

**COLLEGE OF CHARLESTON
A WORLD OF EMPIRES**

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History 115.04

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Section 04: 10:50 - 12:05 pm, Maybank 100

Course Web Page: URL <http://www.cofc.edu/~piccione/hist115/>

Username: **++++** Password: **++++** (necessary for accessing Web readings and images)

Prerequisites: None.

Course Description: This course presents an historical survey of key civilizations and cultures of early human history which evolved into great empires (3,000 BC through A.D. thirteenth century). Here the course defines the notion of "empire," as it explores how various empires formed over time, starting with Egyptian conquests of the First Dynasty, the Akkadians of Mesopotamia, Babylonia, Assyria, Persia, Greece, Rome and Byzantium, as well as the Arabian and Mongol Empires. This course will test the ancient Roman theory that all cultures and kingdoms go through three phases of their existence: growth, perfection, and decline. A major focus of this course is the interaction of empires and kingdoms to understand the common factors of political consolidation and dissolution over time, leading to the inexorable conclusion that no matter how mighty any empire is, it is not permanent. However, while some dissolve completely or are consumed, others transform into polities of a different type.

Course Requirements

Assignments: This course includes three interim assignments, each administered 5 weeks apart, containing short answers and essays. They are completed as take-home projects. The final assignment will be distributed 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 deems 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 April 16; Thesis Statement and Preliminary Bibliography due March 12

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 on the required topic is a necessary requirement for passing the course.*

Student Learning Outcomes: General Education Student Learning Outcomes are assessed by means of the final take-home assignment employing DBQ's, "document-based questions" (15% of the course grade). Learning Outcomes 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. 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 un-excused 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 three (3) 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. 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: 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.**

Special Needs: 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

Required Texts:

All textbooks and readings for this course are provided by the instructor as on-line sources. Links to them are located on the "Reading Assignments"-page of the course Web pages. They should be downloaded, printed and brought to class. They include texts and translations provided by the instructor, and readings and chapters from the following, as well as other sources:

Internet Ancient History Sourcebook: (<https://sourcebooks.fordham.edu/ancient/asbook.asp>).

Internet Medieval Sourcebook: (<https://sourcebooks.fordham.edu/sbook.asp>).

Grading Policy

Final course-grades will be constituted according to the following formula: take-home assignments (3) 45%, thesis statement and bibliography 20%, 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

Thesis Statement and Preliminary Bibliography: due March 12; Completed Paper: due April 16. Length: 5-6 pages (not including title page and bibliography). Failure to provide the minimum number of pages of text will result in grade reduction.

Specific Paper Assignment: The required topic is a comparative study of the historical documents from two different ancient cultures or empires of the students' choosing to show what they might reveal historically about those empires, factors in their expansion or dissolution. **Any other topic will not be accepted.** The texts and documents are found as **primary sources** (i.e., original documents) in the course readings and assignments, as well as any other inscriptions students may find on their own. 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 with thesis statement,** which is the hypothesis you intend to prove.

Minimum Sources: To develop this paper properly, students must also consult a number of secondary sources on the societies they are studying. More recent publications and treatments are preferable to earlier publications. Avoid sources published before the 1930's where possible. **Students must include and cite a minimum of 3 different primary text-documents from each of the 2 sides of the conflict (total minimum = 6) plus minimum of 3 modern secondary sources.** Failure to meet these necessary reference minimums will result in serious point deductions. 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 on the due date. Students must 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 an envelope 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, printed single-sided only. Papers submitted electronically via e-mail or on disk are unacceptable (unless prior permission is granted by the instructor). Two-sided printing is not permitted and results in grade deductions.

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 as 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 of the *Chicago Manual of Style*, or **Kate L. Turabian, *A Manual for Writers of Term Papers, Theses, and Dissertations***. (Chicago: University of Chicago Press), especially for the style of block quotations, footnotes, and bibliographies. The *Chicago Manual of Style* is available on line on the Addlestone Library website. Use traditional footnotes only + "Bibliography." Never 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 and often result in erratic uncorrectable spacing problems.**

Execution. Never quote from any encyclopedias, dictionaries, class lecture notes, nor the course digital textbook (Spodek, *The World's History*). If students wish to quote material mentioned in class, they must find it in published sources among the course readings, and quote from there, or they 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, First Floor (http://www.cofc.edu/~csl/writing/writing_lab.html).

Improper form and misspellings reduce the grade of the research paper. To be certain of correct spelling, use a dictionary. Use a spell-check program *only after* having already manually checked the spelling. **Proofread the paper before submitting it, and make any final corrections, 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

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. Peer review is the ultimate measure of academic accuracy, acceptable methodology, and honesty. All professional journals and the publications of 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 (also including this instructor's Web essays!).

Citing the Web. One does not do historical research merely by sitting on one's duff 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 an earlier book, and so creates a "paper trail" of sources. Students should confine the bulk of their research to printed publications. However, they may use the World Wide Web selectively to help research the paper topic. Beware! A great deal of pseudo-historical trash exists on the open Web that does not conform to modern academic standards. The open, free-access 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 peer reviewed by appropriate scholars 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 open free 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 reliable and accurate translations are published in print (books and journals), and they supercede the less correct, obsolete translations on the Web.

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**, **Proquest Dissertations**, 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**, **History.net**, **ResearchGate.net**, etc.

Students may never quote from any dictionaries and encyclopedias, such as *Wikipedia*, *Encyclopedia Britannica*, etc. They may never 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). 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 **XXF** to be expunged and replaced with an **F**. **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>

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, 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.

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 employ 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.

No Computers in Class. Students are not normally permitted to employ laptops, hand-held computers, iPads, tablet devices, Kindles, Chromebooks, digital notebooks, netbooks, 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.

Computer geeks and technocrats are often seduced by technology, and they insist on the usefulness of computers in class, but they know little of the psychology of learning. Increasingly, many independent studies, e.g., those from UCLA, Stanford University, and other schools (including reports in the journals Psychology and Scientific American), show that typically, students who use laptop computers to type notes in class usually have less comprehension of the lectures' contents and implications than students writing notes by hand. In a recent study at the U.S. Military Academy at West Point, students using laptops in class received statistically lower grades than students taking notes by hand. Then a more recent study by McMaster University has shown that students who multi-task with laptops in class received average lower grades than the other students in class—also including those students who sat around them who used pen and paper—BOTH(!). 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 and streaming music and videos, they license access to them and their content for study purposes. Students may take and keep written notes, 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.

Thank you. Have a nice course!