

HISTORY 101, WORLD HISTORY TO 1500

ONLINE SECTIONS

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The assignments, deadlines, and policies described in this syllabus are subject to change. It is your responsibility to regularly check Canvas and your UWSP email account for corrections or updates to the syllabus.

This course is offered **asynchronously**. That means that there are no set meeting times, either physically or virtually. However, **this is not a self-paced course**. There are specific deadlines for assignments, and many assignments will only be available for a week before the deadline.

This course will be delivered entirely online. It is your responsibility to make sure you are using a computer that meets the system requirements for all technological components for this class. **Mobile devices or tablets may not be acceptable replacements for desktop or laptop computers in online courses.**

This syllabus contains hyperlinks, some of which are only visible when the document is viewed electronically.

COURSE DESCRIPTION

History 101 (World History To 1500) fulfills the “Historical Perspectives” and “Global Awareness” categories of UWSP’s General Education Program (GEP). It is also a foundational course for several majors and minors--including History, International Studies, and Broad-Field Social Sciences.

STUDENT LEARNING OUTCOMES (SLO'S)

In this class, students will improve their ability to:

1. Use primary sources as evidence to answer questions about historical change. ¹
2. Describe differences among interpretations of the past. ²
3. Analyze institutional and cultural changes in one or more human societies over time. ³
4. Identify the key components found within one or more cultures that are distinct from those found in predominantly English-speaking cultures. ⁴
5. Analyze key forces or processes that contribute to global interconnectedness, and their implications. ⁵
6. Demonstrate curiosity and empathetic insight about diverse cultural perspectives. ⁶

Students will develop those skills through study of primary and secondary sources dealing with the history of different societies across the world before 1500 CE.

REQUIRED BOOKS AND OTHER MATERIALS

In order to participate in this course, you must obtain all the books and other materials listed here. I will contact you by email and through Canvas to tell you how you can acquire these materials.

Pollard, Elizabeth et al. *Worlds Together, Worlds Apart: With Sources, Volume 1: Beginnings through the 15th Century*. Concise Second Edition. New York: W.W. Norton, 2019. Abbreviation: Pollard (2019).

This is the rental text for this course, paid for by your student fees.

InQuizitive. \$20.00 direct from W.W. Norton.

This is a required purchase for this class. InQuizitive is a digital learning platform developed by W.W. Norton. You will need access to this platform to complete assignments in this course. The cost is \$20. Most students will need to purchase access directly from the publisher, W.W. Norton.

Required Books and Other Materials continued on next page →

¹ Adapted from GEP Learning Outcomes for Historical Perspectives. See: <https://www.uwsp.edu/gep/Documents/GEPCategoryLearningOutcomes.pdf>. Accessed June 3, 2020.

² Ibid.

³ Ibid.

⁴ Adapted from GEP Learning Outcomes for Global Awareness. See <https://www.uwsp.edu/gep/Documents/GEPCategoryLearningOutcomes.pdf>. Accessed June 3, 2020.

⁵ Ibid.

⁶ Ibid.

MacGregor, Neil. *A History of the World in 100 Objects*. New York: Penguin Books, 2013. \$30.00 paperback/~~\$4.99~~ \$11.99 e-book. Abbreviation: MacGregor.

This is a required purchase book for this class. You will need this book to complete assignments for this course—namely, weekly quizzes and your reflection papers.

If you are an aural learner (or you just want to listen to Neil MacGregor’s soothing voice), a podcast version of this book is available for free through Apple Podcasts and other podcatchers.⁷ Since these are audio-only podcasts, you will still need your book to study images of the objects.

Rampolla, Mary Lynn. *A Pocket Guide to Writing in History*. 9th ed. Boston: Bedford/St. Martin’s, 2018. \$33.99 paperback/\$22.99 eBook purchase/\$16.99 eBook rental.

This is an optional purchase book for this class. *A Pocket Guide to Writing in History* will be the basis of the style guide for this course and it will provide guidance on how to complete assignments in a history course like this one.

E-Reserves

Some weeks, additional documents, videos, films or other media may be assigned. This material is provided **free of charge** and can be found on the Canvas module for the relevant week.

CANVAS

Canvas is the learning management system (LMS) at UWSP. All deadlines, reading lists, and assignment prompts for this course will be posted on Canvas. You must complete and submit all assignments through Canvas unless I tell you otherwise.

You are responsible for mastering canvas well enough to complete all of these tasks. If you need training or a refresher, log in to Canvas at <https://www.uwsp.edu/canvas/Pages/default.aspx>. There you will find links to different guides to Canvas, as well as a phone number for Canvas support for students: 1 (833) 828-9804.

⁷ In fact, *A History of the World in 100 Objects* was originally a series on BBC Radio 4, and through the podcast you can listen to these original episodes.

SCHEDULE OF TOPICS AND ACTIVITIES

This course is organized into modules. Most of these modules correspond to a single chapter in Pollard (2019). In each module, you will find:

- Instructions for the week’s assignments.
 - Pay special attention to the section on “Additional Required Materials.” This will list readings, podcasts, videos, and other materials which you must study that week **in addition to the assigned chapter** from Pollard (2019)
- A link to the InQuizitive assignment for that week. (Due Mondays at 11:59 PM.)
 - Read the assigned chapter well before you start work on InQuizitive assignment!
- A link to the Weekly Canvas Quiz for that week. (Due Tuesdays at 11:59 PM.)
 - Study the relevant materials for that quiz well before you start work on the quiz!
- A link to the Weekly Discussion topic for that week.
 - Submit your first post to the discussion by Wednesday at 11:59 PM.
 - Submit all your discussion posts and responses by Thursday at 11:59 PM.

Specific deadlines for all readings and assignments are available on Canvas.

SUMMARY SCHEDULE (FALL 2020)

WEEK	Topic, Pollard (2019) Reading	Additional Reading or Study
1, 2	Introduction to World History and to History 101	Course Syllabus <u>MacGregor Chapters:</u> 1. Mummy of Hornedjedef <u>E-Reserve:</u> Gale Family Library. “Primary vs Secondary Sources” (instructional video). Posted September 14, 2015. Accessed January 15, 2010. https://youtu.be/TgU1BcDStK0 . <u>Optional:</u> Rampolla, pp. 1-25.
2	Academic Integrity. InQuizitive Assignments: Plagiarism Tutorial	<u>E-Reserves:</u> University of Wisconsin-Madison. "Quoting and Paraphrasing." UW-Madison Writer's Handbook. Last Modified 2020. Accessed January 16, 2020. https://writing.wisc.edu/handbook/assignments/quoting/sources/ <u>Optional Reading:</u> Rampolla (9th ed.), chapter 6. Rampolla (9 th ed.), chapter 7
3	Pollard (2019) Chapter 1 “Becoming Human”	<u>Pollard (2019), “WTWA Global Themes and Sources”</u> 1.4. The <i>Popul Vuh</i> (pp. 49-50) <u>MacGregor Chapters:</u> 6. Bird-Shaped Pestle 9. Maya Maize God Statue
4	Chapter 2. “Rivers, Cities, and First States, 3500-2000 BCE”	<u>MacGregor Chapters:</u> 11. King Den’s Sandal Label 13. Indus Seal 15. Early Writing Tablet

WEEK	Topic, Pollard (2019) Reading	Additional Reading or Study
5	Chapter 3. "Nomads, Chariots, Territorial States, and Microsocieties, 2000-1200 BCE"	Pollard (2019), Images of War Chariots (p. 110) <u>Pollard (2019), "Interpreting Visual Evidence"</u> Bronze-Working" (all images) (WTWA, pp. 152-153) <u>E-reserves:</u> Egyptian-Hittite Peace Treaty
6		Exam 1 Reflection Paper 1
7	Chapter 4. "First Empires and Common Cultures in Afro-Eurasia, 1200-325 BCE"	<u>Pollard (2019), "Global Themes and Sources"</u> 4.3. "Zhou Succession Crisis (ca. 1043 BCE)," King Wu, pp. 195-196 4.2. "Behistun Inscription (520 BCE)," Darius I, pp. 194-195 <u>MacGregor Chapters:</u> 21. "Lachish Reliefs" 26. "Oxus Chariot Model."
8	Chapter 5, "Worlds Turned Inside Out, 1000-350 BCE"	<u>E-reserves:</u> [Buddhist Sacred Texts]. The Suttas Confucius. "Confucius on Good Government" Laozi. Daodejing. Selections on Government
9	Chapter 6, "Shrinking the Afro-Eurasian World, 350-100 BCE"	<u>Pollard (2019), "Global Themes and Sources"</u> 6.2. "Kalinga Edict" (261 BCE), Aśoka, pp. 288-289. <u>MacGregor Chapters:</u> 40. Hoxne Pepper Pot 41. Seated Buddha from Gandhara <u>Optional Additional Secondary and Primary Sources:</u> Dehejia, Vidya. "Buddhism and Buddhist Art." In <i>Heilbrunn Timeline of Art History</i> . New York: The Metropolitan Museum of Art, 2000-. Last modified February 2007. Accessed January 15, 2020. http://www.metmuseum.org/toah/hd/budd/hd_budd.htm . "Seated Buddha (1 st to mid-2 nd Century [CE], Pakistan [ancient region of Gandhara]). Accessed January 15, 2020. https://www.metmuseum.org/toah/works-of-art/2003.593.1/ . ⁸ "Standing Buddha Offering Protection." (Gupta Period/Late 5 th century CE, India [Uttar Pradesh, Mathura]). Accessed January 15, 2020. https://www.metmuseum.org/toah/works-of-art/1979.6/ ⁹

⁸ Image found in: Elizabeth Pollard et al., *Worlds Together, Worlds Apart*, Concise Second Edition (New York: W.W. Norton, 2019), p. 272, image on the left.

⁹ Image found in Pollard (2019), p. 272, image on the right.

WEEK	Topic, Pollard (2019) Reading	Additional Reading or Study
10	Chapter 7 “Han Dynasty China and Imperial Rome 300 BCE-300 CE”	<u>Pollard (2019), “Global Themes and Sources:”</u> 7.1 Dong Zhongshu on Responsibilities of Han Rulership (200 BCE) 7.2 The Role of the Roman State (44 BCE), Cicero 7.3 Lessons for Women (c. 100 CE), Ban Zhao 7.4 On Women in Rome (first century CE), Musonius Rufus <u>MacGregor Chapters:</u> 34. Chinese Han Lacquer Cup 35. Head of Augustus
11		Exam 2 Reflection Paper 2
12	Chapter 8, “The Rise of Universal Religions, “300-600 CE”	<u>Pollard (2019), “Interpreting Visual Evidence”</u> “Yungang Caves.” [only], p. 390. <u>MacGregor Chapters:</u> 44. Hinton St. Mary Mosaic 51. Maya Relief of Royal Blood-Letting. ¹⁰ 68. Shiva and Pavarti Sculpture. ¹¹
13 ¹²	Chapter 9 “New Empires and Common Cultures, 600-1000 CE”	<u>MacGregor Chapters:</u> 49. Korean Roof Tile 56. Vale of York Hoard <u>E-reserve Documents:</u> The Quran 3:33-3:57 (Surah/Chapter 3, verses, 33-57)
14	Chapter 10, “Becoming ‘The World,’ 1000-1300 CE”	<u>Pollard (2019), “Global Themes and Sources”</u> 10.1. “Pilgrimage to Jerusalem (ca. 1300 CE),” Bar Sāwmā, pp. 487-488 10.3. “The Holy Sites of Jerusalem (c. 1360 CE),” Ibn Battuta, pp. 489-490. 10.4. “The Hajj of Mansa Musa (1324-1324),” al-Umari, pp. 490-491. <u>MacGregor Chapters:</u> 60. Kilwa Pot Sherds
15	Chapter 11, “Crises and Recovery in Afro-Eurasia, 1300-1500”	<u>MacGregor Chapters:</u> 71. Tughra of Suleiman the Magnificent 72. Ming Banknote <u>E-reserve Document:</u> The Hongwu Emperor (Zhu Yuanzhang), “An Imperial Edict Restraining Officials from Evil” (14 th century).
16/ FINALS WEEK		Exam 3 Reflection Paper 3

¹⁰ This image is also reproduced in Pollard (2019). See p 391.

¹¹ For an image of a different statue of Shiva and Pavarti, see Pollard (2019), p. 391.

¹² Since Thanksgiving Break is during Week 13, the discussions for chapter 9 of Pollard (2019) will be due Week 14.

GRADING

Grades in this course reflect achievement of different levels of mastery. Final course grades will be assigned on a percentage of possible points earned:

A Range	Exceptional or exemplary work	90.0% to 92.99%	A-	93.0%+	A		
B Range	Very good work. Exceeds minimum standards	80.0% to 82.99%	B-	83.0% to 86.99%	B	87.0% to 89.99%	B+
C Range	Acceptable work. Meets minimum standards.	70.0% to 72.99%	C-	73.0% to 76.99%	C	77.0% to 79.99%	C+
D Range	Barely meets minimum standards			63.0% to 66.99%	D	67.0% to 69.99%	D+
F	Does not meet minimum standards	0-62.99%. UWSP does not recognize a grade of D-. Any grade of less than 63.0% will result in a grade of F for the course.					

Grades will be based on completion of the following assignments:

Assignment Type	Value
Brief Assignments	6 @ 20 points=120 points/ca. 1%
Plagiarism Assignments	5@ 20 points=100 points/ca. 1%
InQuizitive Assignments	11@100 points=1100 points/ca. 5%
Weekly Canvas Quizzes	11@100 points=1100 points/ca. 5%
Weekly Discussion	11@99 points=1089 points/ca. 5%
Exams	3@3000 points=9000 points/ca. 42%
Reflection Papers	3@3000 points=9000points/ca. 42%
TOTAL	21,509 points/100%*

*Total may not add up to 100% due to rounding errors.

See the calendar in Canvas for assignment deadlines.

GENERAL COMMENTS ON GRADED ASSIGNMENTS

- All assignments are due at 11:59 PM Central Time on the date due.
- As a rule, assignments will be made available 1 week before the deadline.
- Once an assignment is available, you may complete it at any time before the deadline.
- All assignments must be submitted electronically through Canvas unless I state otherwise.
- Scores on graded activities will be posted to the Canvas gradebook as soon as possible.

BRIEF ASSIGNMENTS

At the start of the course, you will be responsible for a number of brief assignments to help introduce certain skills and ways of thinking essential to this class. This will include an introduction to InQuizitive, introductions to different historical skills, and an introductory discussion. This will include a mix of assignments on InQuizitive and Canvas.

PLAGIARISM ASSIGNMENTS

Several additional assignments at the start of the course will introduce you to (or remind you of) ways to avoid plagiarism and give others appropriate credit for their work. This will include a mix of assignments on InQuizitive and Canvas.

FOUNDATIONAL ASSIGNMENTS

Each week you will need to complete three assignments related to a chapter in Pollard (2019). Your work on these assignments will give you a foundation which will prepare you for the major assignments in this class. I recommend that you complete each module's assignments in the following order:

INQUIZITIVE ASSIGNMENTS

There will be an InQuizitive assignment associated with each chapter assigned from Pollard (2019). InQuizitive assignments are "open book" and have no time limit. However, I expect you to complete each of these assignments on your own without help from any other person. You may return to the same InQuizitive assignment as many times as you wish before the deadline, so if you put in the time you should be able to earn 100% on each InQuizitive assignment.

CANVAS QUIZZES

There will also be brief timed quiz on Canvas associated with each chapter assigned from Pollard (2019). Each quiz will be based on the study primary sources relevant to the chapter's topic. All quizzes will be "open book." However, I expect you to complete these quizzes on your own without help from any other person. You may retake quizzes as many times as you like before the deadline so you should be able to earn 100% on all these quizzes. Quiz answers and feedback will be available after the quiz deadline.

REGULAR DISCUSSIONS

For each module, you will need to contribute to an online discussion relating a primary source to the module's topic. These discussions will form the basis of your reflection papers (discussed below). Your grade on your discussions will be based on three factors?

- Did you submit an original post by the deadline?
- Did you submit a response to another student's post by the deadline for responses?
- Did your posts address the questions asked for that module?

MAJOR ASSIGNMENTS

As noted above, the majority of your grade in this class will be based on six major assignments:

EXAMS

There will be three exams during the course of the semester. All will be available from Saturday 12:01 AM to Tuesday 11:59 PM (96 hours, or 4 days). All exams will be administered through the Canvas quiz tool. Neither Exam 2 nor Exam 3 is a cumulative exam.

Each exam will be a 75-minute timed exam with 50 questions. You will be allowed two attempts on the exam. Only your higher score will count toward your grade. The questions will be randomly selected from a pool, so that no two attempts on a particular exam will be exactly the same.

Exams will be “open book,” but you may not collaborate with anybody else on the exams. Exam questions will be based on readings from Pollard (2019) and InQuizitive assignments. A study guide will be provided in advance of the exams.

REFLECTION PAPERS

As noted above, you must write three reflection papers based on your contributions to the assigned Canvas Discussions. A full prompt for each Reflection Paper will be made available in advance of the assignment.

PROFESSIONALISM AND GRADING

College is your gateway into the working world. Therefore, in this class I will follow practices of common courtesy and professionalism expected in the workplace. I expect that all students will do the same. Keep in mind the following principles:

- Students are expected to participate in all online discussions as listed in the course calendar.
- Students who stop participating in class activities or online assignments may be reported as not attending, and may be dropped from the class.
- **Students who exhibit highly unprofessional behavior may be subject to penalties to their final grades**, up to and including failure in the class. Such unprofessional behavior includes, but is not limited to:
 - plagiarism or other forms of academic dishonesty
 - highly disruptive or disrespectful activity in person or in online forums.

COMMUNICATION

Please reach out to me to ask questions and to help me know you better as an individual. The best ways to contact me are through the Canvas Discussions, the Canvas Inbox, or through Zoom meetings. See below for advice on offline communication, for when you do not have access to the Internet.

CANVAS DISCUSSIONS

If you have general questions about the course or about course content, or you just want to chat, please contact me through the “Professor’s Office” discussion forum on Canvas. If you have a question, there’s a good chance several other students have it too! I check the Discussion Boards at least once a day, Monday through Friday. I will usually respond to any question within “one business day,” even if I do not have a definitive answer.

CANVAS INBOX

In addition to the discussion boards, Canvas also has a tool for one-on-one communication: The Inbox. Please use the Canvas Inbox to contact me about issues that apply only to you or that you prefer to keep private (e.g., requests for extensions).

I will check my Canvas Inbox at least once a day, Monday through Friday. You should check yours regularly too. Where possible, I will use this tool to contact students about individual or private class matters (e.g., missing or late assignments).

EMAIL.

Check your UWSP email account regularly (e.g., spointer@uwsp.edu). I may use email in addition to the Canvas Inbox. I check my campus email account (efrancis@uwsp.edu) at least once a day, Monday through Friday.

ZOOM/VIRTUAL OFFICE HOURS

I will hold virtual office hours on Zoom at the times listed on Canvas. I am also willing to schedule Zoom meetings at other times. I will not hold any class sessions on Zoom. If you do not have Internet access, you can still access Zoom meetings using the phone number and passcode provided in the invitation.

“NETIQUETTE” IN ONLINE COMMUNICATION

In addition to common courtesy, I ask that all students follow some basic principles of “netiquette” in online exchanges through Canvas Discussions, Inbox messages, emails, and carrier pigeon messages. I recommend these principles in all your academic communication.

- Briefly identify yourself. Give your name and mention the class you have with the professor. We professors receive numerous emails every day and may have hundreds of students. This makes it difficult to identify emails simply signed “Dave” or “Sally.”
- Always use appropriate terms of address. I prefer to be addressed as “Dr. Francis” or “Professor Francis.” I recommend you follow this pattern with your other professors, unless they tell you otherwise.
- Always include a relevant subject heading where possible--particularly when you send an email. For instance, identify the course number or course name or summarize your concern.

COURSE POLICIES

These policies cover any issues not addressed above. Course policies are listed in alphabetical order.

ACADEMIC HONESTY.

I expect all students to uphold principles of academic honesty in this classroom. Students who commit any form of academic dishonesty in this class will be given a **"0" (zero)** grade for the relevant assignment. Further penalties can range from a lowered grade in the class (up to and including failing the class) to suspension or expulsion from the University.

- Academic dishonesty includes (but is not limited to):
 - plagiarism.
 - cheating on exams
 - providing false information on official documentation (e.g., signing others in for attendance, or giving false excuses to make up work)
 - presenting the same piece of work for credit in two different classes without prior permission
- Review your rights and responsibilities as outlined on the following web page:
"Student Conduct Process." UWSP Office of the Dean of Students. 2020.
<https://www.uwsp.edu/dos/Pages/Student-Conduct.aspx>. Accessed June 17, 2020.

COPYRIGHT ON COURSE MATERIALS

Lecture materials, recordings, and original materials produced for this class (World History to 1500) are protected intellectual property at UW-Stevens Point. Other material used in this course, such as textbooks, audiovisual recordings, or applications (e.g., InQuizitive) may also be protected by copyright.

Students in this course may use the materials and recordings for their personal use related to participation in this class. Students may also take notes solely for their personal use. If a lecture is not already recorded, you are not authorized to record my lectures without my permission unless you are considered by the university to be a qualified student with a disability requiring accommodation. [Regent Policy Document 4-1] Students may not copy or share lecture materials and recordings outside of class, including posting on internet sites or selling to commercial entities. Students are also prohibited from providing or selling their personal notes to anyone else or being paid for taking notes by any person or commercial firm without the instructor's express written permission. Unauthorized use of these copyrighted lecture materials and recordings constitutes copyright infringement and may be addressed under the university's policies, UWS Chapters 14 and 17, governing student academic and non-academic misconduct.

DISABILITY AND ASSISTIVE TECHNOLOGY CENTER (DATC)

As a professor at UWSP, I am committed to providing reasonable and appropriate accommodations to students with disabilities and temporary impairments. If you have a disability or acquire a condition during the semester where you need assistance, please contact the Disability and Assistive Technology Center (DATC) on the 6th floor of Albertson Hall (the University Library) as soon as possible. DATC can be reached at 715-346-3365 or DATC@uwsp.edu.

EXTRA CREDIT

As a rule, I do not grant extra credit in my classes. I definitely do not create special extra credit assignments for individual students. Any extra credit assignment will be publicly offered to the entire class with plenty of time for students to participate.

LATE WORK, MISSED ASSIGNMENTS, AND EXTENSIONS

I will accept late submissions of most assignments. All work submitted after the deadline is subject to a **penalty of -5% per day late** (or portion thereof). There are exceptions:

- Late submissions to discussions will be penalized -33%.
- **Exams will only be available during a specific 96-hour period listed on Canvas.** This policy is intended to preserve academic integrity,

CONTACT ME TO REQUEST ACCOMMODATIONS FOR LATE WORK

I am willing to waive or reduce late penalties (or allow you to take an exam at a different time) if you are unable to complete work due to circumstances beyond your control such as:

- University-approved travel.
- Personal emergency.
- Technical failures beyond your control (e.g., failures of Canvas or loss of Internet access).
- Religious holidays.
- Mandatory service as a member of the armed services or emergency personnel such as police, fire, or rescue squad.

If you believe you will need an extension for an assignment, contact me as soon as possible. When possible (e.g., upcoming religious holidays or scheduled military deployment), contact me before the deadline. The earlier you contact me, the easier it is for me to arrange for some kind of accommodation.

REGISTRAR POLICIES

All UWSP students are responsible for understanding the policies which govern their education. See the web page for the Office of the Registrar (<https://www.uwsp.edu/regrec/Pages/AtoZPolicySearch.aspx>) for information on the following policies (and many more):

- Add/Drop Procedure, Forms, Schedule
- Attendance Information
- Incompletes