign-in sheet will 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. *Any student who leaves class without permission 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).*

**Make-Up Quizzes and Exams** are not given, as a rule. However, if students present a valid medical excuse processed through the Office of Undergraduate Studies, they will be permitted to complete a comparable written assignment or research report to make up the lost work. This assignment will not be easy or convenient, so be sure to attend all quizzes and examinations.

### Course Textbooks

#### **Required Texts:**

Gabrielli, F. *Arab Historians of the Crusades*. New York: Barnes and Noble Books, 1993.

N.B.: this book is available for purchase at University Bookstore of Charleston on King Street or on-line through [Amazon.com](http://Amazon.com) or [barnesandnoble.com](http://barnesandnoble.com). It is not available at the campus bookstore. An older acceptable edition is also published by the University of California Press.

*Internet Medieval Sourcebook: The Crusades* (Selected Sources). Available on the class Web pages.

Kishlansky, Mark, Patrick Geary and Patricia O'Brien. *Civilization in the West*. Volume 1, *To 1715*. Fifth edition. New York, Longman, 2003.

Lim, Richard and D. K. Smith. *The West in the Wider World: Sources and Perspectives*. Volume 1, *From Antiquity to Early Modernity*. Boston: Bedford's/St. Martin's, 2003.

Madden, T. F. *A Concise History of the Crusades*. Lanham, Maryland: Rowman & Littlefield Publishers, Inc., 1999.

#### **Recommended:**

Turabian, Kate L. *A Manual for Writers of Term Papers, Theses, and Dissertations*. 6th ed. Chicago: University of Chicago Press, 1996. (*available in the general book section of the bookstore*)

## Grading Policy

Final course-grades will be constituted according to the following formula: map quizzes (3) 10%, reading quizzes (3) 10%, theme essay 15%, mid-term exam 15%, term paper 20%, final exam 15%, attendance and class participation 15%.

Grades in this course are issued according to the following numerical scale: A = 91-100 [extraordinary]; B+ = 86-90 [very good]; B = 81-85 [good]; C+ = 76-80 [above average]; C = 71-75 [average]; D = 60-70 [poor]; F = 0-59 [failure].

## Paper Requirements

For more detailed information and advice on preparing your paper and essay, see "Papers and Essays"-link on course Web pages (<http://www.cofc.edu/~piccione/hist101/papers.html>).

**Theme Essay. Due date: October 2. Length: 3-4 pages.** From the course-readings in Lim and Smith, *The West in the Wider World*, as well as the readings on the course Web or on library Reserve (or any others you wish to add—but not texts related to the term paper), compare and contrast the texts of any two or three cultures. Analyze them, and compare and contrast their contents. What might these texts tell us about each society and its views? What aspects do the texts reveal specifically about their cultures, history, geography, etc.? What do your comparisons and contrasts suggest about the historical differences in cultures. This paper is not a book report or literary analysis. It is an exercise in the critical use of primary sources to understand cultural and historical processes. Be critical; be interpretive; be analytical. Bring in a number of outside secondary sources to inform your discussion.

**Term Paper. Due date: November 20. Length: 6-7 pages.** The three texts assigned as special readings in this course are: *A Concise History of the Crusades*, by Thomas Madden, *Arab Historians of the Crusades*, edited by Francesco Gabrielli, and the *Internet Medieval Sourcebook: The Crusades*. While the *Sourcebook* provides European accounts and motivations for the Crusades, the *Arab Historians* recounts the Crusades from the purely Arab perspective, often describing the very same events recorded in the *Sourcebook*, but through non-western eyes. The *Concise History* provides an overall historical context for the Crusades. With these sources, the reader can understand how the different sides in this great conflict viewed the same events and historical processes; also how Europeans understood their relationship to non-Europeans, as well as how they, in turn, were perceived by the Arabs.

**Specific Term Paper Assignment:** The topic of the term paper is to analyze the European and Arabic accounts in light of their different perspectives; to compare and contrast their content, themes, historical contexts, etc.—whatever interests you—in order to determine to what extent any common ground or understanding existed between them. Possible points to consider: the perceptions of Europeans newly arrived in the Middle East versus long-term European residents; European vs. Arab social ethics or chivalry, status of women, religious perceptions or misconceptions, cultural assumptions underlying the varying accounts, etc. Be critical and evaluative in your use of the sources. Develop a particular theme or hypothesis, and strive to prove that hypothesis in your paper. *The first paragraph of the paper must contain an introduction and a thesis statement*, which is the point of the paper, or the hypothesis you intend to prove. N.B., to develop this paper properly, you will need to consult secondary sources on European and Arab societies of that time and Christianity and Islam.

**Preliminary Drafts.** Students are strongly encouraged to submit an early preliminary draft of the term paper to the instructor for comment. The instructor will review it to ensure the clarity and direction of

its content and adherence to format. *The draft will not be graded.* The purpose of a draft is to insure that the content and argument of the paper are on track, and the form is correct. Students who submit a draft should do so no later than two (2) weeks before the paper's deadline.

***Submission, Late Policy, etc.*** *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). All papers must be submitted *in person* to the instructor; failing that, they may be submitted to the History Department (Maybank 315), where the departmental administrators will certify and date-stamp their arrival. The instructor is not responsible for any papers simply dropped off at his office or shoved under his door. Regrettably, such papers cannot be deemed to have been accepted on time.

***Form and Format.*** All papers should be submitted in paper format. Papers submitted electronically via e-mail or on disk are unacceptable, since formatting changes do occur when transferring files between computers.

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. In general, the essay and paper should contain 1-inch margins on all sides, top and bottom. They should be printed double space in a 12-point type. They must include proper citations (in the form of footnotes or endnotes) plus a separate "Bibliography" at the end of the paper. They must also include a separate cover page. *The cover page and the bibliography do not count toward the required number of pages.*

**VERY IMPORTANT! READ ME:** In the preparation and execution of all papers for the class, students are required to follow the format presented by **Kate L. Turabian, *A Manual for Writers of Term Papers, Theses, and Dissertations*, 6th ed. (Chicago: University of Chicago Press, 1996)**, especially in regard to the style of block quotations, footnotes or endnotes, and bibliographies. Look over Chapters 8-11 on how to cite references. Choose the type of reference you want: footnotes or endnotes (+ "Bibliography"). Read Chapter 11 (pp. 185-213) to compare their forms and styles. Use footnotes or endnotes only; do not use parenthetical references.

Students are not permitted to use "parenthetical references" and "reference lists" for any paper or essay in this course, nor may they--under any circumstances--may use the MLA style of notes and references. All papers must have a separate cover page, although students need not follow Turabian closely on the format of this page.

**Whatever you do, do not employ the MLA style in writing your history papers!**  
**References in parentheses at the ends of sentences are not permitted!!**

Turabian's style is a recognized standard for writing papers, theses, and dissertations 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 style will be graded accordingly. When this course is finished, it is very strongly recommended that you not sell Turabian's manual back to the Bookstore, since you will probably continue to need it for future course work.

***Execution.*** As a rule of thumb, do not quote class lecture notes in your paper. If you want to quote material mentioned in class, you must find it in published sources among the course readings and quote from there. If you cannot find the source among the readings, see the instructor for advice. Feel free to consult the instructor at any time for advice on preparing the papers or about writing strategies. Alternatively, students may consult writing counselors in the Writing Lab, Rm. 216 Education Center (<http://www.cofc.edu/~csl/>).

Improper form and misspelled words will reduce the grade of the term paper. To be certain of your spelling, use a dictionary. Use a spell-check program *only after* you have already manually checked your spelling. **You must proofread your paper before submitting it, and make any final corrections cleanly in ink, if necessary.** *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. Train your mind to be rigorous in the pursuit of understanding. After all, that is why you are in college.

### **Using the World Wide Web for Research and as a Source of Quotations**

One does not do research merely by sitting at a computer and surfing the Web. One does research by paging through books and by following sources from one footnote to another. Students should confine the bulk of their research to printed publications. They may use the World Wide Web only *selectively to help research* the paper topic. Beware! There is a great deal of pseudo-historical trash on the Web that does not conform to modern academic standards. The World Wide Web contains three types of historical materials:

- [1] primary sources, i.e. collections of original historical documents and inscriptions;
- [2] synthetical reports and essays prepared by professional historians and which are usually published in professional Web-based journals;
- [3] idiosyncratic essays, polemical tracts, and document collections, prepared by non-professionals, dilettantes, and hobbyists that are often garbage in content.

Sadly, this latter trash [no. 3] permeates much of the historical materials on the Web, and students must learn to recognize each instance of poor quality and to avoid it. Many of the primary sources on the Web [no. 1] include translations of foreign language documents into English. However, these translations can be obsolete, incomplete, or idiosyncratic. Obsolete translations are superseded by more modern accurate translations published in print.

On the other hand, many professional peer-reviewed historical and academic journals [no. 2] are also published on the Web, and they are collected together into archives for easy searching and consultation. These archives include: *Jstore*® (<http://www.jstor.org/>), *Project Muse*™ (<http://muse.jhu.edu/journals/>), *Academic Press [Ideal]* (<http://search.idealibrary.com/>), and *Infotrac*™ (<http://web7.infotrac.galegroup.com/>). The College of Charleston Library subscribes to many of these archives, and they are found in the College's library catalogue under the heading, "Electronic Journals by Title" ([http://www.cofc.edu/library/ej\\_title.html](http://www.cofc.edu/library/ej_title.html)).

**Except for the *Internet Medieval Sourcebook*, students may not quote from any Web pages in their papers, including translations, reports, and essays. The only exceptions are those found in the catalog of the College library's electronic journals (see above). Each violation of this rule found in a paper will receive a 3-point grade reduction.**

While students may not *quote* from any Web source, they should still *freely consult* reliable Web pages (i.e., those that are authored by professional historians) in order to identify issues, books, and other *printed* sources of information, which they may quote in their papers. Use these Web pages to lead

you to 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-marker “.com” in their Web addresses. If in doubt about the appropriateness of any research source—either on the Web or in print—consult the instructor, and run these pages by him.

### **Policy on Plagiarism, Cheating, and Disruptive Behavior**

As you prepare the term paper for this course, be careful not plagiarize any of your sources. Any plagiarism, whether intentional or unintentional, whether blatant or merely inappropriate paraphrasing, will not be tolerated. If you have any questions as you prepare your assignments, please feel free to ask the advice of the instructor. **If in doubt about anything, quote it--even indirect quotations!** The Honor Code of the College of Charleston strictly prohibits plagiarism, cheating, and attempted cheating. A student committing these offenses will be reported to the Honor Board and will fail the course. Additional penalties may include suspension or expulsion from the college at the discretion of the Honor Board. See the *College of Charleston Student Handbook*, p. 11 (<http://www.cofc.edu/student-life/handbook/handbook02-03.pdf>) for definitions of these offenses. For examples of proper and improper quoting and paraphrasing, see also "A Guide to Freshman English" (<http://www.cofc.edu/~english/Guide.html>).

Students are reminded that eating, drinking, and smoking are prohibited in the classrooms of the College of Charleston. Students may not make or receive cellular telephone calls or accept electronic pages during the class period. Turn off all cell phones, pagers, etc. at the start of class. **Any time a cell phone or pager goes off in class, it will result in a 3-point overall grade reduction for the student.** The classroom is an inappropriate venue for reading newspapers, personal grooming (such as combing hair, applying makeup, etc.), or even sleeping.