

HISTORY 102 – Winter 2019

HISTORY OF CIVILIZATION: MIDDLE AGES, ETC

INSTRUCTOR: T.A. PERRY

MEETS: Tuesday/Thursday from 3:00 am to 5:00 pm in room D-274-C

OFFICE HOURS: By appointment before or after class Room B-100-C

DIGITAL CONTACT: [tperry@bellevuecollege.edu](mailto:tperry@bellevuecollege.edu)

**REQUIRED TEXTS:**

Rosen, W.: The Third Horseman

Karen Armstrong: A Short History of Islam

Louise Levantes: When China Ruled the Seas

Manchester: A World Lit Only by Fire

David Andress: The Terror

**COURSE OBJECTIVE:** We shall endeavor to trace the development of world civilization from the fall of Rome to the rise of Napoleon, a period of 1400 years. We shall discuss in detail the feudal and manorial structure of the Medieval, the rediscovery of the “ancients” and the artistic accomplishments of the Renaissance, the religious/political and social turmoil of the Reformation; the development of the modern state after 1648; and consider the English and French revolutions as a prelude to the Napoleonic era. We will also study intrinsic developments in Asia, Africa and the Western Hemisphere as well as their special relationships to the “Old World” after 1400. The general theme herein delineates how world cultures went from parochial to regional to global

**COURSE LEARNING OUTCOMES:** The primary learning outcomes of History 102 are to:

1. develop cognitive skills in critical and analytical thinking
2. develop an historical awareness of the processes of cultural development
3. develop an appreciation for the diversity of human culture
4. develop an appreciation for the variety of human responses to the challenges which faced global societies in the post-classical world and the changes that bring humanity into early modern times

These objectives will be accomplished by enabling students to:

1. understand and appreciate historical methodology
2. understand the varieties of historical evidence
3. understand the limits of historical evidence and interpretation
4. differentiate between fact, opinion and interpretation
5. compare and contrast data
6. identify cause and effect in major historical developments
7. develop inferential skills and analytical skills
8. develop convincing interpretations

The following topics or themes will enable students to develop and apply the major learning outcomes:

1. Historical methodology
2. Historiography
3. The role of geophysical conditions in historical developments
4. The development of culture and the development of a post-classical synthesis in world civilizations with special focus on:
  - Religions
  - Political systems
  - Economic/Commercial systems
  - Social stratification
  - Gender/racial relations
  - Military and diplomatic systems
  - Plastic and literary artistic achievements
  - Scientific and technological innovations
5. Comparison of the cultural development and cultural traditions of world civilizations from the post-classical era to the early modern era.

**COURSE REQUIREMENTS:** There will be two exams.

**EXAM 1** Due Tuesday, May 21, 2019.....30% of grade  
This will be a take-home exam.

**EXAM 2** Due Thursday, June 20, 2019 (Final).....30% of grade  
This will be a take-home test. One question will be comprehensive, the other covering the latter one-half of the course.

In Exam 1 and Part 1 of Exam 2, there will be a choice of questions offered for you to answer. There will be **NO** choice on the comprehensive portion of the final.

**LATE EXAMS:** I will NOT accept a late mid-term exam. If the mid-term is not delivered on time in the classroom on the required date, it will be recorded as a zero and calculated as such in the overall average score to determine a final grade. As the Mid-term and the final are distributed well in advance of the due date, there is neither excuse nor reason to not submit them when they are due!

**QUIZZES:** There will be five (5) class quizzes. Each of them will be on the assigned reading in order. Each quiz is also open book, open notes, however, **CHECK YOUR LAP TOP AT THE DOOR. WEB ENHANCED ANSWERS VERBOTEN.**

**EACH** quiz is worth 10% of your grade, for a total of 40%. You may drop the lowest grade, or, blow off any one of the quizzes. **However, there will be NO makeup for any of the quizzes available for any reason-illness, travel, revelry, etc. AMEN!!!!**

Quiz Schedule:

Quiz 1	Tuesday, April 23, 2019
Quiz 2	Thursday, May 02, 2019
Quiz 3	Thursday, May 16, 2019
Quiz 4	Thursday, May 30, 2019
Quiz 5	Thursday, June 13, 2019

**GRADING POLICY:** I assign the final letter grades on a straight forward percentage basis as follows:

A	(4.0)	95-100	C	(2.0)	73-76
A-	(3.7)	91-94	C-	(1.7)	70-72
B+	(3.3)	88-90	D+	(1.3)	66-69
B	(3.0)	83-87	D	(1.0)	60-65
B-	(2.7)	80-82	F	(0.0)	BELOW 60
C+	(2.3)	77-79			

I do not curve grades, but I do make allowances for extenuating circumstances. (We all have bad days). And, I tend to emphasize overall improvement in assigning a final grade.

I do not offer, and will not assign and Incomplete (I) grade.

If you decide that this course is not your “cup of tea”, please do yourself a favor and withdraw, rather than simply evaporate “into the mystic”. Please be aware of the college policy for dropping classes as detailed in the academic calendar located on the BC Webpage

<https://www.bellevuecollege.edu/studentcentral/calendar/>.

**ODDS AND ENDS:** My basic approach is to use lecture and appropriate media materials to enhance your comprehension of the subject matter. We will seldom delve into formal discussions due to the volume of material to be covered and the limited time we have available. **I DO ENCOURAGE QUESTIONS.** The only “stupid” question is the one which needs to be answered but is not asked.

**NO CLASS DAYS:** Thursday, April 25, 2019 (College Onanism Day I)  
Tuesday, May 07, 2019 (College Onanism Day II)

**COURSE CONTENT:**

- I. INTRODUCTION
  1. Historical methodology and historiography
  2. Conceptualizing the problem of post-Classical civilizations; problems and responses of major states or empire
  3. Impact of Rome's "Fall"
  4. Dark Ages and the Carolingian Renaissance
  5. The Norsemen
- II. WESTERN CIVILIZATION DURING THE MIDDLE AGES
  1. Revival of Western society after the 10<sup>th</sup> century/ The Crusades
  2. Feudal and manorial patterns
  3. Revival of trade and commerce
  4. Growth of towns and cities
  5. Renaissance of the High Middle Ages
  6. The role of the medieval church
  7. The rise of the feudal monarchies and the embryonic national-state
- III. NON-EUROPEAN MEDIEVAL CIVILIZATIONS
  1. The Byzantine Empire from the Macedonians to the capture of the Empire by the Turks in the 15<sup>th</sup> Century; overall significance of Byzantine civilization and its contribution to the wider world
  2. The Mongol Empire and its Eurasian impact
  3. The Ottoman Turk Empire from the 14<sup>th</sup> Century, including the impact of the Turks on Europe, Africa, the Mediterranean and the Middle East
  4. China under the Sung, Yuan and Ming dynasties to the mid-Manchu era
  5. Japan from the Kamakura to the Tokugawa Shogunates
  6. African States and Empires of the early and high middle ages – Aksum and Ethiopia, Ghana, Mali, Songhay, Kanem, Great Zimbabwe, the East African City-States
  7. Mesoamerica – the civilizations of the Mayans, Aztecs and Incas
- IV. THE LATER MIDDLE AGES IN THE WEST
  1. Crises of the later middle ages
  2. Black Death; Hundred Years War; Religious Schism; Political Decline and Renewal
- V. THE EUROPEAN RENAISSANCE OF THE 14<sup>TH</sup> AND 15<sup>TH</sup> CENTURIES
  1. New Technologies
  2. The Italian City States

3. Humanism, Art & Literature
  4. European Commercial Ambitions
- VI. THE AGE OF EUROPEAN EXPLORATION AND DISCOVERY
1. Overseas exploration and conquest – origins and motives
  2. The Portuguese and Spanish colonial empires
  3. The Dutch, English and French colonial enterprises
  4. The development and impact of the Atlantic slave trade
  5. Colonial wars and rivalries during the 17<sup>th</sup> and early 18<sup>th</sup> Centuries
- VII. THE AGE OF THE REFORMATIONS
1. The crisis of the church
  2. Germany in the 16<sup>th</sup> Century and the conditions leading to the emergence of Lutheranism
  3. Later reformers – e.g. Calvin; Zwingli; the Anabaptists
  4. Catholic Reformation and the establishment of the Jesuits
  5. Wars of religion during the 16<sup>th</sup> and 17<sup>th</sup> Centuries
- VIII. THE SCIENTIFIC REVOLUTION OF THE 16<sup>TH</sup> AND 17<sup>TH</sup> CENTURIES AND THE AGE OF THE ENLIGHTENMENT OF THE 18<sup>TH</sup> CENTURY
- IX. THE AGE OF ABSOLUTISM
1. The theory and practice of divine right monarchy
  2. The development of the French model from Henry IV to Louis XIV
  3. England during the Stuart Age – Civil Wars and Revolutions
  4. The Dutch Republic
  5. Eastern Europe – the rise of Russia, Prussia and Austria
- X. THE REVOLUTION IN WESTERN POLITICS 1775-1815
1. The American Revolution
  2. The ancient regime in Europe and the coming of the French Revolution
  3. The development of the revolution from the Estates-General to the coup of Brumaire
  4. The Napoleonic era to 1815

#### ATTENDANCE DISCLAIMER:

I have not, do not and never will utilize class attendance as a factor in assessing a grade, for a variety of reasons (whether a student is present or not for class is a personal decision). I would hope that I have something to offer vis-à-vis enhancement and/or comprehension of the course material and that might entice students to show up at least for the entertainment value. However, be aware that decisions like coins have two sides and an edge. The other side of the attendance coin is this: if announcements or pronouncements are made that are relevant to any and all aspects of the class, especially the course calendar, I am not responsible if a student is not present to hear them!

#### CLAIMING ASSIGNMENTS:

If any graded assignment is not claimed after the final exam is submitted, it will be assessed a ten (10) point penalty for each item still in my possession.

#### CANVAS:

This is a traditional on campus class taught by your instructor in a traditional fashion without the help of hindrance of any digital bells and whistles. Ergo, nothing will be posted on Canvas, the institution's course management system save for this syllabus and a link to the course evaluations. The evaluations will be activated by another person in another office at the appropriate time, please check your BC email account for evaluation notification information.