

SUL ROSS STATE UNIVERSITY
SPRING 2024

Matthew G Marsh
HIST 4317Sec V01
M 6:00-8:45pm
Virtual Meeting

Office: LH 301
Office Hours: MWF 1:00-3:00pm
TTH 2:00-4:00pm
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EXPLORATION & EMPIRES, 1350-1650

Course Description: *Exploration & Empires, 1350-1650* (3-0). A survey of the great Eurasian land empires of Ming China and the Islamic Gunpowder Empires, along with the growth of maritime exploration in Europe.

Required Texts: *The Ming Dynasty: Its Origins and Evolving Institutions*. Michigan Papers in Chinese Studies. Charles O. Hucker. (Ann Arbor, MI: Centre for Chinese Studies - The University of Michigan, 1978.) ISBN: 978-0-472-03812-1 (paper);
Open Access Link: <https://www.fulcrum.org/concern/monographs/bv73c229g>.

Perpetual Happiness: The Ming Emperor Yongle. Shih-shan Henry Tsai. (Seattle, WA: The University of Washington Press, 2001.) ISBN: 9780295981246 (Paper)
Open Access Link: <https://uw.manifoldapp.org/projects/perpetual-happiness>

When China Ruled the Seas: The Treasure Fleet of the Dragon Throne 1405-1433. Louise Levathes. (Oxford: Oxford University Press, 1994.) ISBN: 9780195112078

The Age of Discovery, 1400-1600. 2nd Edition. David Arnold. (London: Routledge, 2002.) ISBN: 9780415279963.

Islamic Gunpowder Empires: Ottomans, Safavids, and Mughals. Douglas E. Streusand. (London: Routledge, 2011.) ISBN: 9780813313597

Assignments:

Syntheses & Questions (10)	Examinations (1)	Critical Book Review (2)
Research Paper and Presentation (1)	Discussions (10)	

Student Learning Outcomes:

The graduating student with a B. A. in History will:

Develop an informed, critical and articulate approach to the study of history.

Marketable Skills: *Critical Thinking: Absorption, comprehension, synthesis of Data*

Ibid: *Development of pattern recognition and causal skills.*

Global Fluency: *Ability to place the United States in a global context*

The history student will demonstrate knowledge of American History, World History, and Non-American History

Marketable Skills: *Students can meet deadlines in a successful manner.*

Students can discharge responsibilities in an adequate manner.

Students can manage the absorption of data.

Demonstrate knowledge of historical events, movements, major turning points and personalities of the past.

Marketable Skills: Professionalism: *Knowledge and understanding of the civic*

roles and responsibilities of a United States citizen.

Critical Thinking/Professionalism: Ability to relate the importance of the historical past when considering public policy decisions.

The history student will demonstrate the ability to write about topics in historiography and how those topics are interpreted.

Marketable Skills: Students can utilize data to persuade various audiences.

Students can utilize data to generate and strengthen ideas.

Students can decipher stances adopted by various individuals.

The history student will demonstrate historical research skills in a logically organized, written paper that is mechanically correct and supported by relevant documentation of historical content

Marketable skills: Students can identify useful resources from a pool of data.

Students can select and organize data in a relevant manner.

Students can make written presentations to various audiences

SLO's are assessed as follows:

Examinations (2) = SLOs 1-4	Reading Syntheses & Questions = SLOs 1,2 & 4
In-Class Discussions = SLO's 1-3	Research Paper = SLOs 1-5.
	Critical Book Review = SLO's 1-5

Course Learning

Outcomes

Students who complete HIST 2302 with a grade of "C" or higher will be able:

- ❖ Be able to trace the historical development of early modern civilizations including, but not limited to, the following: Ottoman Empire, Safavid Persia, Mughal Empire, Ming Empire, Western and Eastern European nations through political, economic, socio-cultural developments.
- ❖ Be able to chart long-term historical & political trends in World History between 1350-1650
- ❖ Demonstrate knowledge of key historical events, movements and personalities in World History between 1350-1650.
- ❖ Understand the role that historical interpretation plays in the assessment of the past and be able to identify and critique various and differing interpretations of the past.
- ❖ Demonstrate knowledge of the historical and political geography as related to the topics of the early modern world.
- ❖ The development of critical thinking and writing skills through essay test questions, a research paper and critical book reviews.

TEXES Standards:

Students seeking teacher certification in the History and Social Studies 7-12 areas will cover some or all of the following standards.

Core Subjects EC-6/4-8: Social Studies Standards IV, V, VII & IX
History 7-12: Standards II, IV, V & IX
Social Studies 7-12: Standards II, IV, V & IX

Course

Requirements:

TEXES Standards: Students seeking teacher certification in the History 7-12, and Social Studies 7-12 areas will cover materials relating to the following standards in this course.

- History 7-12 - Standards IV, V, VI, VII, VIII, IX & X
- Social Studies 7-12: Standards IV, V, VI, VII, VIII, IX & X

Course Requirements: Academic Honesty - Per the University's policy on academic honesty the in the Student Handbook - University's Policy and Procedures section students are expected to use the highest standards in their academic pursuits and behave in a manner that is beyond reproach. Academic dishonesty will not be tolerated in this class. Any student caught cheating on a quiz will receive an "F" for the quiz and will not be allowed to retake it. Any student caught cheating on exam will receive an "F" for the exam, may fail the course and may face additional disciplinary action by the Dean of Students

A. D. A. Statement: Sul Ross State University is committed to equal access in compliance with the Americans with Disabilities Act of 1990 and the Rehabilitation Act of 1973. It is the students responsibility to initiate a request for accessibility services. Students seeking accessibility services must contact:

Mary Schwartze Grisham, LPC
Counseling and Accessibility Services,
Ferguson Hall 112
Mailing Address: P. O. Box C-171; Alpine, TX 79832
Phone: (432) 837-8203
E-mail: mschwartz@sulross.edu

If you have an accessibility letter from the C. A. S it is your responsibility to ensure that the instructor has received a copy of it so your specific accommodations can be met.

Appealing the Final Grade: If students wish to appeal their grade, this discussion should begin with the instructor and proceed according to university policies and procedures. For university policies on appealing a grade, please see the Student Handbook for the procedures in place.

Attendance - Yes, you are expected to attend class. Per SRSU requirements attendance will be taken at the beginning of each class. Students with more than six unexplained absences can be dropped from the course with a grade of "F". If you come into class late it is your responsibility to ensure that the instructor has counted you here. Students more than 25 minutes late will be counted absent.

Classroom Conduct: Per the Student Handbook "students are expected to conduct themselves in a manner consistent with the University's function as an educational institution." Students should treat their classmates with courtesy and respect. Students talking over others, using persistent profane or vulgar language or otherwise disrupting the class may be dismissed from the class.

Cell Phone Policy: TURN OFF ALL ELECTRONIC DEVICES. Use of electronic devices during the class is strictly prohibited and anyone who uses an electronic device may be asked to leave the class.

Contacting the Instructor: My office telephone number and e-mail are included for emergency situations. E-mail is the preferred method of communication. Please use the following format for any e-mail communications: YOUR NAME: HIST 4317:Subject of E-mail. Please allow 24-48 hours for a response.

Late Assignments: Assignments turned in late will lose 10% off their maximum grade each day the assignment is late. Assignments 4 plus days late will receive a grade of "F".

Make Up Exam Policy: Make exams will only be given because of documented emergency situations such as severe/extreme medical conditions for yourself or a dependent, or in the case of a death in the immediate family. Students who have this type of problem must either contact the instructor by e-mail or phone prior to the date of the exam OR bring in a validated excuse upon their first day back in the course.

On Writing Well: The members of the history faculty believe that it is important that students be encouraged to write well in classes other than English. To that end each examination will contain essay questions and a term research paper will be required. Points may be deducted from your grade for the overall quality of the essay, reflection or paper, including spelling and grammatical errors. (Use Spelling & Grammar Check).

University Programs and Services SRSU Library Services.: The Sul Ross Library offers FREE resources and services to the entire SRSU community.

Access and borrow books, articles, and more by visiting the library's website, library.sulross.edu.

Off-campus access requires your Lobo ID and password. Check out materials using your photo ID. Librarians are a tremendous resource for your coursework and can be reached in person, by email (srsulibrary@sulross.edu), or phone (432-837-8123).

Learning Strategies, Styles, and Centers.

Academic Success Center. 1st Floor Library: offers tutor or many subjects, holds numerous workshops on developing better notetaking, reading, and study skills as well as assisting students with writing and test taking strategies.

Academic Centre for Excellence (ACE) FH 214

(<http://www.sulross.edu/academic-center-excellence>) Through the Centre, the University offers tutoring for many subjects, holds numerous workshops on developing better notetaking, reading, and study skills as well as assisting students with writing and test taking strategies.

Student

Responsibilities:

You are responsible for attending all lectures, taking notes and completing the readings.

You are responsible for getting notes from a missed class from a classmate.

You are responsible for turning in assignments on time.

You are responsible for being in class to take quizzes and exams

You are responsible for verifying your enrollment in or withdrawal from the course. If you quit the class, but your name still appears on the Banner grade sheet at the end of the semester you will receive an "F" for the course.

Instructor

Responsibilities:

Mr. Marsh will know the course content; explain relevant concepts and principles; facilitate class participation; hold office hours; treat students fairly and with respect; and create a positive learning environment.

Mr. Marsh will field any question on the course content

Mr. Marsh will return assignments in a reasonable amount of time.

Mr. Marsh will hold office hours and answer student e-mails on the course.

Course Assignments: Exams: There will be one examination for this class, the final exam, based on readings, lectures and discussion boards. Exam may consist of multiple choice, true/false, short answer and essay questions at the discretion of the instructor.

Reading Syntheses & Questions: History is a discipline based around the written word, which makes reading the text a critical part of understanding the material and successfully completing the course. Each week you will be assigned a portion of the book, or a specific excerpt to read. With each lesson you will write a one-to-two page synthesis based on the readings for that lesson. Second, you must also write three critical questions that you have from the readings. These must be complete sentence questions, not one-word answer questions. *(See Appendix I for Complete Details)*

Critical Book Review: Each student will complete two critical book reviews during the course of the semester over two of the books read for this course. *(See Appendix III for complete details.)*

Term Research Paper & Presentation:

Each student will complete a 8-10 page research paper on a topic of East Asian, Islamic or European history between the period of 1350-1650. There will be a library instruction session to familiarize you with the research tools available in the Bryan Wildenthal Memorial Library. Additionally, you will present your research findings to the class. Finished essays will be uploaded to Blackboard and run through SafeAssign. *(See Appendix V for further Details).*

In-Class Discussions: We will be reading one book, plus a series of excerpts and chapters, over the course the semester. For ten of the assigned readings, we will have an in-class discussion over the readings and the reading questions you developed while writing your syntheses.

Attendance & Participation: You are expected to actively participate in the course. This means completing the assigned readings, assignments, asking questions and participating in discussions.

Extra Credit: Students who attend a Lobo Literati League meeting will receive 10 points of extra credit with documented proof from Dr. Stein. Other extra credit opportunities during the semester will be noted by the instructor. Maximum of 30 points extra credit.

Grading Breakdown:

Assignment	Numbe	Points Ea.	Assignment Total Points
Reading Syntheses & Questions	10	30 pts	300 pts
Examinations	1	100 pts	100 pts
Critical Book Review	2	100 pts	200 pts
Research Paper & Presentation	1	150+50 pts	200 pts
In-Class Discussion	10	15 pts	150 pts
Attendance & Participation			50 pts
			1000 Total Points Possible

Grade System:

A = 1000 - 900
B = 899 - 800

C = 799 - 700
D = 699 - 600

F = 599 - 0 points

Schedule of Lectures & Readings

Week I (22 January)

Lecture: Syllabus, Introduction to course, Era of Transition

Reading: Hucker *The Ming Dynasty*; Tsai *Perpetual Happiness*

Week II (29 January)

Lecture: Establishment and Contradictions of the Ming Dynasty

Reading: Tsai *Perpetual Happiness*

Week III (5 February)

Lecture: Ming Dynasty in the Broader World

Reading: Tsai *Perpetual Happiness*; Levathes, *When China Ruled the Seas*

Week IV (12 February)

Lecture: Europe in Transition; What were the Islamic Gunpowder Empires?

Reading: Arnold *The Age of Discovery*; Streusand *Islamic Gunpowder Empires*

Week V (19 February)

Lecture: Growth of the Osmanli, Ming Treasure Fleets, and European Exploration

Reading: Arnold *The Age of Discovery*; Levathes, *When China Ruled the Seas*; Streusand *Islamic Gunpowder Empires*

Week VI (26 February)

Lecture: Iran and India in Transition 1350-1450.

Reading: Chandra, *Medieval India*; Streusand *Islamic Gunpowder Empires*

Week VII (4 March)

Lecture: A Century of Transition – European Developments; Growth of the Osmanli Empire; Columbian Exchange

Reading: Streusand *Islamic Gunpowder Empires*

Week VIII (18 March)

Lecture: Religious Orders, the Qizibash and the Beginnings of Safavid Iran

Reading: Streusand *Islamic Gunpowder Empires*.

Week IX (25 March)

Lecture: Central Asia into India – Babur and the Foundation of the Mughul Empire

Reading: Streusand *Islamic Gunpowder Empires*

Week X (1 April)

Lecture: Ming China in the 16th Century, Osmanli Empire in the Age of Süleyman

Reading: Miller, “Ming China since 1521,” Streusand *Islamic Gunpowder Empires*

Week XI (8 April)

Lecture: European Exploration & Colonization; Shah Abbas and Safavid Iran

Reading: TBA and Streusand *Islamic Gunpowder Empires*

Week XII (15 April)

Lecture: From Akbar to Aurangzeb – Apogee of the Mughuls;

Reading: Streusand *Islamic Gunpowder Empires*.

Week XIII (22 April)

Lecture: First Great East Asian War; Rise of the Manchu and Fall of the Ming.

Reading: TBA and Rodzinski, *A History of China*.

Week XIV (29 April)

Lecture: East Asia, the Islamic Empires, and Europe circa 1650

Reading: TBA

Final Exams (3 May)

Final Examination Opens

Note: Lectures and Readings are tentative and may be changed at the discretion of the Instructor

Appendix I: Readings & Discussions

I: Learning Objective

The book readings are designed to introduce students to the varied civilisations of East Asia, the Islamic World, and early modern Europe, highlight the socio-political differences between the 14th and 17th centuries., and promote critical thinking. The reading synthesis is designed to build knowledge and skills related to the study of history including but not limited to: reading comprehension, interpretation and synthesis, critical thinking, time management and writing in Standard English.

II. Directions

Each week you will an assigned reading, either from one of the required books or from an excerpt posted by the instructor. After reading the assigned pages, first, write a two-page synthesis of the topics and information found in the textbook readings. A synthesis is not designed to be exhaustive, but to give a brief overview of what is being covered. Look at what the main ideas and topics are in the chapter when beginning to outline your summary.

Second, you must also write three questions that you have from the readings. These must be complete sentence questions not one word answer questions. Questions will be discussed as part of the in-class discussions.

III. Format

Assignments need to be completed in Microsoft Word. All pages to be double-spaced and using 12pt Times New Roman or Cambria font.

- Your Name, Date, HIST 4317 and the assignment week need to be in the upper right-hand corner of the page.
- Original title for the summary on next line, centred
- Body of the synthesis
- NO QUOTES FROM THE TEXTBOOK OR READINGS IN THE SYNTHESIS

IV. Discussion Board Grade Sheet

Assignment Grade Topics	Distinguished	Accomplished	Proficient	Developing
Evidence of Reading	7.5	6	5.25	4.5
Recognizes and Discusses Primary Themes of Reading	5	4	3.5	3
Recognizes and discusses impact of major historical figures	5	4	3.5	3
Evidence of Synthesis and Interpretation	5	4	3.5	3
Written Three Critical Thinking Questions	5	4	3.5	3
Formatting	2.5	2	1.75	1.5
	30pts	24pts	21pts	18pts

Appendix II: Critical Book Reviews

I: Learning Objective

The critical book review is designed to build knowledge and skills related to the study of history including but not limited to: reading comprehension, historical interpretation and synthesis, factual analysis, critical thinking, time management and writing in standard English.

II. Directions

A) Each student will write a critical book review. You may choose one of the books we have read for class, or a different book from the list of approved biographical & civilisational books to review. Each book review will be 3-4 pages in length.

B) There is no one correct way to write a book review. However, as you read, it is suggested you look for some or all of the following topics.¹

- a) What historical subject is the author writing about and what field does the book fit into?
- b) What is the main thesis (central argument) of the book?
- c) How does the author structure the book? Is the presentation of the book clear, orderly and logical?
- d) What primary sources does the author use?
- e) Does the author appear to have done comprehensive research for the book?
- f) What supplemental features such as maps, charts, illustrations and/or bibliography does the book have? How well do they help you understand the book?
- g) How well does the author write and is the writing easily understandable?
- h) Are there any factual errors that jump out? People or events that the author has overlooked?
- i) Why did the author write the book and did it accomplish its purpose?
- j) What is your reaction to the book - was it enjoyable to read, did the author convince you of their thesis, what new information did you learn while reading the book?
- k) Would you recommend this book and to what audience?
- l) Do you have any additional comments?

C) Review must be written in your own words. [**DO NOT PLAGIARIZE**] Be sure to proofread the final copy prior to submitting. Reviews will be turned in through **Safe Assign**.

III. Format

Book reviews will need to have the following formatting:

- Two columns to a page
- Double-spaced
- 12pt Times New Roman or Cambria font.

-Footnotes are to be used to cite any outside books referenced in the review. A book review is in its essence a short essay. As such you need to have this essay arranged in a clear and logical order. How you have the review arranged is up to you, however, one option is listed below. The instructor will also post sample reviews on Blackboard for you to look at for ideas.²

- 1) Short description of the subject, scope and the purpose of the book
- 2) How does the author have the book structured
- 2) Outline the main thesis (central argument) of the book and any biases of the author

¹ Adapted from: Emerson 2013. (pg. 11-12)

² Based in part on Emerson 2013. (pg. 12)

- 3) Evaluation of each chapters information and arguments
- 4) Important points brought up by the author in each chapter
- 5) Evaluate the strengths and weaknesses of the book
- 6) How well do the supplementary materials support the book
- 7) What is your overall assessment and recommendation for this book

IV. Stages of Development

11 September – Choose book for book review.

30 October – Completed book review due. Turned in thru Blackboard, checked for plagiarism via SafeAssign.

V. Critical Book Review Grade Sheet

Assignment Grade Topics	Distinguished	Accomplished	Proficient	Developing
Introduction				
Introduces topic, coverage, and scope of the book	15	12	10.5	9
Shows knowledge of what audience the author wrote for [academia, students, general public etc...]	5	4	3.5	3
Comprehension				
Shows knowledge of books thesis or theses	30	24	21	18
Discusses each chapter of the book, and the main points/themes raised by the author in each.	40	32	28	24
Evaluates the strengths and weaknesses of the book	20	16	14	12
Assesses the overall success of the book	10	8	7	6
Conclusion				
Begins with “In Conclusion”	5	4	3.5	3
Effective restatement of the primary thesis of the book.	10	8	7	6
Final overall evaluation of the book and recommendation for reading audience.	5	4	3.5	3
Formatting.				
All formatting requirements followed correctly.	10	8	7	6
	150pts	120pts	105pts	90pts

Appendix III: Term Research Paper & Presentation

I: Learning Objective

The term research paper is designed to build knowledge and skills related to the study of history including but not limited to: research skills, knowledge of library resources in historical research, evaluation of sources, historical interpretation and synthesis, reading comprehension, critical thinking, time management and writing in standard English, public speaking and presentation skills.

II. Research Paper Directions

1. Each student will write an original research paper on a topic in East Asian, Islamic, or European History occurring between 1350 and 1650.
 - a. **Your topic must be approved by the instructor** (A listing of possible topics may be found in Appendix IV).
2. A minimum of five sources must be used in the paper. Sources must be available in print or EBSCO E-book/article format from the Bryan Wildanthal Memorial Library or via Inter-Library Loan (ILL).
WIKIPEDIA OR OTHER ONLINE SOURCES MAY NOT BE USED IN THIS PAPER.
3. The research paper must be a minimum of 8 pages long.
 - a. The 8 pages DOES NOT include the title page or the bibliography.
 - b. Research Paper must include an introduction, a conclusion beginning with “In Conclusion” and a thesis (topic) statement.
4. The research paper is an individual assignment. **No co-written papers.**

III. Research Presentation Directions

1. Each student will present their research findings to the class in a 8-10min presentation.
2. Take your research findings for your paper and create a powerpoint presentations for the class, introducing us to your topic and thesis.
3. The presentation must cover the same major points as your research paper.
4. Must include a Title Slide with an original title, your name, HIST 4317, and the date.
5. Must include slides with a bibliography of your sources, and a slide with suggestions for further reading.
6. Illustrate your slides with visuals that support your thesis or our understanding of your topic

IV. Research Paper Format

- Turabian format and footnote citation will be used.
- All pages must be double spaced and in 12 pt. font, either Time New Roman or Cambria.
- **Title Page:** Must include original title, name and date centred on page
- **Main Text:** Must include an introduction and conclusion. All source citations whether directly quoted or paraphrased must be cited in footnotes. Page numbers in upper right corner. Conclusion must begin with “In conclusion.”
- **Bibliography:** Minimum of 5 sources. Hard copy or EBSCO E-Books/Articles only.
WIKIPEDIAS AND ONLINE SOURCES ARE PROHIBITED.

V. Research Presentation Form

- MS Powerpoint must be used
- Title Page must have original title, name, HIST 4317, and date
- Must use audio/visual elements appropriate to your research topic to illustrate your presentation.
- Must include a bibliography of sources used that corresponds to your research paper bibliography.
- Must include suggestions for further readings.

VI. Easy Ways to Fail the Research Paper

- Turning another students paper as your own = F
- Stealing work off the internet and turning it in as your own (plagiarism) = F
- Turning in the same paper as another student in class = F
- No Bibliography + no sources cited = plagiarism = F
- No citation of sources = F

VII. Stages of Development

Sections of the research paper will be due on the following schedule:

- ❖ Monday 29 January – Research Topic chosen (10pts)
- ❖ Monday 26 February – Bibliography choices turned in (20 pts)
- ❖ Monday 25 March – First draft of research papers turned in (20 pts)
- ❖ Monday 8 April – Research Presentations presented to class.
- ❖ Monday 15 April – Research Papers Due by 11:59PM.

VIII. Term Research Paper & Presentation Grade Sheet

Assignment Grade Topics	Distinguished	Accomplished	Proficient	Developing
Introduction				
Introduces topic, coverage, and scope of the book	15	12	10.5	9
Details main topics of paper	10	8	7	6
Comprehension				
Clear thesis statement	20	16	14	12
Develops thesis throughout paper through historical argument.	30	24	21	18
Uses sources to support thesis arguments	25	20	17.5	15
Shows ability to offer synthesis of historical material	15	12	10.5	9
Integrates sources into paper	15	12	10.5	9
Conclusion				
Begins with “In Conclusion”	5	4	3.5	3
Effective restatement of the primary thesis of research paper.	15	12	10.5	9
PRESENTATION				
MS PPT presentation.	5	8	7	6
Clear thesis statement	15	12	10.5	9
Presentation supports thesis argument.	25	20	17.5	15
Supports presentation with appropriate visual documentation	5	4	3.5	3
	200pts	160pts	140pts	120pts