

# History 101: World History to 1500

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**Fall 2016**

**Instructor:** Taylor M. Easum  
**Office:** CCC 459  
**Office Hours:** 11:00-12:00 MW  
(Also by appointment)  
**Email:** taylor.easum@uwsp.edu

**Lecture Schedule & Location:**  
LECT 1: 11:00-12:15 TR CCC 227  
LECT 2: 12:35-13:50 TR CPS 317  
**Reading in the Disciplines (RID) sections:**  
TBD

## Course Description:

World History is a huge topic. Chronologically, this course is designed to cover all of human history from the emergence of modern humans through the end of the 15<sup>th</sup> century. While one goal of this course is to sort through this mass of information, another, more important goal will be to introduce students to the *practice* of history itself. In other words, the central goal of this course is not only to learn history, but to learn to think historically. How do we understand the human past, and our role in it? How do we know anything about ancient history? How is any of this history relevant to us, here and now?

We will survey the history of major world cultures, important states, and expansive empires of world history; we will also, however, think about larger themes in world history, such as the importance of trade, the formation—and fall—of empires, the development of technology, the spread of religion, and the historical relationship between society and the environment. In short, this course should give you more than information about the human past; it should also challenge you to think about our relationship with the past.

## Learning Outcomes:

Ralph Waldo Emerson once said: “To finish the moment, to find the journey’s end in every step of the road, to live the greatest number of good hours, is wisdom.” Or, as Aerosmith put it in 1993:

*Life’s a journey not a destination  
And I just can’t tell just what tomorrow brings*

That being said, here are some potential destinations for our intellectual journey. At the end of this course students shall be able to:

- Analyze global historical developments before c. 1500.
- Explain the difference between different types of historical sources, especially primary and secondary sources.
- Extract and critique arguments from historical essays, articles, and book chapters.
- Demonstrate knowledge of the history, philosophy, arts, and/or literature of different cultures from different global regions and traditions.
- Articulate the basic elements of historical analysis.

## Readings:

There is one required text for this course, which may be rented from the UWSP Bookstore:

1. Bentley, Jerry, Herbert Ziegler, and Heather Streets Salter, *Traditions & Encounters: A Brief Global History Volume 1*, 3<sup>rd</sup> edition (McGraw-Hill, 2013)

There is also one other book that you can acquire from the bookstore, or via any online retailer:

2. George, A. R. *The epic of Gilgamesh: The Babylonian epic poem and other texts in Akkadian and Sumerian*. London; New York: Penguin Books, 2003.

In addition, I will post a variety of additional required readings and documents online, either as external links or as PDF files on the D2L site for the course. You can read these materials online or print them out, but they will be required, unless *specifically* marked as optional.

## Course Website:

Through the D2L website for the course, students can access a variety of materials, including the course syllabus, outlines, and links to relevant outside resources such as videos or other websites related to the week's content. Finally, all written assignments will be submitted via the website, and grades and comments will be posted online.

## Digital Materials:

In addition to the readings, there will also be digital requirements for the course, including YouTube videos, websites, and podcasts.

1. The History of the World in 100 Objects (hereafter '100 Objects'): Use this link to view the objects: [http://www.britishmuseum.org/explore/a\\_history\\_of\\_the\\_world/objects.aspx#1](http://www.britishmuseum.org/explore/a_history_of_the_world/objects.aspx#1), and use this link to listen to the audio program: <http://www.bbc.co.uk/podcasts/series/ahow/all>.
2. UNESCO World Heritage List: <http://whc.unesco.org/en/list/>. We will look at several sites on this list as we learn about early global history.

## Evaluation:

The goal of this course is to help students develop their skills in writing and critical—especially historical—thinking. To meet these goals, student grades will be based on a variety of assignments:

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|--|------------------------------------|
| 1. Attendance/Participation: <b>5%</b> | 4. Midterm Examination: <b>20%</b> |
| 2. Quizzes (6): <b>30% (5% each)</b>   | 5. Final Examination: <b>25%</b>   |
| 3. Short Essays: <b>20% (10% each)</b> |                                    |

For each of these assignments, there are different requirements for both the amount and form of work to be done. All assignments will be discussed in detail in class, but here is a brief description of the assignments and expectations:

1. *Attendance/Participation*: Your presence in class is mandatory. Otherwise, I will be talking to an empty room, and I'll feel strange.
2. *Quizzes*: Over the course of the semester, students will complete seven short quizzes, given online via D2L, and based primarily on the textbook and the 100 Objects. Once you start the quiz, your time will be limited to 20 minutes, but you will have Thursday and Friday of that week to complete the quiz. Your lowest score will be dropped; the remaining six quizzes will count for 30% of your grade, or 5% each. Since the quizzes are online and your lowest score is dropped, there will be no make-up quizzes.
3. *Short Essays*: During the semester, students will submit two short essays (between 2 and 3 pages in length) on topics chosen from the options listed in the syllabus. The essay will be due on the day and time indicated in the essay options listed below in the course outline. Please note that there are two options for each essay, but students will only need to choose one to write.
4. *Midterm Examination*: In Week 7 there will be an in-class 50-minute midterm exam with various types of questions, including short IDs and short answer.
5. *Final Examination*: On the scheduled final exam date and time, students will take a final exam consisting of multiple choice, short answer, and identification questions.

## Written assignments:

Essays will be graded based on a simple rubric consisting of the following elements:

- a) **Content**: Essays that earn an A must address the question directly, and include relevant examples.
- b) **Argument and Logic**: Essays that earn an A will have a clear thesis, and supporting arguments that draw on evidence and well-reasoned analysis.
- c) **Organization**: Essays that earn an A will follow a logical plan, beginning with a brief but clear introduction stating the problem and the thesis, followed by supporting arguments, before ending with a conclusion that highlights the central argument of the essay.
- d) **Grammar**: Essays that earn an A will avoid common grammatical mistakes such as subject-verb agreement, comma splices, and sentence fragments. In fact, any essay with two or more comma splices will be rejected. (You might want to look up what a comma-splice is!)
- e) **Formatting**: Essays that earn an A will be properly formatted, with 1" margins on all sides, 11 or 12-point Times New Roman font, double-spaced, and correctly formatted citations.

## Laptops, Tablets, and Phones:

Unless otherwise cleared with me in advance, noted in lecture, or allowed for a specific in-class assignment, I ask all students to leave their laptops and tablets in their bags, and leave their phones face-down on the table.



## UWSP Policies:

Please take a moment to review University policy on Academic Integrity (<http://www.uwsp.edu/stuaffairs/Documents/RightsRespons/Academic%20Integrity%20Brochure.pdf>). Please note that I follow these policies strictly, and will pursue disciplinary action in all cases of academic misconduct.

Please also note that UWSP is determined to provide equal access and accommodation to all students with disabilities. For more information, please contact the Disability and Assistive Technology Center (<http://www.uwsp.edu/disability/Pages/default.aspx>).

## Reading in the Disciplines (RID) Sections

At the beginning of the semester, students may sign up for a one-credit, pass/fail *Reading in the Discipline* class attached to this course, listed as *History 198* in the timetable. Small groups then meet weekly throughout the semester with a trained peer facilitator, Mike Marichal, to go over class readings, notes, and handouts. Students who enroll in RID sections tend to do better in the class overall, and particularly on written assignments. For more information, visit the Tutoring-Learning Center page (<http://www.uwsp.edu/tlc/Pages/RID-students.aspx>).

# COURSE OUTLINE

## Week 1: Introduction

*Traditions & Encounters*, Chapter 1

100 Objects: #1-5 (Making us Human)

Film: *Dawn of Humanity* (especially 34:18-46:00 and 1:43:35-end) (available online: <http://www.pbs.org/wgbh/nova/evolution/dawn-of-humanity.html>)

Sep 6	<u>Introduction to the class: Origins, Origin Stories, and History</u>
Sep 8	<u>Earliest States and Complex Societies</u>

## Week 2: Early Societies and States

*Traditions & Encounters*, Chapter 2

100 Objects: #8, 11, 12, 15, 16, & 20

*Epic of Gilgamesh*, (pp. 1-100 [Standard Version]; bottom of 123-top of 1125 [tablet from Sippar])

Neolithic Site of Çatalhöyük: <http://whc.unesco.org/en/list/1405>

Sep 13	<u>Egypt and Africa</u>
Sep 15	<u>Mesopotamia – Sumer and Babylon</u>

## Week 3: Urbanization, Writing, and Agriculture in the Americas

*Traditions & Encounters*, Chapter 4

100 Objects: #9, 29

Film: *Cracking the Maya Code* (available via e-reserve on d2l, and here: <https://youtu.be/H5ppfC6y-5s>)

Sep 20	<u>The Wild and the Urban: Gilgamesh and Enkidu (cont'd from week 2)</u>
Sep 22	<u>Olmeccs and their Heirs</u>

[QUIZ]

## Week 4: India before India

*Traditions & Encounters*, first half of Chapter 3 (pp. 46-53), Chapter 7

100 Objects: #13, 32, 41, 42

Moenjodaro: <http://whc.unesco.org/en/list/138>

Sep 27            Harappa, Aryans and the Vedas  
 Sep 29            Empire in India: Ashoka and Siddhartha

*[First essay / Option #1: We have considered the importance of literature and writing in a variety of historical societies thus far. Focusing on the case of the Maya, write an essay explaining the importance and limitations of written records for our understanding of the past. Due Friday at 5pm.]*

## Week 5: China before China

*Traditions & Encounters*, second half of Chapter 3 (pp. 53-60), Chapter 6

100 Objects: #23, 30, 34

Yin Xu (ancient Shang capital city): <http://whc.unesco.org/en/list/1114/>

Oct 4            Early societies in East Asia: Xia, Shang and Zhou  
 Oct 6            Forming the Imperial Mold: Qin and Han Dynasties

[QUIZ]

## Week 6: Persians and the Greeks

*Traditions & Encounters*, Chapter 5, start Chapter 8

Thomas R. Martin, *Herodotus and Sima Qian: The First Great Historians of Greece and China* (pp. 1-28, selected excerpts)

100 Objects: #26, 27, 31, 35, 36

*Taking Sides*: Issue 3 (pp. 42-54)

Persepolis: <http://whc.unesco.org/en/list/114>

Oct 11            Persian Empires and Greek City-States – From Achaemenid to Alexander  
 Oct 13            Mediterranean States – From Greece to Rome

*[First essay / Option #2: Using course materials posted on D2L, particularly the work of Herodotus and Sima Qian, write a short essay explaining why these two individuals are sometimes called the 'First historians'. What makes them historians, as we understand the term? Due Friday at 5pm]*

## Week 7: Silk Roads and Global Connections

*Traditions & Encounters*, finish Chapter 8, Chapter 9

100 Objects: #40, 50

Oct 18            Empires across Eurasia: Roman and Han  
 Oct 20            MIDTERM EXAM – In Class

## Week 8: Latin Christendom in Europe

*Traditions & Encounters*, Chapter 10

100 Objects: #66, 67

*Taking Sides*: Issue 7 (pp. 112-130)

Oct 25            From Rome to Byzantium  
 Oct 27            Byzantium from the West and the East

[QUIZ]

## Week 9: Global Islam

*Traditions & Encounters*, Chapter 11

100 Objects: #45, 52

*Taking Sides*: Issue 10 (pp. 167-184)

Nov 1            Islam from Mohammad to Umayyad  
 Nov 3            The Expansion of Dar al-Islam

[QUIZ]

*[Second essay / Option #1: Islamic influence in Europe and beyond has been a subject of historical debate. After reading the selection from 'Taking Sides', write an essay answering the following question: Does the modern university have its roots in the Islamic world? Due Friday at 5pm.]*

## Week 10: China beyond China

*Traditions & Encounters*, Chapter 12

100 Objects: #39, 49, 50, 55, 58

Nov 8            Imperial Recovery under the Sui, Tang, and Song  
 Nov 10           Neo-Confucianism and East Asia

[QUIZ]

## Week 11: India beyond India

*Traditions & Encounters*, Chapter 13

Zhou, Dagan. *A Record of Cambodia: The Land and Its People*. Chiang Mai, Thailand: Silkworm Books, 2007, (especially pp 47-84 – available on d21)

100 Objects: #54, 59, 68

Nov 15           Buddhism, Trade, and Statecraft in South Asia  
 Nov 17           Southeast Asian states: Indianized or Localized?

*[Second essay / Option #2: Angkor was a great empire in mainland Southeast Asia that attracted the attention of many traders, missionaries, and diplomats. Zhou Dagan's observations, which you have read this week, are one of the few sources we have describing this empire at its height. Write an essay critically analyzing Zhou Dagan's text as a source for understanding the history of Angkor. How would you use this source to write about Angkor in the 13<sup>th</sup> century? Due Friday at 5pm.]*

## Week 12: Mongols and Eurasian Integration

*Traditions & Encounters*, Chapter 14

Film: *Mongol: The Rise of Genghis Khan (2007)* (Available on e-reserve via d2l)

\* Onon (trans. and ed.), *The Secret History of the Mongols* (especially pp. 17-27 – available on d2l)

Timothy May. *The Mongol Conquests in World History* (pp. 28-35 – available on d2l)

100 Objects: #64

Nov 22	<u>Mongol Conquests / Mongols in World History</u>
Nov 24	<u>Thanksgiving Holiday</u>

## Week 13: African Empires and States

*Traditions & Encounters*, Chapter 15

100 Objects: #60, 63

Ruins of Kilwa: <http://whc.unesco.org/en/list/144>

Nov 29	<u>Empires and States in Sub-Saharan Africa</u>
Dec 1	<u>East Africa and the Indian Ocean World</u>

[QUIZ]

## Week 14: European Reactions and Interactions

*Traditions & Encounters*, Chapter 16

100 Objects: #53, 56, 61, 62

Dec 6	<u>Medieval Europe: Backwater or the Center of the World?</u>
Dec 8	<u>European Christianity from Crusades to Reconquista</u>

[QUIZ]

## Week 15: Turning Points?

*Traditions & Encounters*, Chapter 18

*Taking Sides*: Issue 12 (pp. 201-216)

100 Objects: #71-75 (The Threshold of the Modern World)

Dec 13	<u>Isolation and Interaction – the wide view</u>
Dec 15	<u>Why 1500?</u>

## FINAL EXAM WEEK:

Dec 19 (Mon.)	Section 1 Final Exam (Group 8: 14:45-16:45, CCC 227)
Dec 21 (Wed.)	Section 2 Final Exam (Group 15: 12:30-14:30, CPS 317)

***Good Luck!***