

WORLD HISTORY TO 1500

HIST 2311.03
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MWF 9:00 a.m., AB4 #302
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

The only required book is the course textbook (see below). You can acquire **either** the 2016 **or** the 2014 edition of it. Either one of those is fine. Do be aware that McGraw Hill has published many versions and editions of *Traditions & Encounters: A Brief Global History. Volume 1: From the Beginning to 1500*. The best way to make sure that you are acquiring the right one for this course is to search for it by its ISBN number:

- Information for the 2016 edition: Jerry H. Bentley, Herbert F. Ziegler, Heather E. Streets-Salter, *Traditions & Encounters: A Brief Global History. Volume 1: From the Beginning to 1500*. 4th edition. McGraw Hill, 2016. ISBN 9781259277276
- Information for the 2014 edition: Jerry H. Bentley, Herbert F. Ziegler, Heather E. Streets-Salter, *Traditions & Encounters: A Brief Global History. Volume 1: From the Beginning to 1500*. 3rd edition. McGraw Hill, 2014. ISBN 9780077412050

***NOTE:** I have also placed a hard copy version of the 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 messengers 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** → Unless otherwise indicated, coursework is to be uploaded by the **start of the class session** on the day it is due. 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 under the link titled "THE TOP TENS" 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 two Writing Assignments. Each assignment is to be based on your response to a set of six 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. The questions and other information for the Writing Assignments can be found below in this syllabus as well as on the corresponding link on our course Blackboard. For a Writing Assignment, you are to write a **250+ word response to each question**. The total length of a Writing Assignment will therefore be 1500+ 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. 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.

DEBATE ASSIGNMENT

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.

EXAMS

There will be two, in-class exams during the semester—one mid-term exam and one final exam. Each exam will present you with two essay questions and you will be asked to write an essay in response to one of them. The essay questions will be drawn from material covered during class sessions, although you are of course welcome to consult the textbook while preparing for an exam.

GRADING

Attendance, Participation, etc. -	10%
Writing Assignments (2) -	20% (10% each)
Debate Assignment (1) -	10%
Short Papers (2) -	30% (15% each)
Exams (2) -	30% (15% each)

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.

OUTLINE (subject to change if needed):

INTRODUCTION		
Date	Subject	Assignment
		(assignment in BOLD indicates written work)
1/17	Introduction to the Course	
1/19	Why World History?	
I. EARLY SOCIETIES, TO 500 B.C.E.		
1/22	As we see things: the rise of “complex societies” in the ancient world	read: Chapters 1-2
1/24	As they saw things: polytheism and the cosmos in the ancient world	read: Chapters 3-4
1/26	Indo-European migrations & Warrior-based Societies: The Germanic & Celtic Peoples	
1/29	Civilized and Barbarian in World History: East Asia & Beyond	
1/31	Monotheism in the ancient world: The Hebrews and the land of Israel	read: Chapters 5-9 DUE: WRITING ASSIGNMENT #1

2/2	Mesoamerican Societies: Feeding the Gods	
II. THE CLASSICAL PERIOD, 500 B.C.E.-500 C.E.		
2/5	Classical South Asia: Challenge and Change in Religion & Philosophy amid Prosperous Times	
2/7	Classical East Asia: The Qin & the Han Eras	
2/9	In-class Debate: schools of philosophy in Classical East Asia	DUE: DEBATE WORKSHEET - see Blackboard link for materials
2/12	Classical Greece: Public & Private Life in the Polis	
2/14	Classical Greece: Philosophy	
2/16	Cultural Revolution: Eastern Mediterranean Art & the Greek Culture of Humanism	
2/19	The Mediterranean Interconnected: Colonies, Competition, and the Rise of Rome	
2/21	Classical Rome: Architecture, Culture, and <i>Imperium</i> during the <i>Pax Romana</i>	
2/23	Mid-Term Exam	IN CLASS: MID-TERM EXAM
2/26	The Making of the Eurasian Market System: The Silk Roads	
2/28	How to read a primary source, exercise #1: Herodotus	
3/2	How to read a primary source, exercise #2: Polybius	
3/5	How to read a primary source, exercise #3: Cicero	
3/7	Discussion of Short Paper #1 readings (Sima Qian's <i>The Basic Annals</i> , Suetonius' text on Augustus)	DUE: SHORT PAPER #1 - see Blackboard link for materials
3/9	Library Day	
	SPRING BREAK	
3/19	Film: <i>Guns, Germs & Steel</i> , pt. 1	
3/21	Discussion of Film	
3/23	The Message & Appeal of Christianity	
3/26	The Spread & Success of Christianity	
III. THE POST-CLASSICAL PERIOD, 500-1000		
3/28	The Mediterranean Transformed, I: The Byzantine Empire & Beyond	1. read: Chapter 10 2. read: Discussion Handouts – Byzantine Empire (see course Blackboard link for PDFs)
3/30	<i>No class – university holiday</i>	
4/2	The Mediterranean Transformed, II: The Rise & Spread of the Dar al-Islam	read: Chapter 11
4/4	The Mediterranean Transformed, III: The Western Synthesis, 4 th -9 th cent.	read: Chapter 16
4/6	Library Day	read: Chapters 12-13
4/9	The Search for Order: Feudal Societies of Western Europe & Japan	1. read: Chapters 14-15, 17-18 2. DUE: WRITING ASSIGNMENT #2
4/11	Power & the Holy in Medieval Europe: the Investiture Controversy	

IV. AN AGE OF CROSS-CULTURAL INTERACTION, 1000-1500		
4/13	How to read a secondary source, exercise #1: Enlightenment views of the Crusades	
4/16	How to read a secondary source, exercise #2: Walter Scott's view of the Crusades	
4/18	How to read a secondary source, exercise #3: Joseph Michaud's view of the Crusades	
4/20	Discussion of Short Paper #2 readings (secondary works and interpretations of the Crusades)	DUE: SHORT PAPER #2 - see Blackboard link for materials
4/23	Muslim Contact Within & Without the dar al-Islam: Ibn Battuta	read: Discussion Handouts – Ibn Battuta in W.Africa (see course Blackboard link for PDFs)
4/25	Nomadic Empire: the Mongols, the Plague, and the Brink of a New Era in World History	
4/27	Renaissance Europe	
4/30	Film: <i>Guns, Germs & Steel</i> , pt. 2	
5/2	Discussion of Film, Comparative Patterns of Global Expansion	
5/4	Final Exam	IN CLASS: FINAL EXAM

Writing Assignment #1

TOPIC

- Early Societies, to 500 B.C.(E.)
- The Classical Era, 500 B.C.(E.) to 500 A.D./C.E.

READING IN TEXTBOOK

PART I THE EARLY COMPLEX SOCIETIES, 3500 TO 500 B.C.E.

1. The Foundations of Complex Societies
2. Early African Societies and the Bantu Migrations
3. Early Societies in South and East Asia
4. Early Societies in the Americas and Oceania

PART II THE FORMATION OF CLASSICAL SOCIETIES, 500 B.C.E. TO 500 C.E.

5. The Empires of Persia
6. The Unification of China
7. State, Society, and the Quest for Salvation in India
8. Mediterranean Society under the Greeks and the Romans
9. 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 response to **each** question: **250 words**)

1. What do the authors mean by “complex” societies and what were the most important factors that caused certain early societies to become complex?
(The complex societies discussed in these opening chapters did not materialize out of thin air. Simple societies had to undergo certain transformations in order to become 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 go 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?)
2. The book’s title is “Traditions & Encounters.” Although early complex societies had characteristics in common, they also developed distinctive traditions that distinguished one region of the world from another. What important traditions developed in the world’s various regions in the period up to 500 B.C.E. and how did they do so? Your response might consider (but not be limited to) such matters as values, worldviews or belief systems, social practices, and cultural expressions.

3. Several of the early complex societies developed into classical societies. Among them were those of Persia, South Asia (India), East Asia (China), Greece, and Rome (some historians would also include the Maya of central America). Of these classical societies, the authors chose to discuss Persia first. Why, do you think?
4. How did conditions during the classical period promote the rise of empires? Which empires proved more durable and lasted longer, and why? Which empires were more tenuous and shorter-lived, and why?
5. Define and analyze the relationship between settled peoples and nomadic or migratory peoples. Did that relationship remain the same throughout the history discussed in Parts 1 and 2 (that is, in world history up to 500 C.E.)? Or was it susceptible to change? If so, then how and why?
6. The authors emphasize the significance that these classical societies had on the world's historical development. Why were they so influential as compared to other complex societies that did not develop into classical ones? What legacies did the classical societies leave?

Writing Assignment #2

TOPIC

- The Post-Classical Era, 500-1000
- An Age of Cross-Cultural Interaction 1000-1500

READING IN TEXTBOOK

PART III THE POSTCLASSICAL ERA, 500 TO 1000 C.E.

10. The Christian Commonwealth of Byzantium
11. The Expansive Realm of Islam
12. The Resurgence of Empire in East Asia
13. India and the Indian Ocean Basin

PART IV AN AGE OF CROSS-CULTURAL INTERACTION, 1000 TO 1500 C.E.

14. Nomadic Empires and Eurasian Integration
15. States and Societies of Sub-Saharan Africa
16. Christian Western Europe during the Middle Ages
17. Worlds Apart: The Americas and Oceania
18. Reaching Out: Cross-Cultural Interactions

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 response to **each** question: **250 words**)

1. The Roman Empire had considerably Romanized the Mediterranean world (and beyond) during the classical period. In your words, and according to your understanding and analysis of the chapters you read, what happened to that Romanized world during the postclassical period? (NOTE: this question concerns particularly ch. 10, 11, and 16).
2. Write a text that explains the influence that China had on the wider Asian world around it during the postclassical period.
3. How does India's postclassical history compare to the postclassical history of China (to India's east) and of the Byzantine, Islamic, and Western European societies (to India's west)? (NOTE: this question requires you to draw on knowledge gained from ch. 13 as well as ch. 10, 11, 12, and 16).
4. What impact did nomadic peoples (Turks and Mongols) along the steppe region have on Eurasia during the eleventh-fifteenth centuries?
5. How did sub-Saharan Africa become connected to and integrated into the wider world of the eastern hemisphere (north Africa and Eurasia)? And what changes did this integration produce in sub-Saharan Africa?
6. 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 studied this semester?

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 – xxxxxx", 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 surviving evidence 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. Suetonius, *The Lives of the Caesars*, excerpt concerning the Roman Emperor Augustus.

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. 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?”**
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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 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?