

WORLD HISTORY TO 1500

HIST 2311.03
CRN #80251
MWF 11:00 a.m., CHSS 120
Sam Houston State University
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Description of the Course

“During most of the course of human history, the most advanced civilizations have been not in the West, but in East Asia or the Middle East. A relatively brief period of European dominance culminated with the era of imperialism in the late 19th century, when the political, military, and economic power of the advanced nations of the West spanned the globe.... World history, then, is not simply a chronicle of the rise of the West to global dominance, nor is it a celebration of the superiority of the civilization of Europe and the United States over other parts of the world. The history of the world has been a complex process in which many branches of the human community have taken an active part, and the dominance of any area of the world has been a temporary rather than a permanent phenomenon.”

This statement is one which would not have been found in our history textbooks only a few generations ago. Indeed, the creation of World History courses at Sam Houston State and other universities in the West is evidence alone that the Western view of the world has significantly changed in the past half-century. Western institutions of higher education now believe it is important if not vital that students learn about the other societies of the world – past and present – just as they already do about their own society. On this note, we will be surveying human history before the more recent era of European-Western ascendance (which began around the fifteenth century). We will be studying how human societies both cultivated their own traditions and also influenced one another’s development via cross-cultural exchanges.

Skill Objectives for the Course

Critical Thinking Skills: Through readings of primary and secondary materials accompanied by questions, assessment of film content, visual analysis of images and maps, and writing assignments, students will be led to think critically and analytically and encouraged to pose probing questions. The skill will also be addressed by having students consider a host of past cultures that are typically less familiar if not entirely "other," prompting them with penetrating questions that get students to assess the cultures critically, to understand them on their own terms instead of projecting contemporary values of the present day onto the past, and encouraging students to pose questions of their own.

Communications Skills: The course will address these by presenting the students with written, oral, aural and visual content, both primary sources and secondary materials, and prompting them to discuss and evaluate it. For example, when presented with a primary source text they will be prompted to analyze the historical and cultural context in which the text was formulated, the means chosen to communicate it, and how effectively its message was communicated. When shown a film on a historical subject, students will be asked to access why the film's creators decided to produce a video on the subject, and what strategies they employed to communicate their message.

Personal Responsibility: Students will demonstrate how they make sound, ethical judgments based on the development of their personal value system. Students will critically engage and think about past cultures, those that are familiar to them and those that are not, and how their own ideas, values and beliefs have shaped their perspectives on and disposition towards the history of global communities. Students will

consider their own personal role in the global community, the import of ethical decision-making, and how personal choices have consequences.

Social Responsibility: Students will acquire intercultural competence by learning about the rich variety of past societies across the global stage, how they each fostered certain social norms and values, and how these were communicated and interpreted in the context of intercultural exchanges. Through this appreciation students will come to understand how they themselves have a role and responsibility in their own communities - local, regional and national - and in the grand scheme of the well-being of the global community.

Required Book

You will need the course textbook. You can choose to acquire it one of the following ways:

1. **Either** a new or used copy of *Traditions & Encounters: A Brief Global History*, written by Jerry H. Bentley, Herbert F. Ziegler and Heather E. Streets-Salter. **Any edition of it from 2010 onward is acceptable (meaning the 2nd edition or any subsequent edition).** Please note, too, that there are at least three different versions of *A Brief Global History*. The first one is *Traditions & Encounters: A Brief Global History* Volume 1 (from the Beginning to 1500), and the second one is *Traditions & Encounters: A Brief Global History* Volume 2 (from 1500 to the Present). **However, the version you want to acquire is simply *Traditions & Encounters: A Brief Global History*, which has the content from both volumes 1 and 2.** Academic books can be expensive. Therefore, as a way of keeping the expense reasonable to yourself consider getting a used copy via Amazon.com or some other means.
2. **Or** as a customized eBook version via McGraw Hill's website. All content in this customized version was drawn from *Traditions & Encounters: A Brief Global History*. Estimated cost: \$58.xx
 To acquire:
 1. Go to <http://create.mcgraw-hill.com/shop/>
 2. Search for and select book by Title, ISBN, Author, or State/School.
 Title: *World History, pt. 1*.
 ISBN-13: 9781308982083 (ISBN-10: 1308982089)
 Instructor: David Mayes
 3. Add the book to your cart and pay using a credit card or access code.

Typically, students who acquired the eBook version from McGraw Hill did not encounter any problems or difficulties. Should this happen, however, be sure to contact customer service at McGraw Hill Bookstore via the website listed above. Click the "Help" link at the top of the screen, and then the "Contact us" link. Among other things the page lists a phone number one can call.
3. **Or** the customized version can be acquired as an eBook or a Hardcopy via the University Bookstore. If you choose this option, be sure to check in with the Bookstore first and know that you will be able to acquire it from the Bookstore by/before the start date of the term.
4. ***NOTE:** I have also placed a hard copy of the customized textbook on reserve at the Circulation desk of the University Library. You can access it there if need be.

Policies

Be sure to click and read the following university policies:

<http://www.shsu.edu/syllabus/>

Attendance, Participation, Requirements

Enrollment in this course is understood to mean that you agree to all policies found in this syllabus. If you have any questions regarding it, please pose them at some point in the first week of the semester.

It is expected that every student will be present and on time for every class. If you happen to arrive late to a class session, please enter quietly and take a seat by the door. The only exceptions regarding tardiness will be on days of inclement weather. An attendance sheet be passed around at each class session and is to be signed by each student. In the event you miss class for some emergency, you can provide official documentation to explain why you were absent that day. A significant number of absences will result in an increasingly lower grade.

It is also expected that all conduct in the classroom will promote a healthy and encouraging learning environment. A typical class session will be a blend of lecture and discussion, usually facilitated by PowerPoint images and video clips. Class sessions for which an assignment was completed will be based largely on a discussion of the materials and questions. Come to class, therefore, ready to play a part not only in your own education but also in those of others. Much of learning is a collective enterprise!

Be sure to turn off all cell phones, text messagers devices, and other electronic devices and also to place them in a backpack or somewhere where they will not be seen. Class sessions may not be recorded by electronic means without first having received permission from the instructor.

I will feel obligated to disseminate material and instructions one time only. In case of any absence, whether excused or unexcused, you are still responsible for the material covered and obtaining it is incumbent upon you. It would be a good idea to establish relationships with fellow students in order to assure that you remain well informed and are adequately prepared for exams. In the event you must drop this class, please remember, do so through the Registrar's office. Otherwise, your course grade will be "F."

COURSEWORK

***NOTE** → Before and during the time you write each of the assignments and papers for this course, you should consult **"The Top Tens – Writing Reminders & Mistakes to Avoid"** that I have posted on our course Blackboard. It addresses many of the common errors and tendencies that I find in students' writing. Remember, too, that organization, grammar, sophistication, depth of analysis, and persuasiveness **all count toward the grade** an assignment receives. It is assumed that you prepare and submit only **your own, original work; plagiarism and academic dishonesty** of any kind will be handled **according to University regulations**.

WRITING ASSIGNMENTS

Linked to the readings in the textbook are four Writing Assignments. Each assignment is to be based on your response to a set of questions which are designed to guide you in your reading. Be sure to keep them next to you as you go through the readings and jot down notes as you do. You will see information and the questions for each of the four Writing Assignments on the corresponding link on our course Blackboard. Your writing assignment must be at least **1000 words**. Nevertheless, let your principal aim be to write the best response you can and not simply to meet the minimum. The written texts should also be in the form of **substantial body paragraphs**. You are to **address each question individually**, one after the other, and formulate the paragraph(s) in response to that question before moving on to the next one, and so on.

DEBATE ASSIGNMENT

On Wednesday, Oct. 11 we will have an in-class debate on the East Asian philosophies of Confucianism, Daoism, and Legalism. To prepare for that debate you are to complete a worksheet assignment. The materials you will need for it are posted on Blackboard under the Debate Assignment link. The written text for your Debate Assignment should be in the range of **800-1000 words**. The text should be typed using 12-font, Times New Roman or Garamond, and double-spacing. Once completed, go to Blackboard homepage > Debate Assignment > Turnitin link, and upload it there. Only those Assignments uploaded by the start of the class period on the day of the debate will be accepted; none will be accepted that are submitted after that time.

SHORT PAPERS

Two short papers are due during the semester. You will find information and materials for each posted on Blackboard under the Short Paper #1 and Short Paper #2 links. You should also consult the textbook and class notes to equip yourself with background knowledge and understanding. Your written text for each Short Paper should be in the range of **700-800 words**. It should be typed with 12-font, Times New Roman or Garamond, and double-spacing. Once completed, go to Blackboard homepage > Short Paper (#1 or #2) > Turnitin link, and upload it there. Only those Short Papers uploaded by the start of the class period on which they are due will be accepted.

REFLECTION PIECES

During two class periods (Oct. 6; Final Exam day), you are to write a reflection piece based on notes you took during class periods. You are to consult the notes while writing the piece and compose a text that identifies and explains what you think are the three most significant developments in world history that we have discussed to that point. The piece is to be organized with an introduction and thesis, body paragraphs, and a conclusion. It will be graded primarily according to how well it utilizes subject matter covered during class periods and the strength of its arguments.

GRADING

Attendance, Participation, etc. -	10%
Writing Assignments (4) -	40% (10% each)
Debate Assignment (1) -	10%
Short Papers (2) -	30% (15% each)
Reflection Pieces (2) -	10%

LATE POLICY

Make-ups for missed assignments can be done only if you can verify with official documentation (e.g. doctor's note) that you were not able to be in class that day. Make-ups must be done within 5 school days of the scheduled due date.

GRADUATE ASSISTANT

Jami Horne will serve as a graduate assistant for this course. You can contact Jami at: jch020@shsu.edu, 936-294-3752. The graduate assistants' office is in AB4 Rm. 309.

OUTLINE (subject to change if needed):

INTRODUCTION		
Date	Subject	Assignment Due
8/23	Introduction to the Course	
8/25	Why World History?	
I. EARLY SOCIETIES, TO 500 B.C.E.		
8/28	As we see things: the rise of “complex societies” in the ancient world	
8/30	As they saw things: polytheism and the cosmos in the ancient world	
9/1	Indo-European migrations & Warrior-based Societies: The Germanic & Celtic Peoples	
9/4	<i>No class – University holiday</i>	
9/6	Civilized and Barbarian in World History: East Asia & Beyond	Writing Assignment #1
9/8	Monotheism in the ancient world: The Hebrews and the land of Israel	
9/11	Mesoamerican Societies: Feeding the Gods	
II. THE CLASSICAL PERIOD, 500 B.C.E.-500 C.E.		
9/13	Classical Greece: Public & Private Life in the Polis	
9/15	Classical Greece: Philosophy	
9/18	Cultural Revolution: Eastern Mediterranean Art & the Greek Culture of Humanism	
9/20	The Mediterranean Interconnected: Colonies, Competition, and the Rise of Rome	Writing Assignment #2
9/22	Classical Rome: Architecture, Culture, and <i>Imperium</i> during the <i>Pax Romana</i>	
9/25	Classical South Asia: Challenge and Change in Religion & Philosophy amid Prosperous Times	
9/27	Classical East Asia: The Qin & the Han Eras	
9/29	In-class Debate: schools of philosophy in Classical East Asia	Debate Worksheet - see Blackboard link for materials
10/2	How to read a primary source, exercise #1: Herodotus	
10/4	How to read a primary source, exercise #2:	
10/6	In-class assignment: Reflection Piece	Reflection Piece #1 (done in class)
10/9	How to read a primary source, exercise #3: Cicero	
10/11	Discussion of Short Paper #1 readings (Sima Qian’s <i>The Basic Annals</i> , Suetonius’ text on Augustus)	Short Paper #1 - see Blackboard link for materials

10/13	The Making of the Eurasian Market System: The Silk Roads	
10/16	Film: <i>Guns, Germs & Steel</i> , pt. 1	
10/18	Discussion of Film	
10/20	The Rise & Spread of Christianity, 1 st -3 rd cent.	
10/23	Christianity & the Empire, 4 th -5 th century	
III. THE POST-CLASSICAL PERIOD, 500-1000		
10/25	The Mediterranean Transformed, I: The Byzantine Empire & Beyond	Writing Assignment #3
10/27	The Mediterranean Transformed, II: The Rise & Spread of the Dar al-Islam	
10/30	Library Day	
11/1	The Mediterranean Transformed, III: The Western Synthesis, 4 th -9 th cent.	
11/3	The Search for Order: Feudal Societies of Western Europe & Japan	
11/6	Power & the Holy in Medieval Europe: the Investiture Controversy	
IV. AN AGE OF CROSS-CULTURAL INTERACTION, 1000-1500		
11/8	How to read a secondary source, exercise #1: Enlightenment views of the Crusades	
11/10	How to read a secondary source, exercise #2: Walter Scott's view of the Crusades	
11/13	How to read a secondary source, exercise #3: Joseph Michaud's view of the Crusades	
11/15	Discussion of Short Paper #2 readings (secondary works and interpretations of the Crusades)	Short Paper #2 - see Blackboard link for materials
11/17	Muslim Contact Within & Without the dar al-Islam: Ibn Battuta	
11/20	Nomadic Empire: the Mongols, the Plague, and the Brink of a New Era in World History	
11/22	<i>No class – University holiday</i>	
11/24	<i>No class – University holiday</i>	
11/27	Renaissance Europe	
11/29	Film: <i>Guns, Germs & Steel</i> , pt. 2	Writing Assignment #4
12/1	Discussion of Film, Comparative Patterns of Global Expansion	
	Final Exam day	Reflection Piece #2 (done in class)

Writing Assignment #1

TOPIC

- Early Societies, to 500 B.C.(B.C.E.)

READING IN TEXTBOOK

- The Foundations of Complex Societies
- Early African Societies and the Bantu Migrations
- Early Societies in South and East Asia
- Early Societies in the Americas and Oceania

QUESTIONS FOR WRITING ASSIGNMENT

NOTE: In your response to these questions, be sure to cite specifics and examples from the readings to support your points. (Minimum length of comprehensive written response to these questions: **1000 words**; that does not mean 1000 words per question, but rather 1000 words total for the five questions)

1. What do the authors mean by the term “complex” societies?
2. What were the most important factors that caused certain early societies to become complex? (The complex societies discussed in these opening chapters did not of course materialize out of thin air. The idea is that they had to pass through phases or stages – simple to complex. The book does not spend much time examining the phase before complex, but does so enough to give us an idea of how human societies existed at that time – what food they ate, how they obtained it, how they organized themselves, their mode of living. Therefore, if it helps, draw up a definition of how humans did so in simple societies, how they did so in complex societies, and then ask yourself “how did they get from A to B? What catalyzed the transition from the one to the next? What factors entered the equation of how human societies had been functioning such that humans were compelled to change it and, thereby, become more complex?)
3. What were the chief distinctions between hunter-gatherers of the Paleolithic era and the peoples who lived later in complex societies?
4. Although a number of complex societies may have shared features in common, distinctions nevertheless developed among them, including ones concerning values, worldviews, social practices, and cultural traditions. What were among the most important distinctions, and what were the most important factors (again, discuss at least several factors) in creating these distinctions?
5. Generally, how were relations between settled peoples and nomads?

Writing Assignment #2

TOPIC

- The Classical Period 500 B.C.(B.C.E.) to 500 A.D.(C.E.): The First Age of Empires

READING IN TEXTBOOK

- The Empires of Persia
- Mediterranean Society under the Greeks and Romans
- State, Society & the Quest for Salvation in India
- The Unification of China
- Cross-Cultural Exchanges on the Silk Roads

QUESTIONS FOR WRITING ASSIGNMENT

NOTE: In your response to these questions, be sure to cite specifics and examples from the readings to support your points. (Minimum length of comprehensive written response to these questions: **1000 words**)

1. What do the authors mean by the term “classical” societies?
2. Why did philosophies and/or new religious traditions emerge in China, India and Greece at this time, meaning, how did circumstances create favorable conditions for them to materialize?
3. How did conditions and developments during this period promote the rise of empires?
4. Which empires proved more durable and lasted longer, and why? Which empires were more tenuous and shorter-lived, and why?
5. What did the developments of this period do for the common people (the non-elite) in terms of their general life condition and well-being—improve it, or harm and work against it?

Writing Assignment #3

TOPIC

- The Post-Classical Era, 500-1000

READING IN TEXTBOOK

- The Christian Commonwealth of Byzantium
- The Expansive Realm of Islam
- Christian Western Europe during the Middle Ages
- The Resurgence of Empire in East Asia

QUESTIONS FOR WRITING ASSIGNMENT

NOTE: In your response to these questions, be sure to cite specifics and examples from the readings to support your points. (Minimum length of comprehensive written response to these questions: **1000 words**)

1. Why do the authors title the years from c.500 to c.1000 the “Postclassical Era”?
2. In terms of the course of world historical developments, what role did the Byzantine Empire play both for what it accomplished within its own borders and in the wider world beyond them?
3. How did beliefs and developments in Islam’s earliest years (up to c.633) influence the way in which Muslims viewed the wider world and behaved towards it over the first century or so (up to c.750)?
4. As Islam came into contact with traditions elsewhere, how did it treat them?
5. Why did Western Europe (the area of the former Western Roman Empire) develop along different historical lines as compared to the Byzantine Empire (the Eastern Roman Empire)?
6. Why were developments in China so influential within the larger East Asian world?

Writing Assignment #4**TOPIC**

- An Age of Cross-Cultural Interaction 1000-1500

READING IN TEXTBOOK

- Nomadic Empires and Eurasian Integration
- States and Societies of Sub-Saharan Africa
- Worlds Apart: The Americas and Oceania
- Cross-Cultural Interactions
- Transoceanic Encounters and Global Connections

QUESTIONS FOR WRITING ASSIGNMENT

NOTE: In your response to these questions, be sure to cite specifics and examples from the readings to support your points. (Minimum length of comprehensive written response to these questions: **1000 words**)

1. What impact did nomadic peoples (Turks and Mongols) along the steppe region have on Eurasia during the eleventh-fifteenth centuries?
2. How did sub-Saharan Africa become connected to and integrated into the wider world of the eastern hemisphere (north Africa and Eurasia)?
3. What changes did this integration produce in sub-Saharan Africa?
4. Why did societies in the Americas and Oceania develop on a smaller scale as compared to those in the eastern hemisphere?
5. In terms of motivations, methods used, and impact, how does the Europeans' pattern of global expansion, begun in the fifteenth century, compare to other patterns of global expansion we have seen this semester (be sure to consider possible examples from both Unit 4 and previous Units)?

Debate Assignment

We will be having an in-class debate involving three important philosophical schools or traditions in East Asia – Confucianism, Daoism and Legalism. For the debate, each of you will be a member of one of the three philosophical schools and your team will debate the other two teams.

As for your Debate assignment, your task is to read through the texts of the three philosophies [SEE THE 3 ATTACHMENTS ON THE COURSE BLACKBOARD LINK FOR THE DEBATE ASSIGNMENT], acquire a command of what each philosophy teaches, and type out a long paragraph answer to each question below. For example, for question #1 the paragraph should spell out how all three philosophies would respond to it. The paragraph should be long enough such that it satisfactorily explains the philosophies' positions on the matter. The same, then, is to be done for each of the other questions. This will help you gain a better idea of where your philosophy stands in relation to the other two. Ideally, you should try to identify what you believe are the strengths of your philosophy and the weaknesses in the other philosophies so that you can exploit them during the debate. Question #7 is designed with this in mind.

BE SURE: (1) that you do not break up and format your response to any of the questions #1-6 into component parts such as “Confucianism – xxxxxx”, “Daoism – xxxxxx”, “Legalism – xxxxxxxx”, rather be sure that you compose your text so that you end up with six (or more) long paragraphs, plus a response for question #7; and (2) that you write your text with formal, academic prose; do not lapse into using casual expressions, or incomplete sentences, or an informal tone. You will be graded on the quality of your prose and grammar as much as the content of your responses.

*NOTE: (1) after you read a question below, you may not find the answer given directly to you in the readings; however, in such cases you should be able to formulate an idea of what position the philosophy would hold on that question and be able to spell out that position; (2) your written responses are to be your OWN writing and not something copied from any source; (3) do not quote from the philosophical texts. The idea is for you to read and understand the texts so that you can represent them in your own words; and (4) you can check the textbook and/or reputable, scholarly resources for background and other information on these philosophies and the historical period in which they emerged.

Assignments should be typed using 12-font, Times New Roman, and double-spacing. Once completed, you should upload the assignment via the Turnitin link posted under the Debate Assignment link on our course's Blackboard. If you wish, you can print out your assignment as well as the philosophical texts and bring them to class on the day of the debate so that you can refer to them.

Questions:

1. What are the philosophies' beliefs about metaphysical reality? Meaning, what view do they have of heaven, of the universe, of gods, of spirits?
2. According to these philosophies, why do humans do bad or evil things?

3. What do the philosophies advocate in terms of the kind of life an individual person should live and what a person's proper goals should be?
4. What are the philosophies' beliefs about government? What is the purpose of government? How does it produce political order, meaning, when does good government happen?
5. How would the philosophies react to military activity and service?
6. What are the philosophies' beliefs about how best to produce law and order in society? Do they imply a certain kind of social structure or social stratification or social classes? Which moral values are emphasized by the philosophies?
7. Write one question that a philosophy would ask of each of the other two philosophies. The question should be one that exposes a flaw in the other school's logic or understanding of history.

Short Paper #1

Short Paper #1 will be your critique and comparative analysis of primary sources, meaning, documents or physical objects that were written or created around the period of history being studied. One of the sources is a text concerning the first emperor of China and the Qin dynasty that was written by Sima Qian, a Chinese scholar who lived c.145-c.87 B.C.E. The other is a set of texts concerning the Roman emperor Augustus that were written by various authors who lived during the age of the Roman Empire:

1. Portions of Sima Qian, *The Basic Annals of the First Emperor of the Qin*. Records of the Grand Historian. Translated by Burton Watson (Hong Kong, China: The University of Hong Kong Press, 1993).
2. Excerpts from various texts, laws, and edicts written by persons during the age of the Roman Empire, including ones by Suetonius, Cassius Dio, Josephus, Dionysius of Halicarnassus, Gaius, Velleius Paterculus, Philo of Alexandria, Horace, Vitruvius, Strabo, Tacitus, Seneca, and Pliny the Elder. Selected from: Ronald Mellor, *Augustus and the Creation of the Roman Empire: A Brief History with Documents* (New York: Bedford/St.Martin's, 2006).

You are to write Short Paper #1 in response to the following question:

- **“According to your knowledge and understanding of Chinese and Roman history during the classical period (knowledge and understanding you have gained from the textbook and from class sessions), why might the authors have described the power exercised by the Chinese emperor and Roman emperor the way they did?”**
(IMPORTANT: this question is not asking you to write the paper on *how* the authors described it but rather *why* they described it the way they did.)

To help answer the question you should consider the following things as you read each text (these are drawn partly from how to read a historical document, as written by Kenneth R. Bartlett):

- Genre of the passage: is it an official document, a creative work, or a personal statement? Why did the author choose this form to communicate his perspective?
- Who and when of the author: who wrote the passage and when? From what we know about the author, does that knowledge increase or decrease the authority of the text's content? Did the author have special knowledge or access to the information? Was the author an eyewitness to the event? If not, did he live during the time of the event or sometime later (and how might the answer to this question influence the reliability of his text?)?
- Audience: what was the intended audience of the text? Was it meant for private, personal viewing? Or was it a formal, official declaration meant for public viewing? Was the author addressing people of similar social and political standing or dissimilar standing?

- Factual: how factual or correct is the information in the text? Is the author intentionally spreading false or erroneous evidence for a particular purpose? Or doing so because he or she is unaware of the real situation? Even if the text contains incorrect information, is it still useful for our historical understanding?
- Values and history: as for the society of which the author is a part, did that society espouse certain values that informed the text written by the author? What is the historical context in which the author is writing? For example, had the period leading up to it been one of peace and prosperity or war and deprivation? How might such things have played a part in influencing the author's text?
- Possible selectivity by the author: What is not in the document? If the author did not include something that he could or should have, did he leave it out intentionally or unintentionally? Are negative matters left out in order to create a positive impression? Or positive matters left out to create a negative impression? Is the text designed to leave a favorable or unfavorable impression?
- Comparative approach: How are the descriptions of the Chinese and Roman emperors similar? How are they different or distinct?

Short Paper #2

Short Paper #2 will be your critique and comparative analysis of secondary sources or works, meaning, those that have analyzed and interpreted primary sources. Examples of secondary works are books, chapters in books, textbooks, journal articles, and essays in an edited volume that were written by authors in more recent history. For Short Paper #2 you will be reading several secondary works on the Crusades. Each of them was written by a different historian at some point since 1900. You will find them as PDF attachments via this Short Paper's link on Blackboard. They are:

1. Hans Prutz, "The Economic Development of Western Europe Under the Influence of the Crusades," in *Essays on the Crusades* (Burlington, VT: The International Monthly, 1903), 45-87.
2. Steven Runciman, *A History of the Crusades*. Vol. 3: *The Kingdom of Acre and the Later Crusades* (Cambridge: Cambridge University Press, 1954), 469-80.
3. Jay Rubenstein, *Armies of Heaven: The First Crusade and the Quest for Apocalypse* (New York: Basic Books, 2011), 1-15.
4. Jonathan Riley Smith, *Crusades: A History* 3rd edn. (London: Bloomsbury Academic, 2014), 13-20.

You are to write your Short Paper in response to the following question:

- **"How do the authors' interpretations of the Crusades compare?"**
-

To help answer this question you should consider the following as you read each text:

- What is the author's thesis? That is, identify and articulate the author's main argument or interpretation, the one that defines the author's text and according to which the content of the text is organized.
- What are the leading points the author makes in order to support that thesis? For this it is a good idea to keep an eye out especially for the first sentence(s) of paragraphs, especially if you can see that they directly point to and support the thesis. Scholars regularly open body paragraphs with a leading point and then spend the rest of the paragraph explaining and supporting that leading point.
- Author's context: Each of these authors wrote his work in a certain context and at a certain time in history; in this case, the works were published in 1903, 1954, and very recently in 2011 and 2014. Is there any significance to these points in time? What concerns, events, and interests in the world characterize the years when the author was writing and publishing his work? How might these have influenced the author's interest in the Crusades and his interpretation of them?

- Historicize (or not): Does the author seem more interested in understanding the Crusades according to the values and perspectives of the times in which they occurred? Or according to those of his own times in which he was writing?
- Sources used: Can you identify the primary sources the author is using and with which he is supporting his claims? What kinds of sources are they?