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Core 301 Fall, 2013

## Historical Perspectives on the Social Order





# Historical Perspectives on the Social Order

## Course Description

The junior year Core sequence constitutes an historical examination of human experience in response to some of the themes and issues raised in the first two years of the core. Drawing on a variety of methodologies from both the humanities and the social sciences, the course strives to reconstruct the histories of significant periods. The course will examine the ways in which significant moments have become essential parts of our historical consciousness, enshrined in myth, religion, tradition, culture, and institutions. Through careful analysis of current and classic scholarship and original sources, students will be invited to consider the complex relationship between history, cultural traditions and the social and political institutions derived from them.

## Course Objectives

The mission of the core curriculum is the academic embodiment of the mission of Oglethorpe University. The section of the Oglethorpe University Bulletin devoted to the core curriculum states that Oglethorpe “is committed to providing a comprehensive liberal arts education for all of its students. We aim to produce graduates who are broadly educated in the fundamental fields of knowledge and who know how to integrate knowledge in meaningful ways.

As the primary objective of this course, students should demonstrate the ability to read, interpret, and analyze significant historical texts necessary for understanding historical modes of thought and methods.

## Required Readings

The following books are available at the Oglethorpe University Book Store:

Francois de Polignac, *Cults, Territory, and the Origins of the Greek City-State*  
R. W. Southern, *The Making of the Middle Ages*  
Jacob Burckhardt, *The Civilization of the Renaissance in Italy*  
Jonathan Spence, *The Memory Palace of Matteo Ricci*  
Leonard Blussé, *Visible Cities*

Please note that these are *required* texts and essential for class discussion and writing assignments. In addition, we will be reading selections from primary sources, book chapters, and journal articles.

Plan on having the reading assignments completed before the assigned due dates; this will help you avoid feeling lost since class meetings will be devoted almost entirely to examination of the texts. I should add that the sort of works we are reading require several readings to comprehend fully. Should you choose not to read and then wait until the last minute when papers are due to crack the

spines of the books, expect significant pain.

## Course Requirements

Grades will be assessed according to student performance on a short paper (20%), two longer papers (30% and 40% respectively), and general class participation (10%)

### Papers

The main assignments in this course will be a set of papers of varying length.

*Short Paper:* The first writing assignment will be a short (1000-1500 word) paper on the initial questions surrounding Polignac's thesis and its possible applications. You will need to identify the problem/problems with traditional (i.e. Weberian) views on the origins of the Greek *polis* and then how, in his introduction, Polignac offers a potential alternative way of addressing these same questions and then undertake an analysis of the stories of David and Saul to see whether Polignac's interpretation might be applied to a reading of that text. This paper will be used to introduce you to historical writing, the nature of historiographical argument, as well as techniques of citation.

*Longer Papers:* The main assignments in this course will be two longer papers. The first (2500-3000 word) will cover the material on the Middle Ages and Renaissance; the second (3500-4000 word) will cover the last set of readings on European encounters with Asia. Note that this second paper will be longer than the first and, consequently, conceptually more complex. For both papers you will be required to make use of the required texts; for the second paper you will also be required to find additional materials from scholarly journals (not Wikipedia or other sorts of things, in other words) to support your argument.

You will turn in your paper in three stages:

Introduction: A section (that is, not a single paragraph) with an overview of the historiography, identifying particular points of dispute among modern scholars.

First Draft: A completed paper, with sources properly cited.

Final Version: Revised based on my comments on the draft.

*General Notes on Written Assignments:* All written assignments should be typed, double-spaced, and free from spelling and typographical errors. Both research papers should include a cover page with the title, author's name, course information, and date. Pages should be numbered. Avoid running headers or footers and gratuitous use of clip-art or other decoration. Sources should be cited using either footnotes or endnotes according to the Chicago Manual of Style; failure to properly cite sources constitutes plagiarism. Citations should follow the standards laid out on my style sheet on the web. All assignments in this course are subject to the Oglethorpe Honor Code. Students should sign the pledge on each paper. Assignments will be marked down if late. If you use a computer or word processor, be sure to back up your work obsessively and allow ample time to produce a clear, printed copy. Printer or computer trouble *does not* constitute a valid excuse for lateness. If you tell me that a "virus" "ate" your paper, expect the same response as if you told me your "dog" "ate"

your paper.

## Class participation

You will be required to attend regularly and take active part in class discussion. Regarding class participation, you should ask yourself the following question: what does it mean to *participate*? First of all, in order to participate in a class you must be present. Second, you must be awake. Third, you must be willing to take an active role in discussion -- posing question, answering questions, debating with your classmates, etc. Fourth, in order to take an active role in discussion in a meaningful way, you must have read and thought about the texts, otherwise all you will be able to offer are uninformed opinions. Participation, then, requires that you not only be present in class, but that you are fully engaged with the readings and the issues at hand. Keep in mind that as a class progresses, a certain dialogue emerges between the members of that class. The dialogue tends to derive from the specific concerns of the various individuals in the class and evolves throughout the term. If you are frequently absent, you miss out on that evolving dialogue, and consequently, if you return to class after a long absence, you might well feel lost. In order to avoid that feeling, do the readings and come to class. It's that simple.

## General Class Policies

My general policy is simple: Just show up. Although perfect attendance will not guarantee an excellent grade, there is no better way to mess up your GPA than frequent absences. Although I will not necessarily be taking attendance, frequent absences will be noted. Any student who misses more than seven class meetings without a valid excuse will receive an FA in the course. Valid excuses include: medical absences with notification from the school nurse, personal physician, or treatment center; attendance/participation in officially sanctioned university events; serious family emergencies. Athletes are expected to provide me with their schedules with lists of away-games within the first week of the semester. Likewise, if you know that there is some particular reason why you will need to be out of town on a class day, you need to let me know as far in advance as possible.

Students who wish to withdraw from the course must do so before October 31. After that point, any student who withdraws with a failing grade will receive a "WF." Please note that by signing your registration form, you formally accepted responsibility for completing your courses or withdrawing within the time allotted in the official university academic calendar. Incompletes will only be given for medical reasons or in case of a serious family emergency.

If you are a student with a disability or disability related issue and feel that you may need a reasonable accommodation to fulfill the essential functions of the course that are listed in this syllabus, you are encouraged to contact Disability Services in the Academic Success Center at 404.364.8869 or [disabilityservices@oglethorpe.edu](mailto:disabilityservices@oglethorpe.edu).

Some additional notes on student conduct. In recent years there has been an unfortunate increase in actions by some students which are disruptive to the classroom and show manifest disrespect to both the instructor and their peers. Consequently, I have found it necessary to lay down the following ground rules:

(1) I expect students to arrive on time, dressed, fed, rested, and relieved. Students who arrive more than 10 minutes after the official start time class will not be admitted. If you are a commuter student and faced with traffic delays, call my office phone and leave a message if you expect to be more than 10 minutes late, but do so *before* class is scheduled to begin.

(2) The use of Cell phones, iPods, or other personal electronic devices will not be permitted in class. The only exception will be for individuals who either have children or other dependents under their care. In such cases, phones should be set on vibrate. Regarding the use of personal computers, I have no problem with individuals using these for the purpose of taking notes. If I find you are using them to play games, fiddle with Facebook, check email, surf for clothes at the Eddie Bauer website (yes, I was paying attention), or simply surf the web, you will lose the privilege.

(3) Sleeping in class or using class time for doing work for other classes will not be tolerated. Merely being in a seat does not constitute attendance, and both actions are disruptive and disrespectful.

The instructor reserves the right to ask any student who fails to behave in an appropriate manner to leave.

## Honor Code

Persons who come to Oglethorpe University for work and study join a community that is committed to high standards of academic honesty. The honor code contains the responsibilities we accept by becoming members of the community and the procedures we will follow should our commitment to honesty be questioned.

The students, faculty and staff of Oglethorpe University expect each other to act with integrity in the academic endeavor they share. Members of the faculty expect that students complete work honestly and act toward them in ways consistent with that expectation. Students are expected to behave honorably in their academic work and are expected to insist on honest behavior from their peers.

Oglethorpe welcomes all who accept our principles of honest behavior. We believe that this code will enrich our years at the University and allow us to practice living in earnest the honorable, self-governed lives required of society's respected leaders.

Our honor code is an academic one. The code proscribes cheating in general terms and also in any of its several specialized sub-forms (including but not limited to plagiarism, lying, stealing and interacting fraudulently or disingenuously with the honor council). The Code defines cheating as "the umbrella under which all academic malfeasance falls. Cheating is any willful activity involving the use of deceit or fraud in order to attempt to secure an unfair academic advantage for oneself or others or to attempt to cause an unfair academic disadvantage to others. Cheating deprives persons of the opportunity for a fair and reasonable assessment of their own work and/or a fair comparative

assessment between and among the work produced by members of a group. More broadly, cheating undermines our community's confidence in the honorable state to which we aspire."

The honor code applies to all behavior related to the academic enterprise. Thus, it extends beyond the boundaries of particular courses and classrooms *per se*, and yet it does not extend out of the academic realm into the purely social one.

Examples of cheating include but are not limited to:

- The unauthorized possession or use of notes, texts, electronic devices (including, for example, computers and mobile phones), online materials or other such unauthorized materials/devices in fulfillment of course requirements.
- Copying another person's work or participation in such an effort.
- An attempt or participation in an attempt to fulfill the requirements of a course with work other than one's original work for that course.
- Obtaining or offering either for profit or free of charge materials one might submit (or has submitted) for academic credit. This includes uploading course materials to online sites devoted, in whole or in part, to aiding and abetting cheating under the guise of providing "study aids." There is no prohibition concerning uploading exemplars of one's work to one's personal website or to departmental, divisional, University or professional society websites for purposes of publicity, praise, examination or review by potential employers, graduate school admissions committees, etc.
- Violating the specific directions concerning the operation of the honor code in relation to a particular assignment.
- Making unauthorized copies of graded work for future distribution.
- Plagiarism, which includes representing someone else's words, ideas, data or original research as one's own and in general failing to footnote or otherwise acknowledge the source of such work. One has the responsibility of avoiding plagiarism by taking adequate notes on reference materials (including material taken off the internet or other electronic sources) used in the preparation of reports, papers and other coursework.
- Lying, such as: Lying about the reason for an absence to avoid a punitive attendance penalty or to receive an extension on an exam or on a paper's due date; fraudulently obtaining Petrel Points by leaving an event soon after registering one's attendance and without offering to surrender the associated Petrel Point, or by claiming fictitious attendance for oneself or another; forging or willfully being untruthful on documents related to the academic enterprise, such as on an application for an independent study or on a registration form.
- Stealing, such as: Stealing another's work so that he/she may not submit it or so that work can be illicitly shared; stealing reserve or other materials from the library; stealing devices and materials (such as computers, calculators, textbooks, notebooks and software) used in whole or in part to support the academic enterprise.
- Fraudulent interaction on the part of students with the honor council, such as: Willfully refusing to testify after having been duly summoned; failing to appear to testify (barring a *bona fide* last-minute emergency) after having been duly summoned; testifying untruthfully.

Students pledge that they have completed assignments honestly by attaching the following statement to each piece of work submitted in partial fulfillment of the requirements for a course taken for academic credit:

"I pledge that I have acted honorably." (Followed by the student's signature)

The honor code is in force for every student who is enrolled (either full- or part-time) in any of the academic programs of Oglethorpe University at any given time. All cases of suspected academic dishonesty will be handled in accordance with the provisions established in this code. The honor council has sole jurisdiction in matters of suspected academic dishonesty. Alternative ways of dealing

with cases of suspected academic fraud are prohibited. In cases of alleged academic dishonesty on the part of students, the honor council is the final arbiter.

Failure to sign the pledge or failure of an instructor to remind students to sign the pledge in no way relieves either students or faculty members of their responsibilities under the code.

## Schedule of Topics and Readings

Reading assignments should be completed by the dates given below. Readings other than those from the assigned books will be in pdf. format and can only be read with an Adobe Acrobat reader. These may be accessed through the course Moodle page.

August 19: General Introduction

August 21-23: What is History?

Readings:

Aristotle, *On Poetics* (selections)

Hesiod, *Theogony*, ll. 1-103; *Works and Days*, ll. 105-273.

## The Ancient City

August 26-30: History, Myth, and Ritual

Readings:

Polignac, Forward, Preface, Introduction

M. I. Finley, "The Ancient City: From Fustel de Coulange to Max Weber and Beyond."

Joseph Bryant, "Intellectuals and Religion in Ancient Greece: Notes on a Weberian theme."

Patricia Springborg, "Politics, Primordialism, and Orientalism: Marx, Aristotle, and the Myth of the *Gemeinschaft*."

September 2: Labor Day – No Class

September 4: Cults, Offerings, and Sacrifices

Readings:

Polignac, chapter 1

James Whitley, "The Monuments that Stood Before Marathon: Tomb Cult and Hero Cult in Archaic Attica."

Robin Osborne, "Women and Sacrifice in Classical Greece."

September 6: The Nonurban Sanctuary and the Formation of the City

Readings:  
Polignac, chapter 2

September 9: Cults and Colonial Foundations

Readings:  
Polignac, chapter 3

September 11: The Hero and the Political Elaboration of the City

Readings:  
Polignac, chapter 4

September 13: The Greek Renaissance

Readings:  
Polignac, Conclusion

September 16-20: Cults, Sacrifices, and the Formation of States in Hawaii

Readings:  
Patrick Vinton Kirch, *How Chiefs Became Kings*, ch. 2  
Ross Cordy and Michael W. Kaschko, "Prehistoric Archaeology in the Hawaiian Islands: Land Units Associated with Social Groups"  
Michael Kolb and Boyd Dixon, "Landscapes of War: Rules and Conventions of Conflict in Ancient Hawai'i (and elsewhere)."  
Patrick Vinton Kirch, "Monumental Architecture and Power in Polynesian Chiefdoms: A Comparison of Tonga and Hawaii"  
Michael J. Kolb, et.al., "Monumentality and the Rise of Religious Authority in Precontact Hawai'i."

## The Medieval Reformations

September 23: Latin Christendom and its Neighbors

Readings: Southern, Chapter I

September 25: The Bonds of Society

Readings:  
Southern, Chapter II  
Bernard Bachrach, "The Angevin Strategy of Castle-Building"  
Robert Bartlett, *The Making of Europe*, ch. 2

September 27-30: The Ordering of the Christian Life

Readings:

Southern, Chapter III

T. N. Bisson, "The Feudal Revolution."

Dominique Barthelemy and Stephen White, "The Feudal Revolution."

T. N. Bisson, "'The Feudal Revolution,' Reply."

Timothy Reuter and Chris Wickham, "The 'Feudal Revolution.'"

October 2: The Tradition of Thought

Readings:

Southern, chapter IV

Charles Homer Haskins, *The Renaissance of the Twelfth Century*, chapter 1

October 4: From Epic to Romance

Readings:

Southern, chapter V

October 7: Chivalry and History

Readings:

Jan Huizinga, *The Waning of the Middle Ages*, chapters II and IV

The Brink of Modernity

October 9: The Renaissance as an Idea and a Period

Readings:

Paul Oskar Kristeller, "The Humanist Movement"

October 11: The State as a Work of Art

Readings:

Burckhardt, chapter 1

October 16: The Individual and Antiquity

Readings:

Burckhardt, chapters 2-3

October 18: The Discovery of the World and of Man

Readings:  
Burckhardt, chapter 4

October 21: The Civic Challenge to Burckhardt

Readings:  
Hans Baron, "The Background of the Early Florentine Renaissance."  
Bruni, *Funeral Oration for Nanni Strozzi*

October 23: The Machiavellian Moment

Readings:  
Niccolo Machiavelli, *Florentine Histories*, II.1-22  
Harvey C. Mansfield, "Bruni and Machiavelli on civic humanism."

## The Discovery of the World and of Man

October 25: Renaissance and Reconnaissance

Readings;  
Sanjay Subrahmanyam, "Holding the World in Balance: The Connected Histories of the Iberian Overseas Empires, 1500-1640)"  
Robert Finlay, "Portuguese and Chinese Maritime Imperialism: Camoes's *Lusiads* and Luo Madeng's *Voyage of the San Bao Eunuch*"  
John M. Headley, "Spain's Asian Presence, 1656-1590: Structures and Aspirations."

October 28: Readings:  
Spence, ch. 1

October 30: Readings:  
Spence, ch. 2

November 1: Readings  
Spence, ch. 3

November 4: Readings  
Spence, ch. 4

November 6: Readings  
Spence, ch. 5

November 8: Readings  
Spence, ch. 6

November 11: Readings  
Spence, ch. 7

November 13: Readings  
Spence, chs. 8-9

November 15: Readings  
Holden Furber, *Rival Empires of Trade in the Orient*, selections

November 18: Readings  
Blusse, Chapter 1

November 20: Readings  
Blusse, Chapter 2

November 22: Readings  
Blusse, Chapter 3 (part 1)

November 25: Readings  
Blusse, Chapter 3 (finish)

November 27-29: Thanksgiving Break: No Class

December 2-6: Paper Conferences

During this week I'd like to meet with individual students or small groups to discuss the final papers.

December 9: Te Deum Laudamus

## Due Dates for Assignments

Papers should be turned in through Moodle. A rough draft will be required of all students for the first major paper. Any student who receives less than 80 (B-) on the first paper will be required to turn in a rough draft of the second paper as well.

### First Paper

Introduction: September 6

First Draft: September 16

Final Version: October 2

### Second Paper

First Draft: October 29

Final Version: November 11

### Third Paper

Introduction: November 22

First Draft: December 2

Final Version: December 16