Course Description: This course presents an historical survey of certain key civilizations and cultures of early human history (up to A.D. sixteenth century) centering on the theme of inter-cultural connections and interrelationships. What issues governed their interactions, and what was the impact of their contacts, leading to such questions as, when and why did they war? When did they not? When did they engage in peaceful commerce? What legacies did they pass to each other, how did their religions interact, etc.? Major regions include: East-West relations over time, Egypt and Mesopotamia, Greece and Asia, Rome, Alexandria, Africa and Asia, Europe and the Middle East A major focus will be the Great Crusades (A.D. 1095-1281) from both the European and Saracen perspectives to demonstrate commonalities and differences, and the extent to which disparate cultures might understand the same historical processes the same or differently The goal is to inculcate the student with an awareness of the interconnections of these societies.

Course Requirements

Assignments: This course includes three assignments, each administered 5-6 weeks apart, containing short answers and essays. They are take-home. The third assignment will be due in class on the last day of course. There are no cumulative midterm or final examinations. See the "Lectures and Assignments Schedule" for specific dates. Periodic quizzes on the readings may be given if the professor feels they are warranted.

Course Discussions: Discussions and class participation are a significant part of the course grade. As part of his lectures, the professor employs the question-and-answer method. Therefore, students are expected to keep up with the readings in order to contribute to discussions. They are encouraged to take notes on their own when reading the primary text assignments.

Research Paper: Due November 7; Thesis Statement and Preliminary Bibliography due November 21. Students will complete a term paper (5-6 pages), for which the specific topic and format are noted below, “Research Paper Requirements”. Completion of the paper is a necessary requirement for passing the course.

Student Learning Outcomes: General Education Student Learning Outcomes are assessed by means of the research paper (20% of the course grade), and they include:

1. Students demonstrate knowledge of history and awareness of the historical experience.
2. Students situate primary historical records in their context and use sources to construct historical arguments.

Attendance and Participation: Discussion figures prominently in the class-program, and class participation and attendance do constitute a percentage of the course grade. The professor knows who you are, and he keeps track! 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 (see below for policies on athletes and on consequences on missing classes).

VERY IMPORTANT: Any students who have missed a minimum 30% of class meetings, i.e., nine (9) or more individual classes without valid documented excuse will be subject to automatic withdrawal with a grade of WA which computes into the GPA as a grade of F. However, any student with a
perfect attendance record, i.e., attending every class without absence (excused absences do not count) will receive five (5) points extra credit added to their course attendance grade!

Because 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, it is clear they are not getting all the materials, and they are not participating in classroom discussions in any significant manner. Therefore, if it is because of a valid medical reason that any student has missed nine (9) or more classes, he/she should discuss the matter with the professor and, if appropriate, seek a Late Withdrawal based on medical grounds in the Registrar's Office. Students must apply for a medical withdrawal for all courses simultaneously (not just for a single course), and they must do so before the last day of classes. These attendance policies also apply to any athletes whose sport schedules conflict with course requirements (see below, "Athletes and Special Needs").

Legitimate absences can be excused by presenting written documentation to the Office of Associate Dean of Students. Undocumented or self-reported excuses are not acceptable. 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 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 office to report their absence.

If the instructor does not call the daily roll, a 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 without authorization; they leave class for an inordinate time without valid reason. 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).

Policy on Late Arrival: Students are expected to arrive to class on time and be ready to start, including those in the 8:00 am section. Students with inordinate numbers of late arrivals (3 or more) or with a regular habit of arriving late for class will experience a reduction in the class participation grade. However, in any case, students should not use tardiness as an excuse to miss class, since the result of unexcused absences can result in even more severe grade sanctions.

Athletes and Special Needs: Participation in athletic events or practices is NOT(!) a valid excuse to miss class, due dates for assignments and exams. N.B.: make-up work will not be granted to accommodate athletic schedules. When athletes check their schedules of away-games against the course assignment schedule, they MUST also check the travel schedule for each game. Athletes are responsible for the academic consequences of missing exercises, exams, and due dates. Any athletes who expect to miss exercises, exams or due dates MUST see the professor, and they should seriously reconsider taking this class.

Any student who has been formally certified by the College through the SNAP Program as having special needs entailing accommodations to complete the requirements for this course should consult with the professor during office hours as soon as possible. They are also responsible for notifying at least one week before each accommodation is needed.

E-mail Contact Policies: The professor will generally contact students outside of class by e-mail, using their college g-mail address. If students regularly use addresses other than that, they should check their college e-mail on a regular basis to insure they are receiving all mailings. The professor can be reached by e-mail with the following limitations. He cannot guarantee to reply to every e-mail within 24 hours. Since, he does not regularly check e-mail on weekends, students should not expect replies on Saturdays or Sundays.

Course Textbooks

Internet Medieval Sourcebook: The Crusades (http://www.fordham.edu/halsall/sbook1k.html). Accessible directly on the World Wide Web or through "Reading Assignments"-page on class Web pages.


Grading Policy

Final course-grades will be constituted according to the following formula: take-home assignments (3) 50%, thesis statement and bibliography 15%, research paper 20%, attendance and class participation 15%.

Grades in this course are issued according to the following numerical scale: A = 92-100 [superior]; A- = 90-91; B+ = 87-89 [very good]; B = 82-86 [good]; B- = 80-81; C+ = 77-79 [above average]; C = 72-76 [average]; C- = 70-71; D+ = 67-69 [unsatisfactory]; D = 61-66 [poor, passing]; D- = 60 [barely passing]; F = 0-59 [failure]; WA = administrative withdrawal for excessive absences (= F); XF = failure due to academic dishonesty.

Research Paper Requirements


Failure to provide the minimum number of pages of text will result in grade reduction. The two texts assigned as special primary-source readings in this course are: Arab Historians of the Crusades, edited by Francesco Gabrielli, and the Internet Medieval Sourcebook: The Crusades. While the Sourcebook (located on the Internet) provides mostly European accounts and motivations for the Crusades, Arab Historians of the Crusades recounts the Crusades from the purely Saracen/Arab perspective, often describing the very same events and persons in the Sourcebook, but through non-western eyes. By comparing these two primary sources, the reader can understand how the different sides viewed the same events and historical processes; also how Europeans understood their relationships to non-Europeans, as well as how they, in turn, were perceived by Saracens. Use Madden's book and other secondary sources to provide an historical framework and understanding of the Crusades, and to tie the different primary sources together and put them into context.

Specific Paper Assignment: First, read the Madden and Gabrielli books and the Internet Medieval Sourcebook. When you are familiar with their contents and issues, choose a topic that interests you which is reflected specifically in the primary sources (i.e., original documents) of both sides. Analyze that topic from the perspective of both the European and Arabic documents; to compare and contrast their content, themes, historical contexts, persons, events, etc., in order to determine to what extent any common ground or understanding existed between them. Possible points to consider are: qualities of leadership on the two sides, motivations, goals and objectives, distinctions between zealous Crusaders newly arriving from Europe versus older Crusaders born in the Middle East (i.e., the so-called (poleins)); European vs. Arab social ethics or chivalry, role and status of women, religious perceptions or misconceptions, cultural assumptions underlying the varying accounts, etc. Be critical and evaluative in your use of the sources. The paper is a series of arguments to prove a point (a thesis). Develop a particular theme or hypothesis, then 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 hypothesis you intend to prove. To develop this paper properly, you must also consult a number of secondary sources on European and Arab societies of that time and on Christianity and Islam. Students must include and cite a minimum of 5 different primary text-documents from each of the 2 sides of the conflict (minimum total 10) plus 3 to 5 modern secondary sources total. Failure to meet these necessary reference minimums will result in serious point deductions.
Late Policy, Submissions, etc.  Late papers will be penalized 5 points for each day late (including any Saturdays), up to three days, after which they will be graded not higher than 59% (F).  Papers must be submitted in person to the instructor in class or to the History Department (Maybank 202/204) before 5:00 pm on the due date.  Students may not leave papers at the professor’s office when he is absent or push them under his door.  Regrettably, such papers cannot be deemed to have been accepted on time.

Submitting Research Notes.  It is a requirement of this assignment that students submit along with their research paper a folder containing all the research notes, memoranda, index cards, etc., that they compiled in order to prepare and write the paper (whether those are hand-written, typed, photocopied, highlighted, etc.).  Therefore, take copious notes to prepare this paper, keep track of all the books, articles and sources from which they come.  Compile them, and keep them together for submission.  Failure to submit research materials will automatically result in a failing grade for the assignment—no exceptions!!

Form and Format.  All papers should be submitted in paper format.  Papers submitted electronically via e-mail or on disk are unacceptable (unless prior permission is granted by the instructor).  See course Web page, “Paper Requirements”—link, for detailed information, requirements and advice on form, format, writing strategies and grading criteria for the research paper.  In general, the essay and paper should contain 1-inch margins all around.  They should be printed double space in a 12-point type.  They must include proper footnote citations plus a separate “Bibliography” at the end of the paper.  They must also include a separate cover page.  Students may not use "parenthetical references" and "reference lists" for any paper or essay in this course, neither may they use the MLA style of notes and references.

Required Style Guide.  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 (plus "Bibliography").  Read Chapter 11 (pp. 185-213) to compare their forms and styles.  Use footnotes or endnotes only; do not use parenthetical references.  Caution: Do not rely on on-line style templates to format the paper properly.  Such short-cuts do not meet the full requirements of the "Chicago"-Turabian format.

Execution.  Do not quote from encyclopedias, dictionaries, class lecture notes, nor the course textbook (Spodek, The World’s History).  If you want to quote material mentioned in class, you must find it in published sources among the course readings, and quote from there, or ask 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, Addlestone Library, 1st Floor (http://www.cofc.edu/~csl/writing/writing_lab.html).

Improper form and misspellings 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.
Using the World Wide Web for Research
and as a Source of Quotations

Please see the course web pages for a complete discussion of using the web for research, as well as limitations on using such pages as: New Advent or The ORB, History.net, etc. One does not do historical research merely by sitting at a computer and browsing the Web (not yet anyway). One does research by paging through books and journal articles and by following and tracing sources backward from one footnote to another. Students should confine the bulk of their research to printed publications. However, they may also use the World Wide Web selectively to help research the paper topic. Beware! A great deal of pseudo-historical trash exists 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 published in professional Web-based electronic journals, or they were published originally in paper then scanned on to the Web;

[3] idiosyncratic essays, polemical tracts, and document collections of uneven and inconsistent quality, prepared by non-professionals, dilettantes, and hobbyists which are often biased in their presentations, inaccurate and/or misleading in content and whose writings are not reviewed by historians for correctness.

Sadly, this cyber-trash [no. 3] permeates so much of the historical matter on the Web, and students must learn to recognize and avoid it. Many of the primary sources on the Web [no. 1] include translations of foreign language documents into English. However, these translations are usually obsolete, incomplete, or idiosyncratic (which is why they are freely available on the Web). More modern and accurate translations are published in print (books and journals), and they supercede the less correct obsolete translations on the Web.

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 Web (requiring password access). They are collected together into electronic databases or digital archives for easy searching. The Addlestone Library of the college subscribes to these electronic databases, and they are available only through the Library catalogue under the heading, "Databases". Students should use these databases and sources to find 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, etc..

Students may never quote from any dictionaries and encyclopedias, such as Wikipedia, Encyclopedia Britannica, etc. They may not quote from any public or open Web pages, including translations, reports, and essays without prior approval of the instructor (i.e., nos. [1], [2], [3] above). The only exception is the Internet Medieval Sourcebook: The Crusades (see above), which is a required Internet source for this course. Students may always quote from any peer-reviewed on-line sources found through the Addlestone Library Catalog of electronic databases and e-journals (see above). Each violation of this rule occurring in a paper will receive a 5-point grade reduction. The professor reserves the right to fail any paper outright that egregiously violates the prohibition against employing unauthorized Web sources, whether footnoted or not.

While students may not quote from any Web source, they can still consult reliable Web pages (i.e., those that are authored by professional scholars) in order to identify issues, printed books, and other paper-form sources of information, which they may then quote in their papers. Use these Web pages to lead you to printed books. Wikipedia is not consistently reliable because most of its articles are written by biased amateurs and ill-informed non-specialists, and the content has not been peer-reviewed by professional scholars. However, articles in Wikipedia might contain bibliographies of some usefulness. Potentially reliable pages on the World Wide Web are usually identifiable by the domain-markers "edu" or "ac.uk" or "org" in their addresses, while...
much less trustworthy pages are often identifiable by the domain-markers “.com” “.net” or 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**

**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 a misunderstanding will be handled by the instructor. A written intervention designed to help prevent the student from repeating the error will be given to the student. The intervention, submitted by form and signed both by the instructor and the student, will be forwarded to 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 should be aware that unauthorized collaboration—working together without permission—is a form of cheating. Research conducted and/or papers written for other classes cannot be used in whole or in part for any assignment in this class without obtaining prior permission from the instructor.

Students can find the complete Honor Code and all related processes in the Student Handbook at [http://studentaffairs.cofc.edu/honor-system/studenthandbook/index.php](http://studentaffairs.cofc.edu/honor-system/studenthandbook/index.php)

**Keep this in mind, prospective employers can 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, 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.

**No Electronic Devices in Class.** 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 use voice or video recorders of any kind, nor may they record any lectures **without the prior permission of the instructor.**
No Computers in Class. Students are not normally permitted to employ laptop, hand-held computers, digital notebooks, netbooks, iPads, Chromebooks, smartphones, nor any other electronic computing device in class **without prior permission of the instructor**. Any student authorized, but who abuses this privilege by engaging 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. **Several major studies by Stanford University and other schools (including reported in the journal Scientific American) have shown, independently, that typically, students who type notes during class usually have less comprehension of the lectures' contents and implications than students writing notes by hand. Similarly a recent study by McMaster University shows that students multi-tasking with a laptop in class—**including those students sitting near them using pen and paper(!)**—both achieve average lower grades than other students. Freaky but true.**

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, iPads, and all other devices at the start of class.

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 an 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 an 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.

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/hist115/hist115assign.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 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

A select bibliography related to the research paper topic, categorized by subject heading, is located on the course Web pages, URL:  http://www.cofc.edu/~piccione/hist115/hist115biblio.html.

Thank you. Have a nice course!